



Meeting of the Board of Trustees

April 30, 2018

CALL TO ORDER: 5:00 P.M.

1.0 PROCEDURAL MATTERS

1.1 Call to Order

1.2 Public Comments

*Members of the public may address the Board on items listed to be discussed in **closed session**. If you wish to address the board on a closed session item, please complete a yellow form entitled, "Request to Speak" and submit it to the board's Executive Assistant. These forms are available outside the board room. **Speakers are limited to two minutes each.***

RECESS TO CLOSED SESSION FOR DISCUSSION OF THE FOLLOWING:

- 1.3 Public Employee Employment, Evaluation of Performance, Discipline, Dismissal, Release (Government Code Section 54957(b).) (7 matters)
 - A. Public Employee Discipline, Dismissal, Release (Government Code Section 54957(b).) (4 matters)
 - B. Public Employee Employment (Government Code Section 54957(b).) (2 matters)
 - 1. Chancellor Recruitment Update
 - 2. Chancellor
 - C. Public Employee Performance Evaluation (Government Code Section 54957(b).) (1 matter)
 - 1. Interim Chancellor
- 1.4 Conference with Labor Negotiators (GC Section 54957.6)
 - A. Unrepresented Employees
Agency Designated Representatives: Thomas M. Fallo, Interim Chancellor and Tim Jemal, President of the Board
 - B. Faculty Association
Agency Designated Negotiator: Dr. Cindy Vyskocil, Vice Chancellor of Human Resources
 - C. Classified School Employees Association (CSEA)
Agency Designated Negotiator: Dr. Cindy Vyskocil, Vice Chancellor of Human Resources

- D. Police Officer's Association (POA)
Agency Designated Negotiator: Dr. Cindy Vyskocil, Vice Chancellor of Human Resources

1.5 Conference with Real Property Negotiators (GC Section 54956.8)

- A. Agency Designated Negotiator: South Orange County Community College District – Ann-Marie Gabel, CPA, Vice Chancellor, Business Services (Seller); and Gregory Gotthardt, FTI Consulting, Inc. (District Real Estate Advisor)

Lease of Property by District: Portion of Saddleback College site, 28032 Marguerite Parkway, Mission Viejo (Property) also known as ReNew at the Shops

Negotiating Parties: Bel Canto Real Estate Partners VIII, LLC (Assignee / Purchaser), and FPA4 Promenade, LLC, (Current Lessee)

Under Negotiation: Instructions to designated negotiators will concern price and terms of payment for the ground lease of the identified Property.

- B. Agency Designated Negotiator: South Orange County Community College District – Ann-Marie Gabel, CPA, Vice Chancellor, Business Services (Seller); and Gregory Gotthardt, FTI Consulting, Inc. (District Real Estate Advisor)

Lease of Property by District: Approximately 24.4 acres of real property located at 1600, 1610, 1620 and 1630 Valencia Ave. and 1602 and 1606 Victory Road, Tustin, CA 92782 (Property) also known as the Advanced Technology & Education Park (ATEP site)

Negotiating Parties: KPC Healthcare, Edwards Lifesciences, ACS Development, and Star Harbor Space Training Academy (Prospective Lessees)

Under Negotiation: Instructions to designated negotiators will concern price and terms of payment for the ground lease of the identified Property.

1.6 Conference with Legal Counsel (Government Code Section 54956.9)

- A. Anticipated Litigation (Government Code Section 54956.9(d)(2), (e)(1) (2 potential cases)
- B. Pending Litigation (54956.9 (a), (d)(2), and (e)(3) (1 case)

RECONVENE OPEN SESSION: 6:30 P.M.

2.0 PROCEDURAL MATTERS

2.1 Actions Taken in Closed Session

2.2 Invocation

Led by Trustee Terri Whitt

2.3 Pledge of Allegiance

Led by Trustee James Wright

2.4 Public Comments

*Members of the public may address the Board on any item on the agenda at this time or during consideration of the item. Items not on the agenda that are within the subject matter jurisdiction of the Board may also be addressed at this time. If you wish to address the board, please complete a yellow form entitled, "Request to Speak" and submit it to the board's Executive Assistant. These forms are available outside the board room. **Speakers are limited to up to two minutes each.***

3.0 REPORTS

3.1 Oral Reports: *Speakers are limited to up to two minutes each.*

- A. Board Reports
- B. Chancellor's Report
- C. College Presidents' Reports (*Written Reports included in Section 8.0*)
- D. Associated Student Government Reports
- E. Board Request(s) for Reports

4.0 DISCUSSION ITEMS

4.1 None

5.0 CONSENT CALENDAR ITEMS

All matters on the consent calendar are routine items and are to be approved in one motion unless a Board member requests separate action on a specific item, and states the compelling reason for separate action.

5.1 SOCCCD: Board of Trustees Meeting Minutes

Approve minutes of Regular Meeting held on March 26, 2018.

5.2 SOCCCD: Resolutions

- 1. Jordan Larson, Student Trustee
- 2. Classified Employee Week, May 20th to 26th
- 3. Ken Lee, Professor of the Year, Saddleback College
- 4. Dr. Jill R. Faulkner, Associate Professor of the Year, Saddleback College
- 5. Kara Mahotka Patterson, Emeritus Professor of the Year, Saddleback

College

6. Dr. Kari Tucker-McCorkhill, Professor of the Year, Irvine Valley College
7. Nathaniel Cayan, Associate Professor of the Year, Irvine Valley College
8. Kathryn Burns, Emeritus Professor of the Year, Irvine Valley College

5.3 **Irvine Valley College: Curriculum Revisions for the 2019-2020 Academic Year**

Approve curriculum revisions as recommended by the Curriculum Committee in consultation with the Academic Senate for the 2019-2020 academic year, pursuant to Title 5, Section 53200 et seq.

5.4 **Irvine Valley College: Community Education, Summer 2018**

Approve the Community Education courses, presenters and compensations.

5.5 **SOCCCD: Irvine Valley College Horizontal Drilling for Liberal Arts A-400 Building Recycled Water Project, Award of Bid No. 342, Amtek Construction.**

Award Bid No. 342, Horizontal Drilling for Liberal Arts A-400 Building Recycled Water project and approve the agreement with Amtek Construction, in the amount of \$85,333.

5.6 **SOCCCD: Irvine Valley College Monument Signs Replacement Project, Notice of Completion, SS+K Contractors, DBA SS&K Contractors.**

Authorize filing the Notice of Completion for the Irvine Valley College Monument Signs Replacement project to SS+K Contractors, DBA SS&K Contractors for a final contract amount of \$344,500.

5.7 **SOCCCD: Irvine Valley College Life Sciences Building First Year Discovery Project, Notice of Completion, Amtek Construction**

Authorize filing the Notice of Completion for the Irvine Valley College Life Sciences Building First Year Discovery project to AMTEK Construction for a final contract amount of \$217,361.97.

5.8 **Saddleback College and Irvine Valley College: Speakers**

Approve general fund honoraria for speakers for events and/or classes at Saddleback College and Irvine Valley College.

5.9 **SOCCCD: Saddleback College Baseball Field Bleacher Replacement Project, Notice of Completion, Patriot Contracting and Engineering**

Authorize filing the Notice of Completion for the Saddleback College Baseball Field Bleacher Replacement project to Patriot Contracting and Engineering for a final contract amount of \$1,411,662.

5.10 **SOCCCD: Saddleback College Accessible Ramp Project, Award of Bid No. 2072, Amtek Construction**

Award Bid No. 2072, Saddleback College Accessible Ramp project and approve the agreement with Amtek Construction, in the amount of \$445,333.

- 5.11 **Saddleback College: New and Revised Curriculum for the 2018-19 Academic Year**
Approve the proposed curriculum changes for the 2018-19 academic year at Saddleback College.
- 5.12 **SOCCCD: Advanced Technology and Education Park (ATEP) IVC First Building Project, Change Order No. 5, McCarthy Building Companies, Inc.**
Approve Board Change Order No. 5 for the ATEP IVC First Building project and authorize staff to execute the corresponding change order with McCarthy Building Companies, Inc., resulting in an increase of \$499,166, for a revised contract total of \$18,410,353.
- 5.13 **SOCCCD: Advanced Technology and Education Park (ATEP) IVC First Building Project, Notice of Completion, McCarthy Building Companies, Inc.**
Authorize filing the Notice of Completion for the ATEP IVC First Building project to McCarthy Building Companies, Inc. for a final contract amount of \$18,410,353.
- 5.14 **SOCCCD: Budget Amendment: Adopt Resolution No. 18-09 to Amend FY 2017-2018 Adopted Budget.**
Adopt Resolution No. 18-09 to amend the FY 2017-2018 Adopted Budget as listed.
- 5.15 **SOCCCD: Transfer of Budget Appropriations.**
Ratify the transfer of budget appropriations as listed.
- 5.16 **SOCCCD: November 2017 – March 2018 Change Orders/ Amendments.**
Ratify the change orders and amendments as listed.
- 5.17 **SOCCCD: Purchase Orders and Checks.**
Ratify the purchase orders and checks as listed.
- 5.18 **SOCCCD: March – 2018 Contracts.**
Ratify contracts as listed.

6.0 GENERAL ACTION ITEMS

- 6.1 **SOCCCD: FY 2020 – 2021 Five Year Construction Plan.**
Approve the district's order of priority for the FY 2020– 2021 Five Year Construction Plan.
- 6.2 **SOCCCD: Saddleback College Access Control Project, Design-Build Agreement, Soltek Pacific Construction**
Approve the Saddleback College Access Control project design-build agreement with Soltek Pacific Construction, for a total contract amount of \$9,900,000.

- 6.3 **SOCCCD: Adopt Resolution No. 18-07 to Authorize the Purchase of Hewlett Packard (HP) Computer Equipment Utilizing the National Association of State Procurement Officials (NASPO) under the Western State Contracting Alliance (WSCA) Cooperative Purchasing Program, Master Price Agreements Nos. MNWNC-115 and MNNVP-133**
Adopt Resolution No. 18-07 to approve contracting with HP Inc. for the purchase of computers, laptops and tablets, pursuant to the Master Price Agreements Nos. MNNVP-134 and MNNVP-133, awarded by the state of Minnesota and approved for use in the state of California through Participating Addendum No.7-15-70-34-001. Annual expenditures for the term under this agreement will not exceed \$2,500,000.
- 6.4 **SOCCCD: Board Policy Revision: BP-5618 Credit by Examination, BP-5402 Associated Students' Finance, BP-5640 Service Animals, BP-3401 Animals or Pets on Campus, BP-4003 Anti-Nepotism**
Accept for discussion and approval policies as listed.
- 6.5 **SOCCCD: Board Policy Revision: BP-103 Board Membership, BP-105 Organization of the Governing Board, BP-162 Communications Among Board Members, BP-1510 Native American Graves and Repatriation Act, BP-3101.6 Real Property Management, BP-4000.4 Equal Employment Opportunity, BP-4345 Catastrophic Leave**
Accept for review and study policies as listed.
- 6.6 **SOCCCD: Academic Employee and Classified Administrator Personnel Actions – Regular Items**
Ratify New Personnel Appointments, Additional Compensation: General Fund, Additional Compensation: Categorical/Non-General Fund, Resignation/Retirement/Conclusion of Employment, Workload Banking, Revisions/Edits/Additions.
- 6.7 **SOCCCD: Classified Personnel Actions – Regular Items**
Ratify New Personnel Appointments, Authorization to Eliminate Classified Positions and/or Position Numbers, Authorization to Establish and Announce a Classified Position, Reorganization, Change of Status, Out of Class Assignments, Resignation/Retirement/Conclusion of Employment, Volunteers.
- 6.8 **SOCCCD: Revised IVC Tenure Track Hiring Authorization**
Approve the revised 2018 – 2019 faculty hiring list for Irvine Valley College.
- 6.9 **SOCCCD: Annual Report on Fourth Year Probationary Faculty Recommended for Tenure**
Approve tenure for full-time faculty members who have completed the four-year tenure-track plan.

- 6.10 **SOCCCD: Employment Agreement – Kathleen Burke, Chancellor**
Adopt Agreement for Employment of Dr. Kathleen Burke as Chancellor, South Orange County Community College District, effective June 1, 2018 through June 30, 2021.

7.0 REPORTS

- 7.1 **SOCCCD: Staff Response to Public Comments from Previous Board Meeting**
None
- 7.2 **Saddleback College and Irvine Valley College: Speakers**
A listing of speakers for events and/or classes at Saddleback College and Irvine Valley College.
- 7.3 **Saddleback College and Irvine Valley College: Guided Pathways Work Plan**
Saddleback College and Irvine Valley College Guided Pathways Work Plans, which outline the colleges' next steps and expected scale of adoption for each of the 14 key elements of the college's Guided Pathways Self-Assessment.
- 7.4 **SOCCCD: Facilities Plan Status Report.**
Status of current construction projects.
- 7.5 **SOCCCD: Monthly Financial Status Report.**
The reports display the adopted budget, revised budget and transactions through March 31, 2018.
- 7.6 **SOCCCD: Quarterly Investment Report**
Report for period ending March 31, 2018.
- 7.7 **SOCCCD: Quarterly Financial Status Report**
Report for period ending March 31, 2018.
- 7.8 **SOCCCD: Pension Stabilization Trust Fund**
Report for period ending March 31, 2018.
- 7.9 **Retiree (OPEB) Trust Fund.**
Report for period ending February 28, 2018 and March 31, 2018.
- 7.10 **Basic Aid Report**
Report for period ending March 31, 2018.

8.0 REPORTS FROM ADMINISTRATION AND GOVERNANCE GROUPS

*Reports by the following individuals and groups may be written and submitted through the docket process prior to distribution of the Board agenda packet. **Speakers are limited to two minutes each.***

- A. Saddleback College Academic Senate
- B. Faculty Association
- C. Irvine Valley College Academic Senate
- D. Vice Chancellor, Technology and Learning Services
- E. Vice Chancellor, Human Resources
- F. Vice Chancellor, Business Services
- G. Irvine Valley College Classified Senate
- H. California School Employees Association
- I. Saddleback College Classified Senate
- J. Police Officers Association

9.0 ADDITIONAL ITEMS

ADJOURNMENT (or continuation of closed session if required): **9:00 P.M.**

TO: Board of Trustees

FROM: Thomas M. Fallo, Interim Chancellor

RE: SOCCCD: Minutes of the Board of Trustees Meeting

ACTION: Approval

Minutes from:

March 26, 2018 Regular Meeting of the Board of Trustees (Exhibit A)

are submitted to the Board for review and approval.

**SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
RONALD REAGAN BOARD OF TRUSTEES ROOM 145
HEALTH SCIENCES/DISTRICT OFFICES BLDG., SADDLEBACK COLLEGE**

**MINUTES OF THE BOARD OF TRUSTEES' MEETING
March 26, 2018**

PRESENT

Members of the Board of Trustees:

Timothy Jemal, President
T.J. Prendergast, III, Clerk
Barbara J. Jay, Member
David B. Lang, Member
Terri Whitt, Member
James R. Wright, Member

ABSENT

Marcia Milchiker, Vice President
Jordan J. Larson, Student Member

Administrative Officers:

Thomas M. Fallo, Acting Chancellor
Robert Bramucci, Vice Chancellor, Technology and Learning Services
Ann-Marie Gabel, Vice Chancellor, Business Services
Cindy Vyskocil, Vice Chancellor, Human Resources
Gregory Anderson, President Saddleback College
Glenn Roquemore, President Irvine Valley College

CALL TO ORDER: 4:30 P.M.

1.0 PROCEDURAL MATTERS

1.1 Call to Order

1.2 Public Comments

Members of the public may address the Board on items listed to be discussed in closed session. If you wish to address the board on a closed session item, please complete a yellow form entitled, "Request to Speak" and submit it to the board's Executive Assistant. These forms are available outside the board room. Speakers are limited to two minutes each.

One public comment was made regarding agenda item 5.11 – Award of Wireless Access Points Installation Project.

RECESS TO CLOSED SESSION FOR DISCUSSION OF THE FOLLOWING:

1.3 Public Employee Employment, Evaluation of Performance, Discipline, Dismissal, Release (Government Code Section 54957(b).) (6 matters)

- A. Public Employee Discipline, Dismissal, Release (Government Code Section 54957(b).) (3 matters)
- B. Public Employee Employment (Government Code Section 54957(b).) (2 matter)
 - 1. Chancellor Recruitment Update
 - 2. Unrepresented Employee: Chancellor
- C. Public Employee Performance Evaluation (Government Code Section 54957(b).) (1 matter)
 - 1. Acting Chancellor

1.4 Conference with Labor Negotiators (GC Section 54957.6)

- A. Faculty Association
Agency Designated Negotiator: Dr. Cindy Vyskocil, Vice Chancellor of Human Resources
- B. Classified School Employees Association (CSEA)
Agency Designated Negotiator: Dr. Cindy Vyskocil, Vice Chancellor of Human Resources
- C. Police Officer's Association (POA)
Agency Designated Negotiator: Dr. Cindy Vyskocil, Vice Chancellor of Human Resources

1.5 Conference with Legal Counsel (Government Code Section 54956.9)

- A. Anticipated Litigation (Government Code Section 54956.9(d)(2), (e)(1) (2 potential cases)
- B. Pending Litigation (54956.9 (a), (d)(2), and (e)(3) (1 case)

RECONVENE OPEN SESSION: 6:30 P.M.

2.0 PROCEDURAL MATTERS

2.1 Actions Taken in Closed Session

2.2 Invocation
Led by Trustee T.J. Prendergast

2.3 Pledge of Allegiance
Led by Trustee Terri Whitt

2.4 Public Comments
Members of the public may address the Board on any item on the agenda at this time or during consideration of the item. Items not on the agenda that are within the subject matter jurisdiction of the Board may also be addressed at this time. If you wish to address the board, please complete a yellow form entitled, "Request to Speak" and submit it to the board's Executive Assistant. These forms are available outside the board room. Speakers are limited to up to two minutes each.

One public comment on student rights and viewpoint discrimination and one public comment on rehiring rights for part-time faculty was heard by the board.

3.0 REPORTS

3.1 Oral Reports: Speakers are limited to up to two minutes each.

A. Board Reports

B. Chancellor's Report

Written Report

C. College Presidents' Reports (Written Reports included in Section 8.0)

Irvine Valley College

Saddleback College

D. Associated Student Government Reports

ASIVC Written Report

E. Board Request(s) for Reports

4.0 DISCUSSION ITEMS

- 4.1 None

5.0 CONSENT CALENDAR ITEMS

All matters on the consent calendar are routine items and are to be approved in one motion unless a Board member requests separate action on a specific item, and states the compelling reason for separate action.

Trustee Whitt requested to pull items 5.3 and 5.10 for separate discussion and action.

On a motion made by Trustee Jay and seconded by Trustee Lang, the balance of the consent items was approved on a 6 - 0 vote with Trustee Milchiker absent.

- 5.1 SOCCCD: Board of Trustees Meeting Minutes
Approve minutes of Regular Meeting held on February 26, 2018.

[Item 5.1](#)
[Exhibit A](#)

- 5.2 Saddleback College: Additional Summer 2018 Community Education Programs
Approve the Community Education courses, presenters, and compensation as presented.

[Item 5.2](#)
[Exhibit A](#)

- 5.3 [Saddleback College: New and Revised Curriculum for the 2018-19 Academic Year](#)
[Approve the proposed curriculum changes for the 2018-19 academic year at Saddleback College.](#)

[Item 5.3](#)
[Exhibit A](#)

On a motion made by Trustee Lang and seconded by Trustee Wright, this item was approved on a 6 - 0 vote with Trustee Milchiker absent.

- 5.4 Irvine Valley College: Curriculum Revisions for the 2018-2019 Academic Year
Approve curriculum revisions as recommended by the Curriculum Committee in consultation with the Academic Senate for the 2018-2019 academic year, pursuant to Title 5, Section 53200 et seq.

[Item 5.4](#)
[Exhibit A](#)

- 5.5 SOCCCD: Irvine Valley College Site Work for DSPS Portable Project, Award of Bid No. 329, AMTEK Construction

Award Bid No. 329, Site Work for DSPS Portable project and approve the agreement with AMTEK Construction in the amount of \$85,333.

[Item 5.5](#)
[Exhibit A](#)

- 5.6 Saddleback College and Irvine Valley College: Grant Award: Mental Health Services Grant Program
Approve the Saddleback College and Irvine Valley College Mental Health Services Grant Award in the amount of \$350,000.

[Item 5.6](#)
[Exhibit A-B](#)

- 5.7 Saddleback College and Irvine Valley College: Speakers
Approve general fund honoraria for speakers for events and/or classes at Saddleback College and Irvine Valley College.

[Item 5.7](#)
[Exhibit A](#)

- 5.8 SOCCCD: 2019-2020 Academic Calendar
Accept for review and study the proposed Academic Calendar for 2019-2020.

[Item 5.8](#)
[Exhibit A-B](#)

- 5.9 SOCCCD: Update of Authorized Signature List of Board of Trustees' Designees to Approve Documents and Contracts
Approve authorizing individuals occupying the positions listed to be approved to execute contracts and documents as listed.

[Item 5.9](#)
[Exhibit A](#)

- [5.10 SOCCCD: District-wide ADA Self-Evaluation Consultant Services, Cordoba Corporation](#)
[Approve the District-wide ADA Self-Evaluation Consultant Services agreement with Cordoba Corporation, in the amount of \\$289,000 for the term of March 26, 2018 to December 25, 2018.](#)

[Item 5.10](#)
[Exhibit A](#)

On a motion made by Trustee Lang and seconded by Trustee Jay, this item was approved on a 5-0 vote with Trustee Whitt abstaining and Trustee Milchiker absent.

- 5.11 SOCCCD: District-wide Wireless Access Points Installation Project, Award of Bid No. 359D, T and D Communications, Inc.

Award Bid No. 359D, District-wide Wireless Access Points Installation project and approve the agreement with T and D Communications, Inc., in the amount of \$348,249.10.

[Item 5.11](#)
[Exhibit A](#)

- 5.12 SOCCCD: Transfer of Budget Appropriations.
Ratify the transfer of budget appropriations as listed.

[Item 5.12](#)
[Exhibit A](#)

- 5.13 SOCCCD: Budget Amendment: Adopt Resolution No. 18-04 to Amend FY 2017-2018 Adopted Budget.
Adopt Resolution No. 18-04 to amend the FY 2017-2018 Adopted Budget as listed.

[Item 5.13](#)
[Exhibit A](#)

- 5.14 SOCCCD: February 2018 Change Orders/ Amendments.
Ratify the change orders and amendments as listed.

[Item 5.14](#)
[Exhibit A](#)

- 5.15 SOCCCD: Purchase Orders and Checks.
Ratify the purchase orders and checks as listed.

[Item 5.15](#)
[Exhibit A](#)

- 5.16 SOCCCD: February – 2018 Contracts.
Ratify contracts as listed.

[Item 5.16](#)
[Exhibit A](#)

6.0 GENERAL ACTION ITEMS

- [6.1 SOCCCD: CCCT Board of Directors Election 2018](#)
[Recommendation for SOCCCD board members to nominate five candidates to the CCCT Board of Directors.](#)

[Item 6.1](#)
[Exhibit A](#)

The SOCCCD Board of Trustees nominated five candidates for the CCCT Board of Directors. The names of the nominees are as follows: Ann Ransford of Glendale CCD, Greg Pensa of Allan Hancock CCD, Brent Hastey of Yuba CCD, Don Edgar of Sonoma CCD and Suzanne Woods of Palo Verde CCD.

On a motion made by Trustee Wright and seconded by Trustee Prendergast, this item was approved on a 6 - 0 vote with Trustee Milchiker absent.

- 6.2 [SOCCCD: OCSBA Maureen DiMarco Award Nomination Recommendation for SOCCCD board members to make a nomination for the Maureen DiMarco Award.](#)

Item 6.2
Exhibit A

The Board decided not to make a nomination and therefore no action was taken on this item.

- 6.3 [SOCCCD: Adjourn April 23, 2018 Regular Meeting of the Board of Trustees](#)
[Approve adjournment of the April 23, 2018 Regular Board Meeting to April 30, 2018, in accordance with California Government Code Section 54955.](#)

Item 6.3

On a motion made by Trustee Lang and seconded by Trustee Jay, this item was approved on a 6 - 0 vote with Trustee Milchiker absent.

- 6.4 [SOCCCD: Board Policy Revision: BP-5618 Credit by Examination, BP-5402 Associated Students' Finance, BP-5640 Service Animals, BP-3401 Animals or Pets on Campus, BP-4003 Nepotism](#)
[Accept for review and study policies as listed.](#)

Item 6.4
Exhibit A

On a motion made by Trustee Wright and seconded by Trustee Whitt, this item was approved on a 6 - 0 vote with Trustee Milchiker absent.

- 6.5 [SOCCCD: Board Policy Revision: BP-3002 Audits, BP-3206 Security for District Property, BP-4081 Payroll Deductions, BP-5150 Extended Opportunity Program and Services, BP-5240 Associated Students Organization, BP-5401 Student Conduct](#)
[Accept for discussion and approval policies as listed.](#)

Item 6.5
Exhibit A

On a motion made by Trustee Lang and seconded by Trustee Whitt, this item was approved on a 6 - 0 vote with Trustee Milchiker absent.

- 6.6 [SOCCCD: Retiree OPEB Trust Actuarial Report and Recommended Funding.](#)
[Accept Nyhart Company's 2018 actuarial report and allocate \\$4.9 million to fund the normal cost for FY 2018-2019.](#)

Item 6.6

[Exhibit A](#)

On a motion made by Trustee Jay and seconded by Trustee Wright, this item was approved on a 6 - 0 vote with Trustee Milchiker absent.

[6.7](#) [SOCCCD: Budget Calendar FY 2018-2019](#)
[Approve the budget calendar for FY 2018-2019.](#)

[Item 6.7](#)
[Exhibit A](#)

On a motion made by Trustee Wright and seconded by Trustee Lang, this item was approved on a 6 - 0 vote with Trustee Milchiker absent.

[6.8](#) [SOCCCD: Academic Employees and Classified Administrators Personnel](#)
[Actions – Regular Items](#)
[Ratify New Personnel Appointments, Additional Compensation: General](#)
[Fund, Additional Compensation: Categorical/Non-General Fund,](#)
[Resignation/Retirement, Approval of Updated Contract and New Job](#)
[Description, Change of Status, Reporting Structure Change.](#)

[Item 6.8](#)
[Exhibit A-B](#)

Trustee Lang suggested to divide item 6.8 and vote on section B.1 separately. On a motion made by Trustee Wright and seconded by Trustee Lang, this item was approved on a 5 - 1 vote with Trustee Prendergast casting a negative vote and Trustee Milchiker absent.

On a motion made by Trustee Whitt and seconded by Trustee Jay, the balance of item 6.8, excluding B.1, was approved on a 6 - 0 vote with Trustee Milchiker absent.

On a motion made by Trustee Prendergast and seconded by Trustee Whitt, Item 6.8, B. 1 was approved on a 5 - 1 vote with Trustee Lang casting a negative vote and Trustee Milchiker absent.

[6.9](#) [SOCCCD: Classified Personnel Actions – Regular Items](#)
[Ratify New Personnel Appointments, Authorization to Eliminate Classified](#)
[Position and/or Position Numbers, Authorization to Establish and](#)
[Announce a Classified Position, Reorganization, Out of Class](#)
[Assignments, Resignation/Retirement/Conclusion of Employment,](#)
[Volunteers.](#)

[Item 6.9](#)
[Exhibit A](#)

On a motion made by Trustee Jay and seconded by Trustee Lang, this item was approved on a 6 - 0 vote.

- 6.10 SOCCCD: Recess to Public Hearing – SOCCCD California School Employees Association (CSEA) Chapter 586 Initial Proposal to District
The Board will conduct a public hearing to provide an opportunity for the public to comment on the SOCCCD California School Employees Association's initial proposal to the District for the purpose of negotiations, pursuant to Government Code Section 3547(c).

Item 6.10
Exhibit A

The board president recessed the regular meeting of the Board to a Public Hearing in order to provide the public an opportunity to comment on the subject of California School Employees Association (CSEA) initial proposal to the South Orange County Community College District for the purpose of negotiations. Hearing no public comments, the Public Hearing was closed and the regular Board of Trustees meeting was reconvened.

- 6.11 SOCCCD: Recess to Public Hearing – SOCCCD District Initial Proposal to California School Employees Association (CSEA) Chapter 586
The Board will conduct a public hearing to provide an opportunity for the public to comment on the District's initial proposal to SOCCCD California School Employees Association's for the purpose of negotiations, pursuant to Government Code Section 3547(c).

Item 6.11
Exhibit A

The board president recessed the regular meeting of the Board to a Public Hearing in order to provide the public an opportunity to comment on the subject of the South Orange County Community College District's initial proposal to the California School Employees Association (CSEA) for the purpose of negotiations. Hearing no public comments, the Public Hearing was closed and the regular Board of Trustees meeting was reconvened.

- 6.12 SOCCCD: Recess to Public Hearing – SOCCCD Police Officers Association (POA) Initial Proposal to District
The Board will conduct a public hearing to provide an opportunity for the public to comment on the SOCCCD Police Officers Association's initial proposal to the District for the purpose of negotiations, pursuant to Government Code Section 3547 (c).

Item 6.12
Exhibit A

The board president recessed the regular meeting of the Board to a Public Hearing in order to provide the public an opportunity to comment on the subject of Police Officers Association (POA) initial proposal to the South Orange County Community College District for the purpose of negotiations. Hearing no public comments, the Public Hearing was closed and the regular Board of Trustees meeting was reconvened.

7.0 REPORTS

- 7.1 Saddleback College and Irvine Valley College: Speakers
_____ A listing of speakers for events and/or classes at Saddleback College and Irvine Valley College.

Item 7.1
Exhibit A

- 7.2 SOCCCD: Staff Response to Public Comments from Previous Board Meeting
_____ None

Item 7.2

- 7.3 SOCCCD: Facilities Plan Status Report.
_____ Status of current construction projects.

Item 7.3
Exhibit A

- 7.4 SOCCCD: Monthly Financial Status Report.
_____ The reports display the adopted budget, revised budget and transactions through February 28, 2018.

Item 7.4
Exhibit A

- 7.5 Retiree (OPEB) Trust Fund.
_____ Report for period ending January 31, 2018.

Item 7.5
Exhibit A

8.0 REPORTS FROM ADMINISTRATION AND GOVERNANCE GROUPS

Item 8.0

- A. Saddleback College Academic Senate
- B. Faculty Association
- C. Irvine Valley College Academic Senate
- D. Vice Chancellor, Technology and Learning Services
- E. Vice Chancellor, Human Resources

- F. Vice Chancellor, Business Services
- G. Irvine Valley College Classified Senate
- H. California School Employees Association
- I. Saddleback College Classified Senate
- J. Police Officers Association

9.0 ADDITIONAL ITEMS

ADJOURNMENT (or continuation of closed session if required): 9:00 P.M.

The meeting was adjourned at 7:31 p.m.

A handwritten signature in blue ink, appearing to read "Fallo", is written above a horizontal line.

Thomas M. Fallo
Secretary, Board of Trustees

TO: Board of Trustees

FROM: Thomas M. Fallo, Interim Chancellor

RE: Resolutions

ACTION: Approval

Board Resolutions are presented as a formal recognition by the Board of Trustees to honor extraordinary achievements such as board service, national and/or state championships as well as to those who have provided honorable, extraordinary, lasting contributions to students, the community or education. The honorees will accept their board resolution and will be recognized for their achievement at their respective college campus.

There are eight resolutions being submitted to the board for approval this month.

1. Jordan Larson, Student Trustee
2. Classified Employee Week
3. Ken Lee, Professor of the Year, Saddleback College
4. Dr. Jill R. Faulkner, Associate Professor of the Year, Saddleback College
5. Kara Mahotka Patterson, Emeritus Professor of the Year, Saddleback College
6. Dr. Kari Tucker-McCorkhill, Professor of the Year, Irvine Valley College
7. Nathaniel Cayanan, Associate Professor of the Year, Irvine Valley College
8. Kathryn Burns, Emeritus Professor of the Year, Irvine Valley College

RESOLUTION

SOUTH ORANGE COUNTY
COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES
APRIL 30, 2018

Jordan J. Larson *Student Trustee*

W **hereas**, Jordan Larson served as the elected Student Member of the South Orange County Community College District Board of Trustees for the 2017-2018 Academic Year; and

W **hereas**, Jordan Larson represented more than 60,000 students from Saddleback College, Irvine Valley College, and the Advanced Technology and Education Park; and

W **hereas**, Jordan Larson was an active student trustee in our district and community, attending on- and off-campus events and recognizing the accomplishments of students, faculty, and staff; and

W **hereas**, as a member of the student trustee caucus, Jordan Larson met with student leaders throughout the state to advocate for community college students; and

W **hereas**, Jordan Larson met regularly with the board of trustees and Saddleback College and Irvine Valley College student governments to ensure that student voices were well represented in the district; therefore

B **e it resolved** that the Board of Trustees and the Chancellor of the South Orange County Community College District do hereby recognize, honor and appreciate the many contributions of Jordan Larson to quality education in California and in our district.

Timothy Jemal, President

Marcia Milchiker, Vice President

T.J. Prendergast III, Clerk

Barbara J. Jay, Member

David B. Lang, Member

Terri Whitt, Member

James R. Wright, Member

Thomas M. Fallo, Interim Chancellor



RESOLUTION

SOUTH ORANGE COUNTY
COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES
APRIL 30, 2018

May 20TH to 26TH *2018 Classified School Employee Week*

W **hereas**, Classified School Employees provide invaluable services, skills, and support to the students, faculty, administrators, and staff of the South Orange County Community College District; and

W **hereas**, the contributions of Classified School Employees are vital to district operations and promote a positive learning environment that encourages and celebrates student success; and

W **hereas**, Classified School Employees are critical in creating a vibrant and student-focused culture that provides for the health, welfare, and safety for all; and

W **hereas**, Classified School Employees strive for excellence and innovation throughout the district and provide valued guidance to the students of Saddleback College, Irvine Valley College, and the Advanced Technology and Education Park; therefore,

B **e it resolved** that the Board of Trustees and the Chancellor of the South Orange County Community College District do hereby recognize, honor and appreciate the many contributions of the Classified Employees to quality education in California and in our district and declare the week of May 20–26, 2018 as Classified School Employee Week.

Timothy Jemal, President

Marcia Milchiker, Vice President

T.J. Prendergast III, Clerk

Barbara J. Jay, Member

David B. Lang, Member

Terri Whitt, Member

James R. Wright, Member

Jordan J. Larson, Student Member

Thomas M. Fallo, Interim Chancellor



RESOLUTION

SOUTH ORANGE COUNTY
COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES
APRIL 30, 2018

Ken Lee

Saddleback College Professor of the Year

*W*hereas, Ken Lee, a horticulture and landscape design instructor at Saddleback College since 2000, was named Saddleback College's Professor of the Year; and

*W*hereas, Ken Lee's educational philosophy is one of nurturing students to become productive community members with relevant knowledge, and to help students find the right pathway to their success in their education and profession; and

*W*hereas, Ken Lee's students commend him for being readily available to meet and assist them, challenge them, and to make opportunities available for them inside and outside of the classroom to ensure their success; and

*W*hereas, many of Ken Lee's students have shared that he has been a positive inspiration, invests in them as individuals, has the ability to bring his subjects to life, and helps them to make their aspirations a reality; and

*W*hereas, Ken Lee's students praise his teaching style for being fun and informative, and for leaving them with a greater knowledge and appreciation of the subject; therefore

*B*e it resolved that the Board of Trustees and the Chancellor of the South Orange County Community College District does hereby commend and congratulate Ken Lee for his outstanding dedication to his students and well-deserved recognition as the Saddleback College Professor of the Year.

Timothy Jemal, President

Marcia Milchiker, Vice President

T.J. Prendergast III, Clerk

Barbara J. Jay, Member

David B. Lang, Member

Terri Whitt, Member

James R. Wright, Member

Jordan J. Larson, Student Member

Thomas M. Fallo, Interim Chancellor



RESOLUTION

SOUTH ORANGE COUNTY
COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES
APRIL 30, 2018

Dr. Jill R. Faulkner

Saddleback College Associate Professor of the Year

W **hereas**, Jill R. Faulkner, a human anatomy instructor at Saddleback College since 2010, was named Saddleback College's Associate Professor of the Year, and

W **hereas**, Jill R. Faulkner's teaching philosophy is one of understanding her students' backgrounds and needs to create an environment in which each of her students can be successful; and

W **hereas**, Jill R. Faulkner is commended for designing innovative methods to enhance student learning; and

W **hereas**, many of Jill R. Faulkner's students say she is caring and patient in answering questions and meeting with them to make sure they understand the material; and

W **hereas**, Jill R. Faulkner is very clear and helpful in the classroom, thus putting her students at ease when learning about a difficult subject like anatomy; therefore

B **e it resolved** that the Board of Trustees and the Chancellor of the South Orange County Community College District does hereby commend and congratulate Jill R. Faulkner for her outstanding dedication to her students and well-deserved recognition as the Saddleback College Associate Professor of the Year.

Timothy Jemal, President

Marcia Milchiker, Vice President

T.J. Prendergast III, Clerk

Barbara J. Jay, Member

David B. Lang, Member

Terri Whitt, Member

James R. Wright, Member

Jordan J. Larson, Student Member

Thomas M. Fallo, Interim Chancellor



RESOLUTION

SOUTH ORANGE COUNTY
COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES
APRIL 30, 2018

Kara Mahotka Patterson *Saddleback College Emeritus Professor of the Year*

*W*hereas, Kara Mahotka Patterson has taught watercolor, painting, drawing, sculpture, and, most recently, photography at the Saddleback College Emeritus Institute since 1985; and

*W*hereas, Kara Mahotka Patterson embodies the four key pillars of the Emeritus Institute and makes certain her classes are academically rigorous, mentally stimulating, socially engaging, and health improving; and

*W*hereas, Kara Mahotka Patterson's students recognize her as a dedicated and true professional in every way; and

*W*hereas, Kara Mahotka Patterson consistently goes out of her way to assist students in achieving their goals by challenging them and spending extra time when needed; and

*W*hereas, Kara Mahotka Patterson's students praise her for her sense of humor, projecting enthusiasm for the arts and creating a fun and rewarding learning environment; therefore

*B*e it resolved that the Board of Trustees and the Chancellor of the South Orange County Community College District do hereby commend and congratulate Kara Mahotka Patterson for her outstanding dedication to her students and well-deserved recognition as the Saddleback College Emeritus Professor of the Year.

Timothy Jemal, President

Marcia Milchiker, Vice President

T.J. Prendergast III, Clerk

Barbara J. Jay, Member

David B. Lang, Member

Terri Whitt, Member

James R. Wright, Member

Jordan J. Larson, Student Member

Thomas M. Fallo, Interim Chancellor



RESOLUTION

SOUTH ORANGE COUNTY
COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES
APRIL 30, 2018

Dr. Kari Tucker-McCorkhill *Irvine Valley College Professor of the Year*

*W*hereas, Dr. Kari Tucker-McCorkhill is noted for her engaging, inspiring teaching style, and for setting high standards to prepare her students for upper-division university coursework; and

*W*hereas, “Dr. Kari Tucker-McCorkhill embodies all of the traits one would want to see in an educator,” a student nominator wrote, adding, “Not only does she care about individual students’ success, but she will fight for a student’s right for a better learning experience;” and

*W*hereas, as the psychology department chair from 2001 to 2016, Dr. Kari Tucker-McCorkhill developed the department into a national leader in student success, assessment, extracurricular participation, and conference participation; and

*W*hereas, Dr. Kari Tucker-McCorkhill was named the National Community College Psychology Teacher of the Year in 2011 by the Society for the Teaching of Psychology and the American Psychological Association, and has received the UC Irvine Teaching Excellence award four times; and

*W*hereas, Dr. Kari Tucker-McCorkhill was named the national Faculty Advisor of the Year in 2006 by Psi Beta, the national honor society in psychology for community college students, and has been IVC’s primary Psi Beta advisor since 2001; therefore,

*B*e it resolved that the Board of Trustees and the Chancellor of the South Orange County Community College District do hereby commend and congratulate Dr. Kari Tucker-McCorkhill for her outstanding dedication to her students and well-deserved recognition as the Irvine Valley College Professor of the Year.

Timothy Jemal, President

Marcia Milchiker, Vice President

T.J. Prendergast III, Clerk

Barbara J. Jay, Member

David B. Lang, Member

Terri Whitt, Member

James R. Wright, Member

Jordan J. Larson, Student Member

Thomas M. Fallo, Interim Chancellor



RESOLUTION

SOUTH ORANGE COUNTY
COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES
APRIL 30, 2018

Nathaniel Cayan

Irvine Valley College Associate Professor of the Year

*W*hereas, Nathaniel Cayan has taught at Irvine Valley College for three years, and has become known by his students for his empathy, knowledge, and passion; and

*W*hereas, a student nominator wrote, “I have been shy and hesitant to converse with the native English speakers, but through Mr. Cayan’s course, I gained confidence,” adding, “For the students who are lagging behind, he would show genuine concern and recommend how to improve their study;” and

*W*hereas, Nathaniel Cayan graduated from California State University, Long Beach with a bachelor’s degree in film, before earning a master’s degree from the University of Southern California in professional writing and attending UCLA Extension for a certificate in TEFL; and

*W*hereas, for the past decade, Nathaniel Cayan has taught test preparation and English in Asia and the United States, as well as writing courses at USC’s International Academy and UC Irvine; and

*W*hereas, aside from teaching, Nathaniel Cayan is an arts reporter and reviewer for the Pasadena Independent, has gained recognition for his creative writing, and has worked as an assistant grant writer for organizations seeking to help drug addicts and reformed inmates; therefore,

*B*e it resolved that the Board of Trustees and the Chancellor of the South Orange County Community College District do hereby commend and congratulate Nathaniel Cayan for his outstanding dedication to his students and well-deserved recognition as the Irvine Valley College Associate Professor of the Year.

Timothy Jemal, President

Marcia Milchiker, Vice President

T.J. Prendergast III, Clerk

Barbara J. Jay, Member

David B. Lang, Member

Terri Whitt, Member

James R. Wright, Member

Jordan J. Larson, Student Member

Thomas M. Fallo, Interim Chancellor



RESOLUTION

SOUTH ORANGE COUNTY
COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES
APRIL 30, 2018

Kathryn Burns

Irvine Valley College Emeritus Professor of the Year

*W*hereas, Kathryn Burns is a certified yoga teacher and state-certified holistic health practitioner, enabling her to practice and teach a vast spectrum of healing bodywork modalities and styles of yoga, including laughter yoga; and

*W*hereas, Kathryn Burns' passion and enthusiasm for yoga, wellness and creativity translate into informative and playful learning experiences in her popular classes, and her primary objective is to teach stress reducing techniques to allow aging with health, grace and fun; and

*W*hereas, Kathryn Burns "is the kind of teacher that all should aspire to be," a student nominator wrote, adding, "She is kind, generous, and thoughtful, and treats each student with respect. She knows everybody's name and each person's specific physical and emotional needs. Each student is made to feel special by Kathy;" and

*W*hereas, Kathryn Burns has taught and practiced yoga for over four decades, and has been on staff as an emeritus adjunct faculty member at Irvine Valley College since 2008; and

*W*hereas, Kathryn Burns also has worked in theater domestically and internationally, including performing, writing and directing everywhere from educational shows to commercials to Knott's Berry Farm; therefore,

*B*e it resolved that the Board of Trustees and the Chancellor of the South Orange County Community College District do hereby commend and congratulate Kathryn Burns for her outstanding dedication to her students and well-deserved recognition as the Irvine Valley College Emeritus Professor of the Year.

Timothy Jemal, President

Marcia Milchiker, Vice President

T.J. Prendergast III, Clerk

Barbara J. Jay, Member

David B. Lang, Member

Terri Whitt, Member

James R. Wright, Member

Jordan J. Larson, Student Member

Thomas M. Fallo, Interim Chancellor



TO: Board of Trustees

FROM: Thomas M. Fallo, Interim Chancellor

RE: Irvine Valley College: Curriculum Revisions for the 2019-2020 Academic Year

ACTION: Approval

BACKGROUND

Irvine Valley College's (IVC) Curriculum Committee and Academic Senate review and approve curriculum on a regular basis. Subsequently, the curriculum is recommended to the college president or designee for approval.

STATUS

Irvine Valley College's (IVC) Curriculum Committee and Academic Senate review and approve curriculum on a regular basis. Subsequently, the curriculum is recommended to the college president or designee for approval.

RECOMMENDATION

The Interim Chancellor recommends that the Board of Trustees approve the proposed curriculum changes for the 2019-2020 academic year at IVC.

**IRVINE VALLEY COLLEGE
NEW, REVISED, AND DELETED COURSES
ACADEMIC YEAR 2019-2020**

**Exhibit A
Page 1 of 2**

Action Taken Code	Action Taken Description
assign	assignments
c/l w/	cross-listed with (and list the other course id)
cat desc	catalog description
coreq	corequisite
crs id	course prefix and/or number
dc	delete course
dv	delete version of course
gr opt	grading option
hrs	hours
lim	limitation
lrng obj	learning objectives
moe	methods of evaluation
nc	new course
nv	new version of existing course
oe/oe	open entry/open exit
pcs	program course status
prereq	prerequisite
reactv	course reactivation
rec prep	recommended prep
rpt	repeatability
SAM code	occupational code (A = apprenticeship, B = advanced occupational, C = clearly occupational, D = possibly occupational, E = non-occupational)
sch desc	schedule description
SLOs	student learning outcomes
sr	scheduled review is for courses that are scheduled for review and there are no revisions
ti	titles
TOP code	numerical classification code used to assign programs and courses to disciplines
tps	topics
txt	text-required for all courses numbered 1-299
un	units
val	validation

**IRVINE VALLEY COLLEGE
NEW, REVISED, AND DELETED COURSES
ACADEMIC YEAR 2019-2020**

**Exhibit A
Page 2 of 2**

School	Catalog Id	Course Id	Abbreviated Course Title	Action Taken
Arts	13426.00	DNCE 27	Hip Hop: Commercial Dance	title, cat desc, sch desc, SAM code fr D to C , tps, lrng obj, moe, assign, txt
	10584.10	DNCE 33	Middle Eastern Dance I	cat desc, sch desc, SAM code fr D to C , tps, moe, assign
	10584.15	DNCE 34	Middle Eastern Dance II	cat desc, sch desc, SAM code fr D to B , tps, moe, assign
	14320.00	DNCE 35	Folk Dances of Egypt and Lebanon	cat desc, sch desc, SAM code fr D to C , tps, moe, assign, txt

TO: Board of Trustees

FROM: Thomas M. Fallo, Interim Chancellor

RE: |Irvine Valley College: Community Education, Summer 2018|

ACTION: Approval

BACKGROUND

The South Orange Community College District is known for offering high-quality, non-credit programs and fee-based classes. Irvine Valley College (IVC) performs important services and fulfills a vital part of their mission by offering these classes and programs through Community Education. The Community Education programs, presenters, and accompanying compensation require the approval of the Board of Trustees.

STATUS

A variety of educational and recreational events have been planned by IVC Community Education to serve the community during Summer 2018. Expenses for conducting these classes will be paid by the income from participant fees. Exhibit A includes additional class offerings, presenters, and compensations for the Summer 2018 semester.

RECOMMENDATION

The Interim Chancellor recommends that the Board of Trustees approve the Community Education courses, presenters and compensations.

<i>South Orange County Community College District</i>				
<i>IRVINE VALLEY COLLEGE</i>				
<i>COMMUNITY EDUCATION NOT-FOR-CREDIT PROGRAM - Summer 2018</i>				
<i>COURSE TITLE</i>	<i>DATES</i>	<i>INSTRUCTOR</i>	<i>HONORARIA</i>	<i>FEE</i>
BrainStorm	5/29-8/11/18	Devon McLaren	50% gross	\$225
Institute of Reading Development	5/29-8/11/18	Karen Mitchell	8% gross	\$119-\$329
Mad Science: Learn About Science	5/29-8/11/18	Ana Gallina	70% gross	\$179
Natural A's	5/29-8/11/18	Curtis Adney	65 % gross	\$59
Reduce the Cost of College	5/29-8/11/18	Charla Sue Riley	50% gross	\$30
What Were You Born To Do?	5/29-8/11/18	Curtis Adney	65 % gross	\$59

TO: Board of Trustees

FROM: Thomas M. Fallo, Interim Chancellor

RE: SOCCCD: Irvine Valley College Horizontal Drilling for Liberal Arts A-400 Building Recycled Water Project, Award of Bid No. 342, Amtek Construction

ACTION: Approval

BACKGROUND

Irvine Valley College is seeking to procure directional horizontal drilling to provide a dual, reclaimed water connection to the existing Liberal Arts building, A-400.

STATUS

On March 2, 2018 and March 9, 2018, SOCCCD ran a newspaper advertisement requesting bids for the Horizontal Drilling for A-400 Building Recycled Water project. The request for bids was also posted on the district's website. On March 16, 2018, four firms attended the job walk and one bid was received on March 26, 2018 (EXHIBIT A). The lowest responsive, responsible bid was submitted by Amtek Construction in the amount of \$85,333. Irvine Valley College staff has reviewed the bid and recommends approval.

Funds are available through the Irvine Valley College restricted general fund.

RECOMMENDATION

The Interim Chancellor recommends that the Board of Trustees award Bid No. 342, Horizontal Drilling for Liberal Arts A-400 Building Recycled Water project and approve the agreement (EXHIBIT B) with Amtek Construction, in the amount of \$85,333.

Bid No. 342
Horizontal Drilling for A-400 Building Recycled Water Project
Irvine Valley College
South Orange County Community College District

April 30, 2018

<u>CONTRACTORS</u>	<u>LOCATION</u>	<u>AMOUNT</u>
*Amtek Construction	Whittier, CA	\$ 85,333

***Recommended Award**

**AGREEMENT – CONSTRUCTION SERVICES, HORIZONTAL DRILLING FOR A-400 BLDG.
RECYCLED WATER PROJECT, IRVINE VALLEY COLLEGE, AMTEK CONSTRUCTION**

THIS AGREEMENT, dated the 30th day of April 2018, in the County of Orange, State of California, is by and between South Orange County Community College District, (hereinafter referred to as "DISTRICT"), and Amtek Construction, 12409 Slauson Ave., Suite I, Whittier CA 90606, 562.696.7111, (hereinafter referred to as "CONTRACTOR").

The DISTRICT and the CONTRACTOR, for the consideration stated herein, agree as follows:

1. CONTRACTOR agrees to complete the Project known as SOCCCD – Irvine Valley College, Horizontal Drilling for A-400 Bldg. Recycled Water Project, Bid No. 342 according to all the terms and conditions set forth in the Project Documents, including but not limited to the Notice Calling For Bids, Information for Bidders, Bid Form, Bid Security, Designation of Subcontractors, all prequalification forms submitted pursuant to Public Contract Code Section 20651.5, if any, Non-collusion Declaration, Workers' Compensation Certificate, Faithful Performance Bond, Payment Bond, Escrow Agreement, if applicable, Drug-Free Workplace Certification, Smoke Free Workplace Certification and No Gift Policy Certification; Change Orders, Shop Drawing Transmittals, Insurance Certificates and Endorsements, Guarantees, CONTRACTOR'S Certificate Regarding Non-Asbestos Containing Materials, Disabled Veteran Business Enterprises Certification, if applicable, General Conditions, Supplemental Conditions, if any, Special Conditions, if any, Drawings, Specifications, and all modifications, addenda and amendments thereto by this reference incorporated herein. The Project Documents are complementary, and what is called for by any one shall be as binding as if called for by all.

2. CONTRACTOR shall perform within the time set forth in Paragraph 4 of this Agreement everything required to be performed, and shall provide, furnish and pay for all the labor, materials, necessary tools, expendable equipment, and all taxes, utility and transportation services required for construction of the Project. All of said work shall be performed and completed in a good workmanlike manner in strict accordance with the drawings, specifications and all provisions of this Agreement as hereinabove defined and in accordance with applicable laws, codes, regulations, ordinances and any other legal requirements governing the Project. The CONTRACTOR shall be liable to the DISTRICT for any damages arising as a result of a failure to fully comply with this obligation, and the CONTRACTOR shall not be excused with respect to any failure to so comply by any act or omission of the Architect, Engineer, Inspector, Division of State Architect, or representative of any of them, unless such act or omission actually prevents the CONTRACTOR from fully complying with the requirements of the Project Documents, and unless the CONTRACTOR protests at the time of such alleged prevention that the act or omission is preventing the CONTRACTOR from fully complying with the Project Documents. Such protest shall not be effective unless reduced to writing and filed with the DISTRICT within three (3) working days of the date of occurrence of the act or omission preventing the CONTRACTOR from fully complying with the Project Documents.

3. DISTRICT shall pay to the CONTRACTOR, as full consideration for the faithful performance of this Agreement, subject to any additions or deductions as provided in the Project Documents, the sum of Eighty Five Thousand Three Hundred Thirty Three Dollars (\$85,333).

4. The work shall be commenced on the date of the DISTRICT'S Notice to Proceed and shall be completed within sixty (60) consecutive calendar days from the date specified in the Notice to Proceed.

5. **Time is of the essence.** If the work is not completed in accordance with Paragraph 4 above, it is understood that the DISTRICT will suffer damage. It being impractical and infeasible to determine the amount of

actual damage, in accordance with Government Code Section 53069.85, it is agreed that CONTRACTOR shall pay to DISTRICT as fixed and liquidated damages, and not as a penalty, the sum of five hundred Dollars (\$500) for each calendar day of delay until work is completed and accepted. Time extensions may be granted by the DISTRICT as provided in Article 64 of the General Conditions. Liquidated damages shall be imposed as set forth in Article 64 of the General Conditions.

6. Termination for Cause or Non-appropriation. In the event CONTRACTOR defaults in the performance of the Agreement as set forth in General Conditions Article 13(a) or if there is a non-appropriation of funds or insufficient funds as set forth in General Conditions Article 13(d), then this Agreement shall terminate or be suspended as set forth in General Conditions Article 13.

7. Termination for Convenience. DISTRICT has discretion to terminate this Agreement at any time and require CONTRACTOR to cease all work on the Project by providing CONTRACTOR written notice of termination specifying the desired date of termination. Upon receipt of written notice from DISTRICT of such termination for DISTRICT'S convenience, CONTRACTOR shall:

- (i) Cease operations as directed by DISTRICT in the notice;
- (ii) Take any actions necessary, or that DISTRICT may direct, for the protection and preservation of the work; and
- (iii) Not terminate any insurance provisions required by the Project Documents.

In case of such termination for DISTRICT'S convenience, CONTRACTOR shall be entitled to receive payment from DISTRICT for work satisfactorily executed and for proven loss with respect to materials, equipment, and tools, including overhead and profit for that portion of the work completed. In the case of Termination for Convenience, DISTRICT shall have the right to accept assignment of subcontractors. The foregoing provisions are in addition to and not in limitation of any other rights or remedies available to the DISTRICT.

8. Hold Harmless and Indemnification. Contractor shall defend, indemnify and hold harmless District, Architect, Construction Manager, Inspector, the State of California and their officers, employees, agents and independent contractors from all liabilities, claims, actions, liens, judgments, demands, damages, losses, costs or expenses of any kind arising from death, personal injury, property damage or other cause based or asserted upon any act, omission, or breach connected with or arising from the progress of Work or performance of service under this Agreement or the Contract Documents. As part of this indemnity, Contractor shall protect and defend, at its own expense, District, Architect, Construction Manager, Inspector, the State of California and their officers, employees, agents and independent contractors from any legal action including attorney's fees or other proceeding based upon such act, omission, breach or as otherwise required by this Article.

Furthermore, Contractor agrees to and does hereby defend, indemnify and hold harmless District, Architect, Construction Manager, Inspector, the State of California and their officers, employees, agents and independent contractors from every claim or demand made, and every liability, loss, damage, expense or attorney's fees of any nature whatsoever, which may be incurred by reason of:

- (a) Liability for (1) death or bodily injury to persons; (2) damage or injury to, loss (including theft), or loss of use of, any property; (3) any failure or alleged failure to comply with any provision of law or the Contract Documents; or (4) any other loss, damage or expense, sustained by any person, firm or corporation

or in connection with the Work called for in this Agreement or the Contract Documents, except for liability resulting from the sole or active negligence, or the willful misconduct of the District.

(b) Any bodily injury to or death of persons or damage to property caused by any act, omission or breach of Contractor or any person, firm or corporation employed by Contractor, either directly or by independent contract, including all damages or injury to or death of persons, loss (including theft) or loss of use of any property, sustained by any person, firm or corporation, including the District, arising out of or in any way connected with Work covered by this Agreement or the Contract Documents, whether said injury or damage occurs either on or off District property, but not for any loss, injury, death or damages caused by the sole or active negligence or willful misconduct of the District.

(c) Any dispute between Contractor and CONTRACTOR'S subcontractors/supplies/ Sureties, including, but not limited to, any failure or alleged failure of the Contractor (or any person hired or employed directly or indirectly by the Contractor) to pay any Subcontractor or Material supplier of any tier or any other person employed in connection with the Work and/or filing of any stop notice or mechanic's lien claims.

Contractor, at its own expense, cost, and risk, shall defend any and all claims, actions, suits, or other proceedings that may be brought or instituted against the District, its officers, agents or employees, on account of or founded upon any cause, damage, or injury identified herein Article 5 and shall pay or satisfy any judgment that may be rendered against the District, its officers, agents or employees in any action, suit or other proceedings as a result thereof.

The CONTRACTOR'S and Subcontractors' obligation to defend, indemnify and hold harmless the Owner, Architect, Construction Manager, Inspector, the State of California and their officers, employees, agents and independent contractors hereunder shall include, without limitation, any and all claims, damages, and costs for the following: (1) any damages or injury to or death of any person, and damage or injury to, loss (including theft), or loss of use of, any property; (2) breach of any warranty, express or implied; (3) failure of the Contractor or Subcontractors to comply with any applicable governmental law, rule, regulation, or other requirement; (4) products installed in or used in connection with the Work; and (5) any claims of violation of the Americans with Disabilities Act ("ADA").

This indemnity shall survive termination of the contract or final payment thereunder. This indemnity is in addition to any other rights or remedies which the DISTRICT may have under the law or under the Project Documents. In the event of any claim or demand made against any party which is entitled to be indemnified hereunder, the DISTRICT may in its sole discretion reserve, retain or apply any monies due to the CONTRACTOR under the Project Documents for the purpose of resolving such claims; provided, however, that the DISTRICT may release such funds if the CONTRACTOR provides the DISTRICT with reasonable assurance of protection of the DISTRICT'S interests. The DISTRICT shall in its sole discretion determine whether such assurances are reasonable.

9. CONTRACTOR shall take out, prior to commencing the work, and maintain, during the life of this Agreement, and shall require all subcontractors, if any, whether primary or secondary, to take out and maintain the insurance coverages set forth below and in Articles 16, 17, 18 and 19 of the General Conditions. CONTRACTOR agrees to provide all evidences of coverage required by DISTRICT including certificates of insurance and endorsements.

Public Liability Insurance for injuries including accidental death, to any one person in an amount not less than	\$2,000,000
Subcontractors of every tier	\$1,000,000

and

Subject to the same limit for each person on
account of one accident,
in an amount not less than

\$2,000,000

Subcontractors of every tier

\$1,000,000

Property Damage Insurance
in an amount not less than

\$2,000,000

Subcontractors of every tier

\$1,000,000

Course of Construction
Insurance without exclusion
or limitation in an
amount not less than

\$2,000,000

Excess Liability Insurance (Contractor only)

\$2,000,000

Insurance Covering Special Hazards: The following special hazards shall be covered by rider or riders to above-mentioned public liability insurance or property damage insurance policy or policies of insurance, or by special policies of insurance in amounts as follows:

Automotive and truck where operated in amounts as above

Material hoist where used in amounts as above

Waiver of Subrogation

Contractor waives (to the extent permitted by law) any right to recover against the District, and its respective elected officials, officers, employees, agents, and representatives for damages to the Work, any part thereof, or any and all claims arising by reason of any of the foregoing, but only to the extent that such damages and/or claims are covered by property insurance and only to the extent of such coverage (which shall exclude deductible amounts) actually carried by the District.

The provisions of this section are intended to restrict each party to recovery against insurance carriers only to the extent of such coverage and waive fully and for the benefit of each, any rights and/or claims which might give rise to a right of subrogation in any insurance carrier. The District and the Contractor shall each obtain in all policies of insurance carried by either of them, a waiver by the insurance companies there under of all rights of recovery by way of subrogation for any damages or claims covered by the insurance.

Additional Insured Endorsement Requirements.

The Contractor shall name, on any policy of insurance required the District, their officers, employees, Construction Manager, Architect, and all other Agents and Representatives as additional insureds. Subcontractors shall name the Contractor, the District, their officers, employees, Construction Manager, Architect, and all other Agents and Representatives as additional insureds. The Additional Insured Endorsement included on all such insurance policies shall state that coverage is afforded the additional insured with respect to claims arising out of operations performed by or on behalf of the insured. The additional insured endorsement shall be an ISO CG 20 10 (04/13), or an ISO CG 20 38 (04/13), or their equivalent as determined by the District in its sole discretion. If the

additional insureds have other insurance that is applicable to the loss, such other insurance shall be on an excess or contingent basis. The insurance provided by the Contractor must be designated in the policy as primary to any insurance obtained by the District. The amount of the insurer's liability shall not be reduced by the existence of such other insurance.

10. Public Contract Code Section 22300 permits the substitution of securities for any retention monies withheld by the DISTRICT to ensure performance under this Agreement. At the request and expense of the CONTRACTOR, securities equivalent to the monies withheld shall be deposited with the DISTRICT, or with a state or federally chartered bank in California as the escrow agent, who shall then pay such monies to the CONTRACTOR. The DISTRICT retains the sole discretion to approve the bank selected by the CONTRACTOR to serve as escrow agent. Upon satisfactory completion of the Agreement, the securities shall be returned to the CONTRACTOR. Securities eligible for investment shall include those listed in Government Code Section 16430 or bank or savings and loan certificates of deposit. The CONTRACTOR shall be the beneficial owner of any securities substituted for monies withheld and shall receive any interest thereon.

In the alternative, under Section 22300, the CONTRACTOR may request DISTRICT to make payment of earned retention monies directly to the escrow agent at the expense of the CONTRACTOR. Also at the CONTRACTOR'S expense, the CONTRACTOR may direct investment of the payments into securities, and the CONTRACTOR shall receive interest earned on such investment upon the same conditions as provided for securities deposited by CONTRACTOR. Upon satisfactory completion of the Agreement, CONTRACTOR shall receive from the escrow agent all securities, interest and payments received by escrow agent from DISTRICT pursuant to the terms of Section 22300.

11. Prevailing Wages. Wage rates for this Project shall be in accordance with the general prevailing rate of holiday and overtime work in the locality in which the work is to be performed for each craft, classification, or type of work needed to execute the Contract as determined by the Director of the Department of Industrial Relations. Copies of schedules of rates so determined by the Director of the Department of Industrial Relations are on file at the administrative office of the District and are also available from the Director of the Department of Industrial Relations. Monitoring and enforcement of the prevailing wage laws and related requirements will be performed by the Labor Commissioner/ Department of Labor Standards Enforcement (DLSE). The following are hereby referenced and made a part of this Agreement and Contractor stipulates to the provisions contained therein: (1) Chapter 1 of Part 7 of Division 2 of the Labor Code (Section 1720 et seq.); and (2) California Code of Regulations, Title 8, Chapter 8, Subchapters 3 through 6 (Section 16000 et seq.)

12. If CONTRACTOR is a corporation, the undersigned hereby represents and warrants that the corporation is duly incorporated and in good standing in the State of California, and that Steven Sayce, whose title is President, is authorized to act for and bind the corporation.

13. Each and every provision of law and clause required by law to be inserted in this Agreement shall be deemed to be inserted herein and the Agreement shall be read and enforced as though it were included herein, and if through mistake or otherwise any such provision is not inserted, or is not currently inserted, then upon application of either party the Agreement shall forthwith be physically amended to make such insertion or correction.

14. This Agreement constitutes the entire agreement of the parties. No other agreements, oral or written, pertaining to the work to be performed, exists between the parties. This Agreement can be modified only by an amendment in writing, signed by both parties and pursuant to action of the Governing Board of the District. This Agreement shall be governed by the laws of the State of California.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed.

“DISTRICT”

“CONTRACTOR”

South Orange County Community College District

Amtek Construction

By: _____
Ann-Marie Gabel
Vice Chancellor, Business Services
agabel@socccd.edu

By: _____
Steven Sayce
President

Date: _____

Date: _____

Email: _____

490382
CONTRACTOR’S License No.

90-0937001
Tax ID/Social Security No.

(CORPORATE SEAL OF CONTRACTOR,
if corporation)

TO: Board of Trustees

FROM: Thomas M. Fallo, Interim Chancellor

RE: SOCCCD: Irvine Valley College Monument Signs Replacement Project, Notice of Completion, SS+K Contractors, DBA SS&K Contractors

ACTION: Approval

BACKGROUND

On June 26, 2017, the Board of Trustees approved a \$344,500 construction contract with SS+K Contractors, DBA SS&K Contractors for the Irvine Valley College Campus Monument Signs Replacement project.

STATUS

Contract work is complete. Staff recommends a Notice of Completion (EXHIBIT A) be filed for the Irvine Valley College Monument Signs Replacement project.

Funds were used from the college general fund and redevelopment agency funds.

RECOMMENDATION

The Interim Chancellor recommends that the Board of Trustees authorize filing the Notice of Completion (EXHIBIT A) for the Irvine Valley College Monument Signs Replacement project to SS+K Contractors, DBA SS&K Contractors for a final contract amount of \$344,500. It is also recommended that the Board authorize the release of retention 35 days after filing.

Recording Requested
By and Mail to:

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
28000 Marguerite Parkway
Mission Viejo, California 92692
Attn: Purchasing & Facilities Planning

EXEMPT PER GOVERNMENT CODE 6103

NOTICE OF COMPLETION

NOTICE IS HEREBY GIVEN, that the SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT of Orange County, California, as Owner with vested title in the property hereinafter described, caused improvements to be made to said property to wit: MONUMENT SIGNS REPLACEMENT PROJECT at IRVINE VALLEY COLLEGE, the contract for the doing of which was heretofore entered into the 26th day of June, 2017, which contract was made with SS+K Contractors, DBA SS&K Contractors, as Contractor; that said improvements were completed and accepted by formal action of the governing board of said District on the 30th day of April, 2018, that title to said property is vested in the SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT of Orange County, California; that the surety for the above-named Contractor is THE OHIO CASUALTY INSURANCE COMPANY; that the property hereinafter referred to and on which said improvements were made is described as follows:

IRVINE VALLEY COLLEGE
5500 IRVINE CENTER DRIVE
IRVINE, CA 92618

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT OF ORANGE COUNTY, CA

By _____
Thomas M. Fallo
Interim Chancellor

Dated _____

A notary public or other office completing this certificate verifies only the identity of the individual who signed the document to which this certificate is attached, and not the truthfulness, accuracy, or validity of that document.

State of California
County of Orange

Subscribed and sworn to (or affirmed) before me

on this _____ day of _____, 20 ____

by Thomas M. Fallo
(Name of Signer)

proved to me on the basis of satisfactory evidence
to be the person(s) who appeared before me.

Signature _____
Signature of Notary Public

(Seal)

TO: Board of Trustees

FROM: Thomas M. Fallo, Interim Chancellor

RE: SOCCCD: Irvine Valley College Life Sciences Building First Year Discovery Project, Notice of Completion, Amtek Construction

ACTION: Approval

BACKGROUND

On October 30, 2017 the Board of Trustees approved a \$218,251 contract with Amtek Construction for the Irvine Valley College Life Sciences Building First Year Discovery project. The Board of Trustees approved Change Order No. 1 for a no cost time extension of 45 days, and Change Order No. 2 decreasing the contract amount by \$889.03 for a revised contract total of \$217,361.97.

STATUS

Contract work is complete. Staff recommends a Notice of Completion (EXHIBIT A) be filed for the Irvine Valley College Life Sciences Building First Year Discovery project.

Basic aid funds were available in the approved project budgets.

RECOMMENDATION

The Interim Chancellor recommends that the Board of Trustees authorize filing the Notice of Completion (EXHIBIT A) for the Irvine Valley College Life Sciences Building First Year Discovery project to AMTEK Construction for a final contract amount of \$217,361.97. It is also recommended that the Board authorize the release of retention 35 days after filing.

Recording Requested
By and Mail to:

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
28000 Marguerite Parkway
Mission Viejo, California 92692
Attn: Purchasing & Facilities Planning

EXEMPT PER GOVERNMENT CODE 6103

NOTICE OF COMPLETION

NOTICE IS HEREBY GIVEN, that the SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT of Orange County, California, as Owner with vested title in the property hereinafter described, caused improvements to be made to said property to wit: LIFE SCIENCES BUILDING FIRST YEAR DISCOVERY PROJECT at IRVINE VALLEY COLLEGE, the contract for the doing of which was heretofore entered into the 30th day of October, 2017, which contract was made with Amtek Construction, as Contractor; that said improvements were completed and accepted by formal action of the governing board of said District on the 30th day of April, 2018, that title to said property is vested in the SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT of Orange County, California; that the surety for the above-named Contractor is THE OHIO CASUALTY INSURANCE COMPANY; that the property hereinafter referred to and on which said improvements were made is described as follows:

IRVINE VALLEY COLLEGE
5500 IRVINE CENTER DRIVE
IRVINE, CA 92618

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT OF ORANGE COUNTY, CA

By _____
Thomas M. Fallo
Interim Chancellor

Dated _____

A notary public or other office completing this certificate verifies only the identity of the individual who signed the document to which this certificate is attached, and not the truthfulness, accuracy, or validity of that document.

State of California
County of Orange

Subscribed and sworn to (or affirmed) before me

on this _____ day of _____, 20 ____

by Thomas M. Fallo
(Name of Signer)

proved to me on the basis of satisfactory evidence
to be the person(s) who appeared before me.

Signature _____
Signature of Notary Public

(Seal)

TO: Board of Trustees

FROM: Thomas M. Fallo, Interim Chancellor

RE: Saddleback College and Irvine Valley College: Speakers

ACTION: Approval

BACKGROUND

Outside speakers may be invited by administrators, faculty members, or recognized student groups to speak at events open to the public.

STATUS

Administrative Regulation 6140 requires that the Board of Trustees be notified, at each board meeting, of speakers who have been invited to speak and/or who have spoken at the colleges and/or ATEP since the last board meeting. Travel expenses and/or honorarium for speakers must be recommended by the Chancellor or college president and submitted to the Board prior to reimbursement of travel expenses or payment of honorarium.

RECOMMENDATION

The Interim Chancellor recommends that the Board of Trustees approve the general fund honoraria as shown in Exhibit A.

Item Submitted By: *Dr. Jim Buysse, Acting President, Saddleback College*
Dr. Glenn R. Roquemore, President, Irvine Valley College

SPEAKERS APPROVED BY CHANCELLOR/COLLEGE PRESIDENT

SADDLEBACK COLLEGE

<i>Presentation Date</i>	<i>Faculty Member Course Title/Activity</i>	<i>Speaker Name</i>	<i>Topic</i>	<i>General Fund Honorarium/Travel</i>
5/7/2018 6:00 PM – 10:00 pm SSC 212	Carmenmara Hernandez-Bravo 2018 Gender Conference	Carolina Bravo- Karina, Esq.	"Implicit Bias": The Silent Killer of Diversity	\$1500.00 ASG Funds

IRVINE VALLEY COLLEGE

<i>Presentation Date</i>	<i>Faculty Member Course Title/Activity</i>	<i>Speaker Name</i>	<i>Topic</i>	<i>General Fund Honorarium/Travel</i>

TO: Board of Trustees

FROM: Thomas M. Fallo, Interim Chancellor

RE: SOCCCD: Saddleback College Baseball Field Bleacher Replacement Project, Notice of Completion, Patriot Contracting and Engineering

ACTION: Approval

BACKGROUND

On June 27, 2017 the Board of Trustees approved a \$1,293,000 contract with Patriot Contracting and Engineering for the Saddleback College Baseball Field Bleacher Replacement project. The Board of Trustees approved Change Order No. 1 increasing the contract amount by \$99,088; Change Order No. 2 for a no cost time extension of 31 days; and Change Order No. 3 increasing the contract amount of \$19,574, for a revised contract total of \$1,411,662.

STATUS

Contract work is complete. Staff recommends that a Notice of Completion (EXHIBIT A) be filed for the Saddleback College Baseball Field Bleacher Replacement project.

Funds were available in the approved basic aid project budget.

RECOMMENDATION

The Interim Chancellor recommends that the Board of Trustees authorize filing the Notice of Completion (EXHIBIT A) for the Saddleback College Baseball Field Bleacher Replacement project to Patriot Contracting and Engineering for a final contract amount of \$1,411,662. It is also recommended that the Board authorize the release of retention 35 days after filing.

Recording Requested
By and Mail to:

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
28000 Marguerite Parkway
Mission Viejo, California 92692
Attn: Purchasing & Facilities Planning

EXEMPT PER GOVERNMENT CODE 6103

NOTICE OF COMPLETION

NOTICE IS HEREBY GIVEN, that the SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT of Orange County, California, as Owner with vested title in the property hereinafter described, caused improvements to be made to said property to wit: BASEBALL FIELD BLEACHER REPLACEMENT PROJECT at SADDLEBACK COLLEGE, the contract for the doing of which was heretofore entered into the 27th day of June, 2017, which contract was made with PATRIOT CONTRACTING AND ENGINEERING as Contractor; that said improvements were completed and accepted by formal action of the governing board of said District on the 30th day of April, 2018, that title to said property is vested in the SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT of Orange County, California; that the surety for the above-named Contractor is UNITED FIRE AND CASUALTY COMPANY; that the property hereinafter referred to and on which said improvements were made is described as follows:

SADDLEBACK COLLEGE
28000 MARGUERITE PARKWAY
MISSION VIEJO, CA 92692

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT OF ORANGE COUNTY, CA

By _____
Thomas M. Fallo
Interim Chancellor

Dated _____

A notary public or other office completing this certificate verifies only the identity of the individual who signed the document to which this certificate is attached, and not the truthfulness, accuracy, or validity of that document.

State of California
County of Orange

Subscribed and sworn to (or affirmed) before me

on this _____ day of _____, 20 ____

by Thomas M. Fallo
(Name of Signer)

proved to me on the basis of satisfactory evidence
to be the person(s) who appeared before me.

Signature _____
Signature of Notary Public

(Seal)

TO: Board of Trustees

FROM: Thomas M. Fallo, Interim Chancellor

RE: SOCCCD: Saddleback College Accessible Ramp Project, Award of Bid No. 2072, Amtek Construction

ACTION: Approval

BACKGROUND

On June 26, 2017, the Board of Trustees approved \$500,000 in basic aid funds for the SC-Walkway Lot 9 to Quad and ratified the architectural/engineering agreement with IBI Group for the Saddleback College Accessible Ramp project. A design for replacement of the accessible ramp has been completed and approved by the Division of the State Architect.

STATUS

On February 26, 2018 and March 5, 2018, SOCCCD ran a newspaper advertisement requesting bids for the Saddleback College Accessible Ramp project. The request for bids was also posted on the district's website. Two bids were received on March 28, 2018 (EXHIBIT A). The lowest responsive, responsible bid was submitted by Amtek Construction, in the amount of \$445,333. Staff has reviewed the bids and recommends approval.

Basic aid funds equaling \$500,000 have been board approved for this project.

RECOMMENDATION

The Interim Chancellor recommends that the Board of Trustees award Bid No. 2072, Saddleback College Accessible Ramp project and approve the agreement (EXHIBIT B) with Amtek Construction, in the amount of \$445,333.

Bid No. 2060
Access Control Project
Design-Build Entity
Saddleback College
South Orange County Community College District

April 30, 2018

Two Requests for Qualifications (RFQ) Submittals for Access Control Project at Saddleback College

DPR / R2A	Irvine, CA	Irma Jauregui
Soltek Pacific / Mosher Drew	San Diego, CA	Brandon Richie

Two Firms Participating in Initial Interviews

DPR / R2A	Irvine, CA	Irma Jauregui
Soltek Pacific / Mosher Drew	San Diego, CA	Brandon Richie

Two Firms Submitting Proposals

DPR / R2A	Irvine, CA	Irma Jauregui
Soltek Pacific / Mosher Drew	San Diego, CA	Brandon Richie

Two Firms Participating in Final Interviews

DPR / R2A	Irvine, CA	Irma Jauregui
*Soltek Pacific / Mosher Drew	San Diego, CA	Brandon Richie

*Recommend award

**Bid No. 2060
Access Control Project
Design-Build Entity
Saddleback College
South Orange County Community College District**

April 30, 2018

DESIGN-BUILD PROPOSAL EVALUATION FACTORS, RANKING AND SCORING METHODOLOGY

Evaluation Factors – Maximum Points. Each design-build proposal was evaluated on the basis of the total number of points scored in the district’s evaluation of the proposal out of a total possible 100 points:

Evaluation Category: Points Weight

A. Price Factor:

1. PRICE	10
----------	----

B. Non-Price Factors:

1. TECHNICAL EXPERTISE, DESIGN EXCELLENCE AND SCHEDULE	10
--	----

2. LIFECYCLE COST	10
-------------------	----

3. SKILLED LABOR FORCE AVAILABLE	10
----------------------------------	----

4. SAFETY RECORD	10
------------------	----

5. PROPOSER’S MANAGEMENT PLAN (INCLUDE APPLYING IPD PRINCIPLES)	20
---	----

6. INTERVIEWS	30
---------------	----

TOTAL OVERALL POINTS AVAILABLE	100
--------------------------------	-----

Scoring of Price Factor.

1. Price. The ranking of the design-build proposals from “most advantageous” to “least advantageous” was based on the point totals (the highest point total being the “most advantageous and lowest point total being the “least advantageous”) using the following formula:

a. *Design and Preconstruction Services, Construction Services, and Fee Subtotal*

(Lowest Subtotal submitted divided by Proposers Subtotal) x 5 = a. Subtotal

b. *Total Maximum Allowable Price*

(Lowest Total Maximum Allowable Price submitted by Proposers Total Maximum Allowable Price x 20 = b. Total MAP Price Points.

Scoring of Non Price Factors.

Explanation. Scoring of all Non-Price Factors was based on the gross scores received from the evaluation of the Proposer’s information provided for each of the Factors listed in Section 4.3.1 Part B, above.

1. Technical Expertise and Design Excellence. Scores for Technical Expertise and Design Excellence were determined based on the following sub-factors provided in the Design-Build Proposal:

- a. Perspective drawings or concept sketches along with a general discussion of the design sketches/concepts and materials.
- b. Approach to collaboration.
- c. Project schedule.
- d. Three risk analysis and solutions.

2. Life Cycle Costs Over 30 Years. The team evaluated the approach to designing major systems with consideration for “Life Cycle Costs” for each of the following sub-factors and based on first cost, estimated life, annual maintenance cost, operation cost and projected replacement time:

- a. Doors and frames
- b. Door/frame hardware
- c. Access control equipment
- d. Cabling
- e. Patch panels
- f. RJ45 jacks

3. Skilled Labor Force Availability. Pursuant to Education Code Section 81703, each Proposer must have an agreement with a registered apprenticeship program, approved by the California Apprenticeship Council, which has graduated apprentices in each of the immediately preceding five years. Each of the three final proposers completed a pre-qualification questionnaire, met this minimum requirement and received maximum points allotted for this section.

4. Safety Record. Per Education Code 81703, each proposer must have an experience modification rate (safety rating) for the most recent three-year period with an average of 1.0 or less, and its average total recordable injury or illness rate and average lost work rate for the most recent three-year period must not exceed the applicable statistical standards for its business category, or the proposer could qualify by being a party to an alternative dispute resolution system as provided for in Section 3201.5 of the Labor Code. Each of the three final proposers completed a pre-qualification questionnaire, met this minimum requirement and received maximum points allotted for this section.

5. Proposer’s Management Plan, Including Applying Integrated Project Delivery (IPD) Principles. Scores for the Proposer’s Management Plan were based on the following:

- a. Systems Integrator
- b. General approach to working together with the district as a member of an integrated project team to develop an architectural design, maintain budget, schedule and quality of project.
- c. Shared savings plan.
- d. IPD and lean techniques

6. Interviews – The interviews were conducted and scores were based on the following:

- a. Interim interview
- b. The presentation of the Design-Build Proposal demonstrating a full understanding of and responsiveness to, the requirements of the RFP documents.
- c. The proposer’s presentation of the design concept for the project.
- d. The proposer’s demonstrated ability to collaborate with members of the team.

Bid No. 2060
Access Control Project
Design-Build Entity
Saddleback College
South Orange County Community College District

April 30, 2018

Scoring Factors

		DBE1	DBE2
	Points Available	DPR / R2A	Soltek Pacific / Mosher Drew
Price	10	7.67	10.00
Technical Expertise and Design Excellence	10	6.22	6.92
Life Cycle Costs	10	5.62	6.84
Skilled labor Force Availability	10	10.00	10.00
Safety Recored	10	10.00	10.00
Management Plan	20	13.28	14.00
Interviews	30	17.26	23.34
TOTAL	100	70.05	81.10

RANK

2	1
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AGREEMENT – ACCESS CONTROL PROJECT, DESIGN-BUILD ENTITY, SADDLEBACK COLLEGE

This Design-Build contract between District and Design-Build Entity (“Design-Build Agreement”) is entered into on this 1st day of May 2018 by and between the South Orange County Community College District (“District”) at 28000 Marguerite Parkway, Mission Viejo, CA 92692 and Soltek Pacific Construction at 2424 Congress Street, San Diego, CA 92110 (“Design-Build Entity”).

1 DEFINITIONS

Capitalized terms used in the Contract Documents shall have the meanings assigned to them in the General Conditions. If not defined in the General Conditions they shall have the meanings assigned to them elsewhere in the Contract Documents. If not defined in the General Conditions or elsewhere, they shall have the meanings reasonably understood to apply to them by the context of the portion of the Contract Documents where such terms are used.

2 THE WORK

2.1 SCOPE OF WORK

Design-Build Entity shall execute the entire Work called for by the Contract Documents, except to the extent specifically indicated in the Contract Documents to be the responsibility of District or other Project Team members retained by District.

2.2 STANDARD OF PERFORMANCE

In addition to and without limiting Design-Build Entity’s other obligations under the Contract Documents, Design-Build Entity shall at all times in its performance of its obligations under the Contract Documents conform to the following general standards of performance:

2.2.1 comply with the requirements of the Contract Documents;

2.2.2 comply with Applicable Laws;

2.2.3 conform to the standard of care applicable to those who provide design-build project services and construction of the type called for by this Design-Build Agreement for projects of a scope and complexity that is comparable to the Project;

2.2.4 furnish efficient business administration of the Work, utilizing sufficient senior level management and other qualified personnel to manage the Work; and

2.2.5 apply its best and highest skill and attention to completing the Work in an expeditious and economical manner, consistent with the expressed best interests of the District and within the limitations of the Contract Sum and Contract Time.

3 CONTRACT TIME

3.1 DATES OF COMMENCEMENT

The Contract Time for completion of the design portion of the Work shall be measured from the Date of Commencement of Design. The Contract Time for Substantial completion of entire Work, including the design and non-design portions, shall be measured from the Date of Commencement of Construction.

3.2 NOTICES TO PROCEED

The design portion of the Work shall not commence prior to the date fixed in the Notice to Proceed with Design. No physical construction at the Site shall proceed prior to the date fixed in the Notice to Proceed with Construction.

3.3 CONTRACT TIME

3.3.1 Design. The Design-Build Entity shall complete the Final Construction Documents and receive DSA approval. A Notice to Proceed for the Design Phase will be issued upon full execution of this contract.

3.3.2 Design and Construction. Design-Build Entity shall achieve Substantial Completion of the Work, including the design and non-design portions of the Work, not later than April 30, 2020 with Final Completion of the entire Work not later than forty-five (45) Days after the occurrence of Substantial Completion.

3.4 DAMAGES TO DISTRICT

3.4.1 District Right. The District and the Design-Build Entity acknowledge and agree that if the Design-Build Entity fails to Substantially Complete the Work within the Contract Time, the District will suffer substantial Losses which are both extremely difficult and impracticable to ascertain and on that basis agree, as a reasonable estimate of those Losses and not a penalty, to the payment by Design-Build Entity of liquidated damages pursuant to this Section 3.4.

3.4.2 Daily Rate. If the Design-Build Entity fails to achieve Substantial Completion of the entire Work within the Contract Time for Substantial Completion, the Design-Build Entity shall pay the District as liquidated damages the amount of Two Thousand Four Hundred Dollars (\$2,400) per Day for each Day occurring after the expiration of the Contract Time for Substantial Completion until the Design-Build Entity achieves Substantial Completion of the entire Work.

3.4.3 Extensions of Time. Liquidated damages shall not be charged to Contractor for Delays to Substantial Completion for which the Contractor is entitled under the Contract Documents to receive an adjustment of the Contract Time for Substantial Completion.

3.4.4 Partial Completion. Liquidated damages shall not be reduced or apportioned for Substantial Completion of portions of the Work prior to Substantial Completion of the entirety of the Work.

3.4.5 Remedies. District may deduct such liquidated damages as are payable hereunder from money due or to become due to the Design-Build Entity, or pursue any other legal remedy to collect such liquidated damages from the Design-Build Entity and/or its Surety.

3.4.6 Not a Limitation. District's rights under this Section 3.4 shall not be interpreted as precluding or limiting: (1) any right or remedy of District in the event of an Event of Design-Build Entity Default other than a failure to Substantially Complete the Work within the Contract Time; or (2) District's right to order an acceleration, at Design-Build Entity's Own Expense, of performance of the Work to overcome Delay, including, without limitation, a Delay for which District has the right to assess liquidated damages.

3.4.7 Exclusive Remedy, Liquidated damages payable pursuant to this Section 3.4 constitute the District's sole and exclusive rights and remedy for recovery of Losses to District, due to Delay.

3.5 LIQUIDATED DAMAGES TO DESIGN-BUILD ENTITY

3.5.1 Design-Build Entity's Right. District and Design-Build Entity acknowledge and agree that if Design-Build Entity is unable due to Compensable Delay to Substantially Complete the Work within the Contract Time, the Design-Build Entity and its affected Subcontractors and Sub consultants will suffer Losses which are both extremely

difficult and impracticable to ascertain and on that basis agree, as a reasonable estimate of those Losses and not a penalty, to the payment by District of liquidated damages pursuant to this Section 3.5.

3.5.2 Daily Rate. The Contract Sum shall be increased by the sum of Two Thousand Four Hundred (\$2,400.00) per Day as liquidated damages for each Day for which Design-Build Entity is entitled under the Contract Documents to an adjustment extending the Contract Time for Substantial Completion due to Compensable Delay, with no additional amount added thereto for Allowable Markup thereon.

3.5.3 Payment by District. A Change Order or Unilateral Change Order for an adjustment to the Contract Sum for the liquidated damages permitted by this Section 3.5 shall be executed following, and not before, actual Substantial Completion and prior to Final Completion. Notwithstanding any other provision of the Contract Documents to the contrary and without limitation to the District's rights of withholding payment permitted elsewhere in the Contract Documents or under Applicable Laws, amounts due to the Design-Build Entity pursuant to this Section 3.5 shall be payable as part of, and not prior to the due date for, Final Payment to Design-Build Entity.

3.5.4 Exclusive Remedy. Liquidated damages payable pursuant to this Section 3.5 constitute the Design-Build Entity's sole and exclusive right and remedy for recovery of Losses to Design-Build Entity and its Subcontractors and Sub consultants, of every Tier, due to Delay, regardless of the cause or duration of the Delay and regardless of whether the Delay is a Compensable Delay, Excusable Delay or Unexcused Delay.

3.5.5 Deleted Work. In the event that Deleted Work results in a shortening of the Contract Time, the Contract Sum shall be reduced by an amount calculated as the product of (1) by the number of Days in the period of shortening, multiplied by (2) the liquidated damages amount stated in this Section 3.5.

4 CONTRACT SUM

4.1 LUMP-SUM CONTRACT

4.1.1 Price. District shall pay the Design-Build Entity in current funds for the Design-Build Entity's complete performance of the Work in accordance with the Contract Documents. District will pay Design-Build Entity a Lump Sum Price to be negotiated at the end of the design phase of the Contract, including an open-book buyout of subcontracts. The end of the design phase is deemed to occur when the design documents for the Project receive Division of State Architect ("DSA") approval. In no event, however, shall the Lump Sum Price be greater than the Maximum Allowable Price (MAP) of Nine Million, nine hundred thousand (\$9,900,000). The MAP is the maximum amount the District will pay and includes all costs and fixed fees set forth below for Design and Pre-Construction Services, Construction Services, Fee, Contractor Contingency, Allowances and Hard Costs as defined below.

1. Maximum Allowable Price (MAP). This is the maximum amount contained in the Design Builder's revised Proposal Form and Agreement – REV 01 dated April 13, 2018 for all Work to be provided by the Design-Build Entity, and is the amount the Design-Build Entity agrees, through its control of the design, in collaboration with the District, will not be exceeded when establishing the Lump Sum Price.
2. Fixed Fees. Fixed fees include Design and Preconstruction Services. Construction Services and Fee, as defined below.
3. Open Book Buyout of Subcontracts. This shall be accomplished collaboratively with the District during the design process using Hard Costs as the design target amount. The final Hard Costs amount will be included in the Lump Sum Price.

4.1.2 Design and Pre-Construction Services. The total fixed sum payable for Design and Pre-Construction Services shall be Nine Hundred Fifty-Four Thousand (\$954,000) subject to adjustment by Change Order, according to terms of the Design-Build Agreement. This amount shall be incorporated into the Lump Sum Price as stipulated in

Article 4.1.1. The amount payable to the Design-Build Entity in the event that the Design-Build Agreement is terminated prior to commencement of construction shall be limited to a prorated amount of the Design and Preconstruction Services, based on the percentage of acceptable completion of the Construction Documents that has been accomplished by Design-Build Entity at the time of such termination.

4.1.3 Construction Services. The total sum payable for Construction Services shall not exceed Seven Hundred Fifty-Five Thousand Eight Hundred Sixty (\$755,860). These sums are incorporated into the MAP as stipulated in Article 4.1.1.

4.1.4 Fee. The Fee payable to the Design-Build Entity shall not exceed (6.50 %) of the MAP, not to exceed Six Hundred Forty-Three Thousand Five Hundred (\$643,500). These sums are incorporated into the MAP as stipulated in Article 4.1.1.

4.1.5 Construction Contingency. The total sum available for the exclusive use of the Contractor, as approved by the District to pay for miscellaneous work items, and Contractor errors, omissions and negligence, which are required to complete the project shall not exceed (4%) of the MAP, not to exceed Two Hundred Sixteen Thousand (\$216,000). If on final completion of the Project, funds are remaining in the Contractor Contingency, such funds will be shared based on a mutually agreed upon incentive plan with District, Contractor, subcontractor and sub-consultant participation. These sums are incorporated into the MAP as stipulated in Article 4.1.1.

4.1.6 Allowance. The total sum available for specific items of the project which have not specifically been defined to defer selection to a later date when additional information is available shall not exceed One Million Nine Hundred Twenty-Two Thousand (\$1,922,000). If on final completion of the Project, funds are remaining in the Allowances, such funds shall be fully retained by the District. These sums are incorporated into the MAP as stipulated in Article 4.1.1.

4.1.7 Hard Costs. The total sum payable for Hard Costs shall not exceed Five Million Four Hundred Eight Thousand Six Hundred Forty (\$5,408,640). These sums will be incorporated into the Lump Sum Price as stipulated in Article 4.1.1.

4.1.8 All Inclusive Lump-Sum Price. This shall be the sum total of Fixed Fees and final Hard Costs established at the end of the design phase of the Contract. The Contract Sum set forth in Article 4 is the total lump-sum maximum amount payable by District to Design-Build Entity for performance of the Work under the Contract Documents and is deemed to cover all Losses arising out of or related to the performance of the Work, including, without limitation, the effects of natural elements upon the Work, unforeseen difficulties or obstructions affecting the performance of the Work (including, without limitation, unforeseen conditions at the Site that do not constitute Differing Site Conditions) and fluctuations in market conditions and price escalations (whether occurring locally, nationally or internationally) from any cause.

5 ENUMERATION OF CONTRACT DOCUMENTS

5.1 LIST OF CONTRACT DOCUMENTS

The Contract Documents, include, without limitation, the following:

5.1.1 Project Criteria. The Project Criteria set forth in the RFP Documents.

5.1.2 RFP Documents. The RFP Documents and Addenda, with the exception of Approved Deviations.

5.1.3 Design Build Proposal. The Design-Build Entity's written responses to the RFP, including its Proposal. The Contract Documents shall not include any portion of the Design-Build Proposal that deviates from the Project Program or Criteria.

5.1.4 Design-Build Agreement. This executed Design-Build Agreement between District and Design-Build Entity.

5.1.5 General Conditions. The General Conditions to the Design-Build Agreement, as modified August 8, 2016.

5.1.6 Division One Requirement. The Division One Requirements to the Design-Build Agreement.

5.1.7 General Requirements, Supplemental and Special Conditions. Any General Requirements and Supplemental and Special Conditions.

5.1.8 Final Construction Documents. The Final Construction Drawings and Technical Specifications to be hereafter prepared by the Design-Build Entity and its Sub consultants that are accepted by the District and approved by the DSA in accordance with the terms of the Contract Documents; provided, however, that, with the exception of Approved Deviations, the Contract Documents shall not include any portion of the Design-Build Proposal that deviates from the Project Program or Criteria.

5.1.9 Addenda. All Addenda associated with the completed set of contract documents

5.1.10 Reference Documents. All Reference Documents associated with the completed set of contract documents.

WHEREFORE, This Design-Build Agreement is entered into as of the day and year first written above.

CONTRACTORS ARE REQUIRED BY LAW TO BE LICENSED AND REGULATED BY THE CONTRACTOR'S STATE LICENSE BOARD WHICH HAS JURISDICTION TO INVESTIGATE COMPLAINTS AGAINST DESIGN-BUILD ENTITIES IF A COMPLAINT REGARDING A PATENT ACT OR OMISSION IS FILED WITHIN FOUR YEARS OF THE DATE OF THE ALLEGED VIOLATION. A COMPLAINT REGARDING A LATENT ACT OR OMISSION PERTAINING TO STRUCTURAL DEFECTS MUST BE FILED WITHIN 10 YEARS OF THE DATE OF THE ALLEGED VIOLATION. ANY QUESTIONS CONCERNING A CONTRACTOR MAY BE REFERRED TO THE REGISTRAR, CONTRACTORS STATE LICENSE BOARD, P.O. BOX 26000, SACRAMENTO, CALIFORNIA, 95826.

“District”
South Orange County Community College District

“Design Builder”
Soltek Pacific Construction, a corporation

By: _____

Ann-Marie Gabel
Vice Chancellor, Business Services

By: _____

Brandon Richie
President

Date: _____

Email: _____

Date: _____

TO: Board of Trustees

FROM: Thomas M. Fallo, Interim Chancellor

RE: Saddleback College: New and Revised Curriculum for the 2018-19 Academic Year

ACTION: Approval

BACKGROUND

Saddleback College's Curriculum Committee and Academic Senate review and approve the curriculum on a regular basis. Subsequently, the curriculum is recommended to the college president or designee for approval.

STATUS

Saddleback College proposes additions and revisions to the curriculum of the College for the 2018-19 academic year. Exhibit A includes new noncredit courses, Exhibit B includes course deletions, Exhibit C includes revised programs, and Exhibit D includes deleted programs. The new and revised curriculum is recommended by the Curriculum Committee and includes collegial consultation with the Academic Senate of Saddleback College pursuant to Title 5, Section 53200 et seq.

RECOMMENDATION

The Interim Chancellor recommends that the Board of Trustees approve the proposed curriculum changes for the 2018-19 academic year at Saddleback College as listed in Exhibits A, B, C and D.

SADDLEBACK COLLEGE
REVISED COURSES
ACADEMIC YEAR 2018-2019

Exhibit A
Page 1 of 1

Division	Course Id	Catalog Id	Course Title	Action Taken
				assign=assignments
				cat desc= catalog description
				c/l w/+ cross-listed with (and list the other crs id)
				coreq=corequisite
				crs id=course prefix and/or number
				dc=delete course
				dv=delete version of course
				gr opt=grading option
				hrs=hours
				lim=limitation
				lrng obj=learning objectives
				moe=methods of eval
				nc=new course
				nv=new version of existing course
				oe/oe=open entry/open exit
				prereq=prerequisite
				pcs = program course status
				reactv=course reactivation
				rec prep=recommended prep
				rpt=repeatability
				SAM code=occupational code (A=apprenticeship, B=advanced occupational, C=clearly occupational, D=possibly occupational, E=non-occupational)
				sch desc=schedule description
				SLOs=student learning outcomes
				sr=scheduled review is for courses that are scheduled for review and there are no revisions
				ti=title
				TOP code=numerical classification code used to assign programs and courses to disciplines
				tps=topics
				txt=text-required for all courses numbered 1-299
				un=units
				val=validation
EI	EGRO 501	692203.00	PERSPECTIVES ON AGING	nc, 0 units/2 hsr lec/0 hr lab/0 hr lrng cntr, repeatable 99 times

SADDLEBACK COLLEGE
REVISED COURSES
ACADEMIC YEAR 2018-2019

Exhibit B
Page 1 of 1

Division	Course Id	Catalog Id	Course Title	Action Taken
				assign=assignments
				cat desc= catalog description
				c/l w/+ cross-listed with (and list the other crs id)
				coreq=corequisite
				crs id=course prefix and/or number
				dc=delete course
				dv=delete version of course
				gr opt=grading option
				hrs=hours
				lim=limitation
				lrng obj=learning objectives
				moe=methods of eval
				nc=new course
				nv=new version of existing course
				oe/oe=open entry/open exit
				prereq=prerequisite
				pcs = program course status
				reactv=course reactivation
				rec prep=recommended prep
				rpt=repeatability
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				tps=topics
				txt=text-required for all courses numbered 1-299
				un=units
				val=validation
LA	HUM 30AH	429758.00	HONORS CULTURE, SCIENCE, SOCIETY D - WAR I	dc
LA	HUM 31AH	429761.00	HONORS CULTURE, SCIENCE, SOCIETY D - WAR II	dc

SADDLEBACK COLLEGE
REVISED PROGRAMS
ACADEMIC YEAR 2018-19

Current
Applications Developer
Certificate of Achievement

This program is designed to prepare the student for entry-level employment as an Applications Developer. These workers develop and maintain software programs to meet specific business needs. The program encompasses a broad area of study, including programming, computer operating systems, software applications, web design and networking.

Program Student Learning Outcomes

Students who complete this program will be able to:

- Identify and perform all stages of the Systems Development Lifecycle
- Apply systems development life cycle model to develop software applications
- Successfully code, compile, execute, and debug programs in various programming languages

Course ID	Title	Units
CIMP 5	Business Programming I – Visual Basic	3.5
CIMP 7A	Business Programming – Java -- Beginning	3
CIMW 105	Web Development and DB – Intro SQL and MySQL	3
CIMW 250	Microsoft ASP.NET -- Beginning	3.5
	Select from Restricted Electives	5-7
Total Units for the Certificate:		18-20

Restricted Electives:

CIMP 7B*	Business Programming – Java -- Advanced	3
CIMN 200	Introduction to Networking	3
CIMP 110	Programming with Python	3
CIMN 130	Computer Operating Systems – UNIX and Linux	3
CIMW 145	Web Development – PHP, CMS and WordPress and E-Commerce	3
CIMN 250*	Network and Security Administration Using UNIX/Linux	3
CIMW 160	Web Development – JavaScript, Frameworks, JQuery, and AJAX	3
CIMW 100A*	Web Site Development – HTML – Beginning	1.5
CIMW 100B*	Web Site Development – HTML – Advanced	1.5
CIMP 115	Business Programming--C#	3.5
CIMA 288	Database Reporting	3.5

*Course has a prerequisite, corequisite, limitation, or recommended preparation; see course description.

+Completion of the A and B versions of this course can also be used to fulfill this requirement.

Revised
Applications Developer
Certificate of Achievement

This program is designed to prepare the student for entry-level employment as an Applications Developer. These workers develop and maintain software programs to meet specific business needs. The program encompasses a broad area of study, including programming, computer operating systems, software applications, web design and networking.

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Total Units for the Certificate:		18-20

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SADDLEBACK COLLEGE
REVISED PROGRAMS
ACADEMIC YEAR 2018-19

**Revised
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Associate in Science**

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CIMW 250	Microsoft ASP.NET -- Beginning	3.5
	Select from Restricted Electives	5-7
Total Units for the Major:		18-20

Restricted Electives:

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CIMP 110	Programming with Python	3
CIMN 130	Computer Operating Systems – UNIX and Linux	3
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CIMN 250*	Network and Security Administration Using UNIX/Linux	3
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CIMW 100A*	Web Site Development – HTML – Beginning 1.5	
CIMW 100B*	Web Site Development – HTML – Advanced 1.5	
CIMP 115	Business Programming--C#	3.5
CIMA 288	Database Reporting	3.5

*Course has a prerequisite, corequisite, limitation, or recommended preparation; see course description.

Associate in Science Degree

Completion of the certificate program and a minimum of 60 units including the general education requirements with an overall GPA of 2.0 qualifies the student for the Associate in Science degree. A minimum of 12 must be completed at Saddleback College.

General Education Requirements for Associate Degrees

Refer to the Graduation Requirements or to the CSU-GE and IGETC patterns in this catalog for specific courses which meet general education requirements. Refer to ASSIST.org and to the transfer institution's catalog for transfer requirements.

**Revised
Applications Developer
Associate in Science**

This program is designed to prepare the student for entry-level employment as an Applications Developer. These workers develop and maintain software programs to meet specific business needs. The program encompasses a broad area of study, including programming, computer operating systems, software applications, web design and networking.

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CIMW 250	Microsoft ASP.NET -- Beginning	3.5
	Select from Restricted Electives	5-7
Total Units for the Major:		18-20

Restricted Electives:

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General Education Requirements for Associate Degrees

Refer to the Graduation Requirements or to the CSU-GE and IGETC patterns in this catalog for specific courses which meet general education requirements. Refer to ASSIST.org and to the transfer institution's catalog for transfer requirements

Current Arabic Associate in Arts

The Arabic Program offers lower division preparation for students who plan on transferring to pursue a bachelor's degree in Arabic. Students planning to transfer and/or earn this associate degree may also need to complete additional requirements or electives required by the transfer institution, as many have unique admissions and preparation for the major requirements. Students should meet with a counselor to identify required courses and to develop a written plan for their targeted university.

Program Student Learning Outcomes

Students who complete this program will be able to:

- Demonstrate a comprehensive knowledge of Arabic vocabulary.
- Use proficient conversational skills in Arabic.
- Read and write in Arabic.
- Demonstrate introductory cultural and historic knowledge of Arabic speaking people.

Course ID	Title	Units
Required Courses		
ARAB 1*	Elementary Arabic	5
ARAB 2*	Elementary Arabic	5
ARAB 3*	Intermediate Arabic	5
ARAB 4*	Intermediate Arabic	5
ARAB 901*	Arabic Language Lab	0.25
ARAB 902*	Arabic Language Lab	0.25
ARAB 903*	Arabic Language Lab	0.25
ARAB 904*	Arabic Language Lab	0.25
Select one course from Restricted Electives		3
Total Units for the Major:		24
Restricted Electives		
ARAB 21*	Introduction to Arabic Culture	3
CHI 21*	Introduction to Chinese and Influences in the U.S.	3
FR 10*	Intermediate conversational French	3
FR21*	Introduction to French Language and Culture	3
GER 10*	Intermediate Conversational German	3
ITA 21*	Introduction to Italian Culture	3
JA 21*	Introduction to Japanese Culture	3
SPAN 10*	Intermediate Conversational Spanish	3
SPAN 20A*	Civilization of Spain through 1898	3
SPAN 20B*	Civilization of Spain 1898 to Present	3
SPAN 21A*	Civilization of Latin America Through 1900	3
SPAN 21B*	Civilization of Latin America 1900 To Present	3
SPAN 21C*	Hispanic Culture and Literature in The United States	3

Associate in Arts Degree

Completion of the certificate program and a minimum of 60 units including the general education requirements with an overall GPA of 2.0 qualifies the student for the Associate in Arts degree. A minimum of 12 must be completed at Saddleback College.

General Education Requirements for Associate Degrees

Refer to the Graduation Requirements or to the CSU-GE and IGETC patterns in this catalog for specific courses which meet general education requirements. Refer to ASSIST.org and to the transfer institution's catalog for transfer requirements.

*Course has a prerequisite, corequisite, limitation, or recommended preparation; see course description.

Revision

Arabic Associate in Arts

The curriculum in the Arabic program is designed to provide the student the opportunity to achieve an Associate in Arts in Arabic degree by providing the necessary breadth in the field. Students who complete the Associate in Arts Degree in Arabic will have more opportunities in government business, medicine, law, technology, industry, marketing and other related fields.

An Arabic degree provides students with more positive attitudes and less prejudice toward people who are different, teaches and encourages respect for other peoples; it fosters an understanding of the interrelation of language and human nature, appreciation of other ways of life, different systems of belief, and different ways of constructing knowledge, and, perhaps most importantly, a better understanding of the world in which they live and leads to an appreciation of cultural diversity. The curriculum in the Arabic program is designed to provide the student the opportunity to achieve an Associate in Arts (AA) in Arabic degree.

Program Student Learning Outcomes

Students who complete this program will be able to:

- Reading Comprehension Upon completion of this program, students will accurately interpret written sections in Arabic.
- Listening Comprehension Students who complete this program will be able to accurately interpret spoken language in Arabic.
- Speaking and Conversation Students who complete this program will have proficient conversational skills in Arabic.
- History, Politics, Literature, Culture and Art Upon completion of this program, students will demonstrate knowledge of the history, politics, literature, culture and arts of the Arabic speaking countries as well as people who speak Arabic.

Course ID	Title	Units
Required Courses		
ARAB 1*	Elementary Arabic	5
ARAB 2*	Elementary Arabic	5
ARAB 3*	Intermediate Arabic	5
ARAB 4*	Intermediate Arabic	5
ARAB 10*	Intermediate Conversational Arabic	3
Or		
ARAB 21*	Introduction to Arabic Culture	3
ARAB 901*	Arabic Language Lab	0.50
ARAB 902*	Arabic Language Lab	0.50
ARAB 903*	Arabic Language Lab	0.50
ARAB 904*	Arabic Language Lab	0.50
Total Units for the Major:		25

Associate in Arts Degree

Completion of the certificate program and a minimum of 60 units including the general education requirements with an overall GPA of 2.0 qualifies the student for the Associate in Arts degree. A minimum of 12 must be completed at Saddleback College.

General Education Requirements for Associate Degrees

Refer to the Graduation Requirements or to the CSU-GE and IGETC patterns in this catalog for specific courses which meet general education requirements. Refer to ASSIST.org and to the transfer institution's catalog for transfer requirements.

*Course has a prerequisite, corequisite, limitation, or recommended preparation; see course description.

**SADDLEBACK COLLEGE
REVISED PROGRAM
ACADEMIC YEAR 2018-2019**

Current

**Associate in Science in Business Administration for
Transfer Degree**

Students who complete the Associate in Science in Business Administration for Transfer degree receive priority admission to the California State University system, though admission to a specific campus is not guaranteed. While an associate degree may support attempts to gain entry-level employment or promotion, a baccalaureate or higher degree is recommended for those considering professional careers, which can be achieved through transfer.

Please refer to Graduation Requirements for more information on transfer degree requirements.

Program Student Learning Outcomes

Students who complete this program will be able to:

- Students who complete the Business Administration-AS-T degree will be prepared to transfer to a four-year institution with the required business, accounting, economics, math, and other learning.
- Students who complete the Business Administration-AS-T degree will have learned the fundamentals of legal systems, and social, ethical, and political forces affecting the development and operation of businesses.
- Students who complete the Business Administration-AS-T degree will be able to communicate clearly, effectively, and appropriately in writing and orally.

Course ID	Title	Units
<i>Required Courses:</i>		
ACCT 1A	Financial Accounting	4
ACCT 1B	Managerial Accounting	4
ECON 4	Principles (MICRO)	3
ECON 2	Principles (MACRO)	3
BUS 13	Legal Environment and Business Macroeconomics	3
LIST A: Select one of the following courses (3-5 Units)		
MATH 11	A Brief Course in Calculus	5
MATH 10	Introduction to Statistics	3
LIST B: Any List A nor already used (5-6 units)		
CIM 1	Computer Information Systems	4
And		
BUS 1	Introduction to Business	3
Or		
BUS 104	Business Communication	3
Total Units for the Major		27-29

*Course has a prerequisite, corequisite, limitation, or recommended preparation; see course description.

Revised

**Associate in Science in Business Administration for
Transfer Degree**

The study of business is a broad and diverse discipline that encompasses topics and tools needed for transfer to baccalaureate programs as well as for entering the world of professional business careers, both domestic and global.

Students who complete the Associate in Science Degree in Business Administration for Transfer receive priority admission to the California State University system, though admission to a specific campus is not guaranteed. While an associate degree may support attempts to gain entry-level employment or promotion, a baccalaureate or higher degree is recommended for those considering professional careers, pursuit of which can be achieved through transfer.

Program Student Learning Outcomes

Students who complete this program will be able to:

- **Demonstrate preparation for transfer to a four-year institution with the required business, accounting, economics, math, and other learning.**
- **Identify, summarize, and compare the fundamentals of legal systems, and social, ethical, and political forces affecting the development and operation of businesses.**
- **Communicate clearly, effectively, and appropriately in writing and orally using the language of business.**
- **Make effective business decisions using appropriate systematic, evaluative, ethical, information-based approaches.**
- **Develop and exhibit high standards of professional practice, demonstrating awareness of ethical and social responsibilities in today's multi-cultural, team-oriented, rapidly changing environment.**

Course ID	Title	Units
<i>Required Courses:</i>		
ACCT 1A	Financial Accounting	4
ACCT 1B	Managerial Accounting	4
ECON 4	Principles (MICRO)	
Or		
ECON 4H	Honors Principles of Microeconomics	3
ECON 2	Principles (MACRO)	
Or		
ECON 2H	Honors Principles of Macroeconomics	3
BUS 13	Legal Environment and Business Macroeconomics	3

List A: Select one of the following courses (3 units)

MATH 11	A Brief Course in Calculus	5
MATH 10	Introduction to Statistics	3

List B: Select two of the following courses (5-6 units)

CIM 1	Computer Information Systems	4
And		
BUS 1	Introduction to Business	
Or		
BUS 1H	Honors Introduction to Business	3
BUS 104	Business Communication	3

Total Units for the Major 27-29

*Course has a prerequisite, corequisite, limitation, or recommended preparation; see course description.

**SADDLEBACK COLLEGE
REVISED PROGRAM
ACADEMIC YEAR 2018-2019**

**Current
Associate in Arts in Sociology for
Transfer Degree**

The curriculum in the Associate in Arts in Sociology for Transfer is designed to provide the transfer student the opportunity to achieve an Associate degree. While a baccalaureate or higher degree is recommended for those considering professional careers, earning the Associate degree may support attempts to gain entry-level employment in social services or promotion.

~~Please refer to Graduation Requirements for more information on transfer degree requirements~~

Program Student Learning Outcomes

Students who complete this program will be able to:

- Identify the current goals of sociology.
- Compare and contrast the three main sociological theories in sociology.
- Apply social theories to analyze current or historical topics or events.
- Differentiate social research and social research methods from other research models.
- Evaluate current social research.
- Describe the role that culture plays in affecting group as well as individual behaviors.
- Differentiate between Sociology and the other social sciences.
- Define and apply the sociological imagination/sociological perspective.
- Identify and apply specific sociological terms and concepts.
- Explain how various social locations such as class, race, gender, age and sexuality are vital to the study of sociology and apply them to specific sociological topics.
- Identify specific social problems and their cause-effect patterns.
- Critically evaluate the proposed ways to alleviate the major social problems facing society today.
- Identify and analyze social change and the impact on society.
- Examine and analyze institutional influences on individuals, groups, and society.
- Identify and evaluate community support services and agencies

<u>Course ID</u>	<u>Title</u>	<u>Units</u>
SOC 1	Introduction to Sociology	3
SOC 2	Social Problems	3
MATH 10*	Introduction to Statistics	3

Select two of the following courses (6 units)

SOC 15	Socialization of the Child	3
SOC 20	Ethnic Cultures of the United States	3
SOC 21	Women in Contemporary Society	3
SOC 25	Social Stratification	3

**SADDLEBACK COLLEGE
REVISED PROGRAM
ACADEMIC YEAR 2018-2019**

Exhibit C
Page 6 of 25

SOC 30*	Social Psychology	3
Select one of the following courses or any of the courses not selected above (3 Units)		
ANTH 2	Cultural Anthropology	3
ECON 2*	Principles of Economics (Macro)	3
ECON 4*	Principles (Micro)	3
PHIL 12*	Introduction to Logic	3
PS 1	American Government	3
PSYC 1	Introduction to Psychology	3
PSYC 2*	Research Methods in Psychology	3
SOC 6	Introduction to Asian Cultures in the United States	3
SOC 10	Introduction to Marriage and the Family	3
SOC 125	Sociology of Aging	3
SOC 126	Death and Dying	3
SOC 180	Introduction to Gerontology	3
Total Units for the Major		18

*Course has a prerequisite, corequisite, limitation, or recommended preparation; see course description.

Revised Associate in Arts in Sociology for Transfer Degree

The curriculum in the Associate in Arts in Sociology for Transfer is designed to provide the transfer student the opportunity to achieve an Associate degree. While a baccalaureate or higher degree is recommended for those considering professional careers, earning the Associate degree may support attempts to gain entry-level employment in social services or promotion.

The Sociology Associate in Arts for Transfer can prepare students for related careers in social services, community work, corrections, business, college settings, health services, publishing, journalism, public relations, government services, teaching, and research. Some careers require advanced degrees (teaching credential, police academy, and Master's degree).

Program Student Learning Outcomes

Students who complete this program will be able to:

- Identify the current goals of sociology.
- Compare and contrast the three main sociological theories in sociology.
- Apply social theories to analyze current or historical topics or events.
- Differentiate social research and social research methods from other research models.
- Evaluate current social research.
- Describe the role that culture plays in affecting group as well as individual behaviors.
- Differentiate between Sociology and the other social sciences.
- Define and apply the sociological imagination/sociological perspective.
- Identify and apply specific sociological terms and concepts.
- Explain how various social locations such as class, race, gender, age and sexuality are vital to the study of sociology and apply them to specific sociological topics.
- Identify specific social problems and their cause-effect patterns.
- Critically evaluate the proposed ways to alleviate the major social problems facing society today.
- Identify and analyze social change and the impact on society.
- Examine and analyze institutional influences on individuals, groups, and society.
- Identify and evaluate community support services and agencies.

<u>Course ID</u>	<u>Title</u>	<u>Units</u>
Prerequisites for Required Courses		
SOC 1	Introduction to Sociology	3
SOC 2	Social Problems	3
MATH 10*	Introduction to Statistics	3
<u>Or</u>		

**SADDLEBACK COLLEGE
REVISED PROGRAM
ACADEMIC YEAR 2018-2019**

Exhibit C
Page 7 of 25

PSYC 44*	Statistics for Behavioral Sciences	3
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Select two of the following courses (6 Units)

SOC 10	Introduction to Marriage and the Family	3
SOC 20	Ethnic Cultures of the United States	3
PSYC 30*	Social Psychology	3
OR		
SOC 30*	Social Psychology	3

Select one of the following courses or any course not already used above (3 units)

SOC 15	Socialization of the Child	3
SOC 21	Women in Contemporary Society	3
SOC 23	Food and Society	3
SOC 25	Social Stratification	3
SOC 125	Sociology of Aging	3
SOC 126	Death and Dying	3
SOC 180	Introduction to Gerontology	3
ANTH 2	Cultural Anthropology	3
ANTH 2H	Honors Cultural Anthropology	3
ENV 1	Introduction to Environmental Studies	3
GEOG 2	Cultural Geography	3
Or		
GEOG 2H	Honors Cultural Geography	3
PSYC 2*	Research Methods in Psychology	3
Or		
PSYC 2H*	Honors Research Methods in Psychology	3
WS 10	Introduction to Women's Studies	3
Or		
WS 10H	Honors Intro to Women's Studies	3
Total Units for the Major		18

*Course has a prerequisite, corequisite, limitation, or recommended preparation; see course description.

Current Biology Associate in Science

The curriculum in the Biology Associate Degree program is designed to provide the transfer student the opportunity to achieve an Associate degree. While a baccalaureate or higher degree is recommended for those considering majors related to this field, earning the Associate degree would demonstrate achievement and may support attempts to gain entry-level employment or promotion.

Program Student Learning Outcomes

Students who complete this program will be able to:

- Demonstrate a working knowledge of the scientific method.
- Demonstrate the ability to make links among topics and sub-disciplines so that information can be used for deeper comprehension.
- Demonstrate the ability to use the attained knowledge foundation to illustrate concepts and compare examples.

<i>Course ID</i>	<i>Title</i>	<i>Units</i>
<i>First Year</i>		
BIO 3A*	General Biology I	5
BIO 3B*	General Biology II	5
CHEM 1A*	General Chemistry	5
CHEM 1B*	General Chemistry	5
<i>Second Year</i>		
BIO 3C*	Biochemistry and Molecular Biology	5
CHEM 12A	Organic Chemistry	5
CHEM 12B	Organic Chemistry	5
Total Units for the Major		35

Associate in Science Degree

Completion of the certificate program and a minimum of 60 units including the general education requirements with an overall GPA of 2.0 qualifies the student for the Associate in Science degree. A minimum of 12 must be completed at Saddleback College.

General Education Requirements for Associate Degrees

Refer to the Graduation Requirements or to the CSU-GE and IGETC patterns in this catalog for specific courses which meet general education requirements. Refer to ASSIST.org and to the transfer institution's catalog for transfer requirements

*Course has a prerequisite, corequisite, limitation, or recommended preparation; see course description.

Revision Biology Associate in Science

The curriculum in the Biology Associate Degree program is designed to provide the transfer student the opportunity to achieve an Associate degree. While a baccalaureate or higher degree is recommended for those considering majors related to this field, earning the Associate degree would demonstrate achievement and may support attempts to gain entry-level employment or promotion.

Program Student Learning Outcomes

Students who complete this program will be able to:

- Demonstrate a working knowledge of the scientific method.
- Demonstrate the ability to make links among topics and sub-disciplines so that information can be used for deeper comprehension.
- Demonstrate the ability to use the attained knowledge foundation to illustrate concepts and compare examples.

<i>Course ID</i>	<i>Title</i>	<i>Units</i>
<i>Required Course Options (13-15 Units)</i>		
<i>Pathway Option 1 – (15 Units)</i>		
CHEM 1A*	General Chemistry	5
Or		
CHEM 2*	General Chemistry Principles	5
BIO 3A*	General Biology I	5
Or		
BIO 3AH*	Honors General Biology I	5
BIO 3B*	General Biology II	5
Or		
BIO 3BH*	Honors General Biology II	5
<i>Pathway Option 2 – (15 Units)</i>		
CHEM 1A*	General Chemistry	5
Or		
CHEM 2*	General Chemistry Principles	5
BIO 3A*	General Biology I	5
Or		
BIO 3AH*	Honors General Biology I	5
BIO 3C*	Biochemistry and Molecular Biology	5
<i>Pathway Option 3 – (13 Units)</i>		
CHEM 1A*	General Chemistry	5
Or		
CHEM 2*	General Chemistry Principles	5
BIO 4A*	Principles of Cellular Biology	4
BIO 4B*	Principles of Organismal Biology	4
Restrictive Electives		10
Total Units for the Major		23-25

Restrictive Electives

BIO 11*	Human Anatomy	4
BIO 12*	Human Physiology	4
BIO 15*	General Microbiology	5

BIO 19	Marine Biology	4
BIO 20	Introduction to Biology	4
BIO 22*	Human Genetics	3
BIO 28	Plants and Human Affairs	3
BIO 30	Human Biology	3
BIO 31	Biology of Plants	3
BIO 40	Evolution	3
BIO 43	Animal Behavior	3
BIO 45	Biology of Human Disease	3
BIO 49*	Research in Biology and	
	Biochemistry A	1.5
BIO 50*	Research in Biology and	
	Biochemistry B	1.5
BIO 105	Forensic Biology	4
BIO 112	Pathophysiology	3
MATH 3A*	Analytic Geometry and Calculus	5
Or		
MATH 3AH*	Honors Analytic Geometry and	
	Calculus	5
MS 20	Introduction to Oceanography	4
PHYS 1A*	Physics with Calculus for Life	
	Sciences and Chemistry I	4
Or		
PHYS 2A*	Introduction to Physics	5
Or		
PHYS 4A*	General Physics	5
<u>Suggested coursework not required for the major: CHEM 1B, CHEM 12A, CHEM 12B, MATH 3B, PHYS 1B or PHYS 2B, or PHYS 4B, PHYS 4C.</u>		

Associate in Science Degree

Completion of the certificate program and a minimum of 60 units including the general education requirements with an overall GPA of 2.0 qualifies the student for the Associate in Science degree. A minimum of 12 must be completed at Saddleback College.

General Education Requirements for Associate Degrees

Refer to the Graduation Requirements or to the CSU-GE and IGETC patterns in this catalog for specific courses which meet general education requirements. Refer to ASSIST.org and to the transfer institution's catalog for transfer requirements

*Course has a prerequisite, corequisite, limitation, or recommended preparation; see course description.

Current Chemistry Associate in Science

The curriculum in the Chemistry Associate Degree program is designed to provide the transfer student the opportunity to achieve an associate degree. While a baccalaureate or higher degree is recommended for those considering professional careers, earning the Associate degree would demonstrate achievement and may support attempts to gain entry-level employment at the technician level in government agencies and many areas of industry and manufacturing such as petroleum, foods, pharmaceuticals, plastics, and textiles.

Program Student Learning Outcomes

Students who complete this program will be able to:

- Demonstrate a working knowledge of inorganic and organic chemistry, including calculations, reactions, and nomenclature.
- Apply to other fields.
- Demonstrate problem-solving and critical thinking skills.
- Engage in hands-on experiences in both the classroom and the laboratory.
- Show confidence in laboratory skills, operate independently during many procedures, and learn to design their own experiments.
- Interpret experimental information, develop relationships, and correlate that experimental information with theory.
- Write quality exams and laboratory reports, with well-developed explanations, discussions, and conclusions.

Course ID	Title	Units
First Year		
CHEM 1A*	General Chemistry	5
CHEM 1B*	General Chemistry	5
Second Year		
CHEM 12A*	Organic Chemistry	5
CHEM 12B*	Organic Chemistry	5
Total Units for the Major		20

Associate in Science Degree

Completion of the certificate program and a minimum of 60 units including the general education requirements with an overall GPA of 2.0 qualifies the student for the Associate in Science degree. A minimum of 12 must be completed at Saddleback College.

General Education Requirements for Associate Degrees

Refer to the Graduation Requirements or to the CSU-GE and IGETC patterns in this catalog for specific courses which meet general education requirements. Refer to ASSIST.org and to the transfer institution's catalog for transfer requirements

*Course has a prerequisite, corequisite, limitation, or recommended preparation; see course description.

Revision Chemistry Associate in Science

The curriculum in the Chemistry Associate Degree program is designed to provide the transfer student the opportunity to achieve an associate degree. While a baccalaureate or higher degree is recommended for those considering professional careers, earning the Associate degree would demonstrate achievement and may support attempts to gain entry-level employment at the technician level in government agencies and many areas of industry and manufacturing such as petroleum, foods, pharmaceuticals, plastics, and textiles.

Program Student Learning Outcomes

Students who complete this program will be able to:

- Demonstrate a working knowledge of inorganic and organic chemistry, including calculations, reactions, and nomenclature.
- Apply to other fields.
- Demonstrate problem-solving and critical thinking skills.
- Engage in hands-on experiences in both the classroom and the laboratory.
- Show confidence in laboratory skills, operate independently during many procedures, and learn to design their own experiments.
- Interpret experimental information, develop relationships, and correlate that experimental information with theory.
- Write quality exams and laboratory reports, with well-developed explanations, discussions, and conclusions.

Course ID	Title	Units
First Year		
CHEM 1A*	General Chemistry	5
CHEM 1B*	General Chemistry	5
Second Year		
CHEM 12A*	Organic Chemistry	5
CHEM 12B*	Organic Chemistry	5
Total Units for the Major		20

Suggested coursework not required for the major:

BIO 3C; MATH 3A, **MATH 3AH**, MATH 3B; PHYS 2A, PHYS 2B or PHYS 4A, PHYS 4B.

Associate in Science Degree

Completion of the certificate program and a minimum of 60 units including the general education requirements with an overall GPA of 2.0 qualifies the student for the Associate in Science degree. A minimum of 12 must be completed at Saddleback College.

General Education Requirements for Associate Degrees

Refer to the Graduation Requirements or to the CSU-GE and IGETC patterns in this catalog for specific courses which meet general education requirements. Refer to ASSIST.org and to the transfer institution's catalog for transfer requirements

*Course has a prerequisite, corequisite, limitation, or recommended preparation; see course description.

Current Chinese Associate in Arts

~~The Chinese Program offers lower division preparation for students who plan on transferring to pursue a bachelor's degree in Chinese. Students planning to transfer and/or earn this associate degree may also need to complete additional requirements or electives required by the transfer institution, as many have unique admissions and preparation for the major requirements. Students should meet with a counselor to identify required courses and to develop a written plan for their targeted university.~~

Program Student Learning Outcomes

Students who complete this program will be able to:

- ~~• Demonstrate a comprehensive knowledge of Chinese vocabulary.~~
- ~~• Use proficient conversational skills in Chinese.~~
- ~~• Read and write in Chinese.~~
- ~~• Demonstrate introductory cultural and historic knowledge of Chinese speaking people.~~

<i>Course ID</i>	<i>Title</i>	<i>Units</i>
<u>Required Courses</u>		
CHI 1*	Elementary Chinese	5
CHI 2*	Elementary Chinese	5
CHI 3*	Intermediate Chinese	5
CHI 4*	Intermediate Chinese	5
CHI 901*	Chinese Language Lab	0.25
CHI 902*	Chinese Language Lab	0.25
CHI 903*	Chinese Language Lab	0.25
CHI 904*	Chinese Language Lab	0.25
Select one course from Restricted Electives		3
Total Units for the Major:		24
<u>Restricted Electives</u>		
ARAB 21*	Introduction to Arabic Culture	3
CHI 21*	Introduction to Chinese and Influences in the U.S.	3
FR 10*	Intermediate conversational French	3
FR21*	Introduction to French Language and Culture	3
GER 10*	Intermediate Conversational German	3
ITA 21*	Introduction to Italian Culture	3
JA 21*	Introduction to Japanese Culture	3
SPAN 10*	Intermediate Conversational Spanish	3
SPAN 20A*	Civilization of Spain through 1898	3
SPAN 20B*	Civilization of Spain 1898 to Present	3
SPAN 21A*	Civilization of Latin America Through 1900	3
SPAN 21B*	Civilization of Latin America 1900 To Present	3
SPAN 21C*	Hispanic Culture and Literature in The United States	3

Associate in Arts Degree

Completion of the certificate program and a minimum of 60 units including the general education requirements with an overall GPA of 2.0 qualifies the student for the Associate in Arts degree. A minimum of 12 must be completed at Saddleback College.

General Education Requirements for Associate Degrees

Refer to the Graduation Requirements or to the CSU-GE and IGETC patterns in this catalog for specific courses which meet general education requirements. Refer to ASSIST.org and to the transfer institution's catalog for transfer requirements.

*Course has a prerequisite, corequisite, limitation, or recommended preparation; see course description.

Revision Chinese Associate in Arts

The curriculum in the Chinese program is designed to provide the student the opportunity to achieve an Associate in Arts in Chinese degree by providing the necessary breadth in the field. Students who complete the Associate in Arts Degree in Chinese will have more opportunities in government business, medicine, law, technology, industry, marketing and other related fields.

A Chinese degree provides students with more positive attitudes and less prejudice toward people who are different, teaches and encourages respect for other peoples; it fosters an understanding of the interrelation of language and human nature, appreciation of other ways of life, different systems of belief, and different ways of constructing knowledge, and, perhaps most importantly, a better understanding of the world in which they live and leads to an appreciation of cultural diversity. The curriculum in the Chinese program is designed to provide the student the opportunity to achieve an Associate in Arts (AA) in Chinese degree.

Program Student Learning Outcomes

Students who complete this program will be able to:

- Reading Comprehension Upon completion of this program, students will accurately interpret written sections in Chinese.
- Listening Comprehension Students who complete this program will be able to accurately interpret spoken language in Chinese.
- Speaking and Conversation Students who complete this program will have proficient conversational skills in Chinese.
- History, Politics, Literature, Culture and Art Upon completion of this program, students will demonstrate knowledge of the history, politics, literature, culture and arts of the Chinese speaking countries as well as people who speak Chinese.

<i>Course ID</i>	<i>Title</i>	<i>Units</i>
<u>Required Courses</u>		
CHI 1*	Elementary Chinese	5
CHI 2*	Elementary Chinese	5
CHI 3*	Intermediate Chinese	5
CHI 4*	Intermediate Chinese	5
CHI 21*	Introduction to Chinese Culture	3
CHI 901*	Chinese Language Lab	0.50
CHI 902*	Chinese Language Lab	0.50
CHI 903*	Chinese Language Lab	0.50
CHI 904*	Chinese Language Lab	0.50
Total Units for the Major:		25

Associate in Arts Degree

Completion of the certificate program and a minimum of 60 units including the general education requirements with an overall GPA of 2.0 qualifies the student for the Associate in Arts degree. A minimum of 12 must be completed at Saddleback College.

General Education Requirements for Associate Degrees

Refer to the Graduation Requirements or to the CSU-GE and IGETC patterns in this catalog for specific courses which meet general education requirements. Refer to ASSIST.org and to the transfer institution's catalog for transfer requirements.

*Course has a prerequisite, corequisite, limitation, or recommended preparation; see course description.

Current French Associate in Arts

The French Program offers lower-division preparation for students who plan on transferring to pursue a bachelor's degree in French. Students planning to transfer and/or earn this associate degree may also need to complete additional requirements or electives required by the transfer institution, as many have unique admissions and preparation for the major requirements. Students should meet with a counselor to identify required courses and to develop a written plan for their targeted university.

Program Student Learning Outcomes

Students who complete this program will be able to:

- Demonstrate a comprehensive knowledge of French vocabulary.
- Use proficient conversational skills in French.
- Read and write in French.
- Demonstrate introductory cultural and historic knowledge of French speaking people.

Course ID	Title	Units
Required Courses		
FR 1*	Elementary French	5
FR 2*	Elementary French	5
FR 3*	Intermediate French	5
FR 4*	Intermediate French	5
FR 901*	French Language Lab	0.25
FR 902*	French Language Lab	0.25
FR 903*	French Language Lab	0.25
FR 904*	French Language Lab	0.25
Select one course from Restricted Electives		3
Total Units for the Major:		24
Restricted Electives		
ARAB 21*	Introduction to Arabic Culture	3
CHI 21*	Introduction to Chinese and Influences in the U.S.	3
FR 10*	Intermediate conversational French	3
FR21*	Introduction to French Language and Culture	3
GER 10*	Intermediate Conversational German	3
ITA 21*	Introduction to Italian Culture	3
JA 21*	Introduction to Japanese Culture	3
SPAN 10*	Intermediate Conversational Spanish	3
SPAN 20A*	Civilization of Spain through 1898	3
SPAN 20B*	Civilization of Spain 1898 to Present	3
SPAN 21A*	Civilization of Latin America Through 1900	3
SPAN 21B*	Civilization of Latin America 1900 To Present	3
SPAN 21C*	Hispanic Culture and Literature in The United States	3

Associate in Arts Degree

Completion of the certificate program and a minimum of 60 units including the general education requirements with an overall GPA of 2.0 qualifies the student for the Associate in Arts degree. A minimum of 12 must be completed at Saddleback College.

General Education Requirements for Associate Degrees

Refer to the Graduation Requirements or to the CSU-GE and IGETC patterns in this catalog for specific courses which meet general education requirements. Refer to ASSIST.org and to the transfer institution's catalog for transfer requirements.

*Course has a prerequisite, corequisite, limitation, or recommended preparation; see course description.

Revision French Associate in Arts

The curriculum in the French program is designed to provide the student the opportunity to achieve an Associate in Arts in French degree by providing the necessary breadth in the field. Students who complete the Associate in Arts Degree in French will have more opportunities in government business, medicine, law, technology, industry, marketing and other related fields.

A French degree provides students with more positive attitudes and less prejudice toward people who are different, teaches and encourages respect for other peoples: it fosters an understanding of the interrelation of language and human nature, appreciation of other ways of life, different systems of belief, and different ways of constructing knowledge, and, perhaps most importantly, a better understanding of the world in which they live and leads to an appreciation of cultural diversity. The curriculum in the French program is designed to provide the student the opportunity to achieve an Associate in Arts (AA) in French degree.

Program Student Learning Outcomes

Students who complete this program will be able to:

- Reading Comprehension Upon completion of this program, students will accurately interpret written sections in French.
- Listening Comprehension Students who complete this program will be able to accurately interpret spoken language in French.
- Speaking and Conversation Students who complete this program will have proficient conversational skills in French.
- History, Politics, Literature, Culture and Art Upon completion of this program, students will demonstrate knowledge of the history, politics, literature, culture and arts of the French speaking countries as well as people who speak French.

Course ID	Title	Units
Required Courses		
FR 1*	Elementary French	5
FR 2*	Elementary French	5
FR 3*	Intermediate French	5
FR4*	Intermediate French	5
FR 10*	Intermediate Conversational French	3
Or		
FR 21*	Introduction to French Culture	3
FR 901*	French Language Lab	0.50
FR 902*	French Language Lab	0.50
FR 903*	French Language Lab	0.50
FR 904*	French Language Lab	0.50
Total Units for the Major:		25

Associate in Arts Degree

Completion of the certificate program and a minimum of 60 units including the general education requirements with an overall GPA of 2.0 qualifies the student for the Associate in Arts degree. A minimum of 12 must be completed at Saddleback College.

General Education Requirements for Associate Degrees

Refer to the Graduation Requirements or to the CSU-GE and IGETC patterns in this catalog for specific courses which meet general education requirements. Refer to ASSIST.org and to the transfer institution's catalog for transfer requirements.

*Course has a prerequisite, corequisite, limitation, or recommended preparation; see course description.

Current German Associate in Arts

~~The German Program offers lower-division preparation for students who plan on transferring to pursue a bachelor's degree in German. Students planning to transfer and/or earn this associate degree may also need to complete additional requirements or electives required by the transfer institution, as many have unique admissions and preparation for the major requirements. Students should meet with a counselor to identify required courses and to develop a written plan for their targeted university.~~

Program Student Learning Outcomes

Students who complete this program will be able to:

- ~~Demonstrate a comprehensive knowledge of German vocabulary.~~
- ~~Use proficient conversational skills in German.~~
- ~~Read and write in German.~~
- ~~Demonstrate introductory cultural and historic knowledge of German-speaking people.~~

<i>Course ID</i>	<i>Title</i>	<i>Units</i>
<u>Required Courses</u>		
GER 1*	Elementary German	5
GER 2*	Elementary German	5
GER 3*	Intermediate German	5
GER 4*	Intermediate German	5
Select one course from Restricted Electives		4
Total Units for the Major:		24
<u>Restricted Electives</u>		
ARAB 21*	Introduction to Arabic Culture	3
CHI 21*	Introduction to Chinese and Influences in the U.S.	3
FR 10*	Intermediate conversational French	3
FR21*	Introduction to French Language and Culture	3
GER 10*	Intermediate Conversational German	3
ITA 21*	Introduction to Italian Culture	3
JA 21*	Introduction to Japanese Culture	3
SPAN 10*	Intermediate Conversational Spanish	3
SPAN 20A*	Civilization of Spain through 1898	3
SPAN 20B*	Civilization of Spain 1898 to Present	3
SPAN 21A*	Civilization of Latin America Through 1900	3
SPAN 21B*	Civilization of Latin America 1900 To Present	3
SPAN 21C*	Hispanic Culture and Literature in The United States	3

Associate in Arts Degree

Completion of the certificate program and a minimum of 60 units including the general education requirements with an overall GPA of 2.0 qualifies the student for the Associate in Arts degree. A minimum of 12 must be completed at Saddleback College.

General Education Requirements for Associate Degrees

Refer to the Graduation Requirements or to the CSU-GE and IGETC patterns in this catalog for specific courses which meet general education requirements. Refer to ASSIST.org and to the transfer institution's catalog for transfer requirements.

*Course has a prerequisite, corequisite, limitation, or recommended preparation; see course description.

Revision German Associate in Arts

The curriculum in the German program is designed to provide the student the opportunity to achieve an Associate in Arts in German degree by providing the necessary breadth in the field. Students who complete the Associate in Arts Degree in German will have more opportunities in government business, medicine, law, technology, industry, marketing and other related fields.

A German degree provides students with more positive attitudes and less prejudice toward people who are different, teaches and encourages respect for other peoples: it fosters an understanding of the interrelation of language and human nature, appreciation of other ways of life, different systems of belief, and different ways of constructing knowledge, and, perhaps most importantly, a better understanding of the world in which they live and leads to an appreciation of cultural diversity. The curriculum in the German program is designed to provide the student the opportunity to achieve an Associate in Arts (AA) in German degree.

Program Student Learning Outcomes

Students who complete this program will be able to:

- Reading Comprehension Upon completion of this program, students will accurately interpret written sections in German.
- Listening Comprehension Students who complete this program will be able to accurately interpret spoken language in German.
- Speaking and Conversation Students who complete this program will have proficient conversational skills in German.
- History, Politics, Literature, Culture and Art Upon completion of this program, students will demonstrate knowledge of the history, politics, literature, culture and arts of the German speaking countries as well as people who speak German.

<i>Course ID</i>	<i>Title</i>	<i>Units</i>
<u>Required Courses</u>		
GER1*	Elementary German	5
GER 2*	Elementary German	5
GER 3*	Intermediate German	5
GER4*	Intermediate German	5
ARAB 21*	Introduction to Arabic Culture	3
<u>Or</u>		
CHI 21*	Introduction to Chinese and Influences in the U.S.	3
<u>Or</u>		
FR21*	Introduction to French Language and Culture	3
<u>Or</u>		
ITA 21*	Introduction to Italian Culture	3
<u>Or</u>		
JA 21*	Introduction to Japanese Culture	3
<u>Or</u>		
KOR 21*	Introduction to Korean Culture	3
<u>Or</u>		
PORT 21*	Introduction to Portuguese and Brazilian Culture	3
<u>Or</u>		
PRSN 21*	Introduction to Persian Culture	3
GER 901*	German Language Lab	0.50
GER 902*	German Language Lab	0.50
GER 903*	German Language Lab	0.50
GER 904*	German Language Lab	0.50
Total Units for the Major:		25

Associate in Arts Degree

Completion of the certificate program and a minimum of 60 units including the general education requirements with an overall GPA of 2.0 qualifies the student for the Associate in Arts degree. A minimum of 12 must be completed at Saddleback College.

General Education Requirements for Associate Degrees

Refer to the Graduation Requirements or to the CSU-GE and IGETC patterns in this catalog for specific courses which meet general education requirements. Refer to ASSIST.org and to the transfer institution's catalog for transfer requirements.

*Course has a prerequisite, corequisite, limitation, or recommended preparation; see course description.

Revised Infant Toddler Teacher Certificate Program

This certificate meets the education requirements of the Teacher level Child Development Permit issued by the California Commission on Teacher Credentialing (CCTC). Developmental and learning theory as well as appropriate strategies related to the unique care and education needs of children ages 0-36 months will be studied and applied. Family collaboration and relationship based practice will be emphasized. This certificate prepares students to be competent and effective teachers and caregivers of infants and toddlers. Additional work with children **(175 days of 3+ hours per day within 4 years)** is required to obtain the Teacher Permit.

A minimum grade of "C" in each course is required to receive the certificate and/or qualify for the Child Development Permit.

Program Student Learning Outcomes

Students who complete this program will be able to:

- Describe developmental milestones for children in the areas of physical, psychosocial, cognitive, and language development.
- Identify environmental, cultural, familial, economic, political, and historical contexts that influence all children's development.
- Demonstrate a range of skills and knowledge related to the unique needs of children ages 0-36 months.
- Apply developmental theory, knowledge of child development, developmentally, culturally, and linguistically appropriate practice (DCLAP), and research based teaching strategies to develop curriculum for the unique educational needs of young children individually and in group care settings.
- Demonstrate developmentally appropriate observation, assessment, and documentation skills that can be applied to interpretations of growth and development, planning, and identification of individual needs.

Course ID	Title	Units
CDE 101*	Principles and Practices for Teaching Young Children	3
CDE 15*	Child, Family, and Community	3
CDE 7*	Child Growth and Development	3
Or		
CDE 7H*	Honors Child Growth and Development	3
CDE 110*	Introduction to Curriculum	3
CDE 111*	Child Guidance and Communication	3
CDE 112*	Health, Safety, and Nutrition	3
CDE 117*	Teaching in a Diverse Society	3
CDE 120*	Observation and Assessment	3
CDE 123*	Infant and Toddler Development	3
CDE 133*	Care and Education for Infants and Toddlers	3
CDE 121*	Practicum-The Student Teaching Experience	5

At least one course in each of the 4 identified general education areas

16 units

1. ~~English or Language Arts~~

2. ~~Science or Math~~

3. ~~Social Sciences~~

4. ~~Humanities or Fine Arts~~ **16**

Total 51

*Course has a prerequisite, corequisite, limitation, or recommended preparation; see course description.

Revised Infant Toddler Teacher Certificate Program

This certificate meets the education requirements of the Teacher level Child Development Permit issued by the California Commission on Teacher Credentialing (CTC). Developmental and learning theory as well as appropriate strategies related to the unique care and education needs of children ages 0-36 months will be studied and applied. Family collaboration and relationship-based practices will be emphasized. This certificate prepares students to be competent and effective teachers and caregivers of infants and toddlers in a variety of home and center-based settings. Additional work with children is required to obtain **CTC's** Teacher Permit.

A minimum grade of "C" in each course is required to earn the certificate and/or qualify for the Child Development Permit.

Program Student Learning Outcomes

Students who complete this program will be able to:

- Describe developmental milestones for children in the areas of physical, psychosocial, cognitive, and language development.
- Identify environmental, cultural, familial, economic, political, and historical contexts that influence all children's development.
- Demonstrate a range of skills and knowledge related to the unique needs of children ages 0-36 months.
- Apply developmental theory, knowledge of child development, developmentally, culturally, and linguistically appropriate practice (DCLAP), and research based teaching strategies to develop curriculum for the unique educational needs of young children individually and in group care settings.
- Demonstrate developmentally appropriate observation, assessment, and documentation skills that can be applied to interpretations of growth and development, planning, and identification of individual needs.
- **Demonstrate professional skills including ethical practice, reflective practice, written and verbal communication, collaboration, advocacy, and identification of personal qualifications in relationship to state and national requirements for teachers of young children.**

Course ID	Title	Units
CDE 101*	Principles and Practices for Teaching Young Children	3
CDE 15*	Child, Family, and Community	3
CDE 7*	Child Growth and Development	3
Or		
CDE 7H*	Honors Child Growth and Development	3
CDE 110*	Introduction to Curriculum	3
CDE 111*	Child Guidance and Communication	3
CDE 112*	Health, Safety, and Nutrition	3
CDE 117*	Teaching in a Diverse Society	3
CDE 120*	Observation and Assessment	3
CDE 121*	Practicum-The Student Teaching Experience	5
CDE 123*	Infant and Toddler Development	3
CDE 133*	Care and Education for Infants and Toddlers	3
Select from Required Breadth		16-19
Total Units for the Major:		51-54

*Course has a prerequisite, corequisite, limitation, or recommended preparation; see course description.

Required Breadth

Students must complete area 1, select one course from each of areas 2, 3, and 4, and select one additional course from area 2, 3, or 4.
16-19 Units

<i>Area 1</i>	<i>Title</i>	<i>Units</i>
ENG 1A*	Principles of Composition I	4
Or		
ENG 1AH*	Honors Principles of Composition I	4
<i>Area 2</i>		
MATH 10*	Introduction to Statistics	3
Or		
MATH 14*	Mathematics for Elementary School Teachers	5
Or		
MATH 103*	Mathematical Ideas	3
Or		
PSYC 44*	Statistics for the Behavioral Science	3
Or		
ANTH 1	Biological Anthropology	3
Or		
ANTH 1H	Honors Biological Anthropology	3
Or		
ENV 18	Introduction to Ecology	4
Or		
GEOG 1	Physical Geography	3
Or		
GEOG 1H	Honors Physical Geography	3
Or		
GEO 1	Introduction to Physical Geology	4
Or		
GEO 20	Introduction to Earth Science	4
Or		
HORT 20	Introduction to Horticultural Science	4
<i>Area 3</i>		
ANTH 2	Cultural Anthropology	3
Or		
ANTH 2H	Honors Cultural Anthropology	3
Or		
GEOG 2	Cultural Geography	3
Or		
GEOG 2H	Honors Cultural Geography	3
Or		
SOC 10	Introduction to Marriage and the Family	3
Or		
SOC 20	Ethnic Cultures of the United States	3
Or		
SOC 30	Social Psychology	3
Or		
PS 1	American Government	3
Or		
PS 1H	Honors American Government	3
<i>Area 4</i>		
ENG 142*	Children's Literature	3
Or		
ARTH 20	Art Appreciation	3
Or		
MUS 1	The Basics of Music	3
Or		
MUS 20	Music Appreciation	3
Or		
DANC 64	History of Dance	3
Or		
HORT 115	History of Landscape Design	3
Or		
ID 110	Fundamentals of Interior Design	3

*Course has a prerequisite, corequisite, limitation, or recommended preparation; see course description.

Current Italian Associate in Arts

~~The Italian Program offers lower division preparation for students who plan on transferring to pursue a bachelor's degree in Italian. Students planning to transfer and/or earn this associate degree may also need to complete additional requirements or electives required by the transfer institution, as many have unique admissions and preparation for the major requirements. Students should meet with a counselor to identify required courses and to develop a written plan for their targeted university.~~

Program Student Learning Outcomes

Students who complete this program will be able to:

- ~~• Demonstrate a comprehensive knowledge of Italian vocabulary.~~
- ~~• Use proficient conversational skills in Italian.~~
- ~~• Read and write in Italian.~~
- ~~• Demonstrate introductory cultural and historic knowledge of Italian speaking people.~~

<i>Course ID</i>	<i>Title</i>	<i>Units</i>
<i>Required Courses</i>		
ITA 1*	Elementary Italian	5
ITA 2*	Elementary Italian	5
ITA 3*	Intermediate Italian	5
ITA 4*	Intermediate Italian	5
ITA 999A*	Italian Language Lab	0.25
ITA 999B*	Italian Language Lab	0.25
Select one course from Restricted Electives		3
Total Units for the Major:		24
<i>Restricted Electives</i>		
ARAB 21*	Introduction to Arabic Culture	3
CHI 21*	Introduction to Chinese and Influences in the U.S.	3
FR 10*	Intermediate conversational Italian	3
FR 21*	Introduction to Italian Language and Culture	3
GER 10*	Intermediate Conversational German	3
ITA 21*	Introduction to Italian Culture	3
JA 21*	Introduction to Japanese Culture	3
SPAN 10*	Intermediate Conversational Spanish	3
SPAN 20A*	Civilization of Spain through 1898	3
SPAN 20B*	Civilization of Spain 1898 to Present	3
SPAN 21A*	Civilization of Latin America Through 1900	3
SPAN 21B*	Civilization of Latin America 1900 To Present	3
SPAN 21C*	Hispanic Culture and Literature in The United States	3

Associate in Arts Degree

Completion of the certificate program and a minimum of 60 units including the general education requirements with an overall GPA of 2.0 qualifies the student for the Associate in Arts degree. A minimum of 12 must be completed at Saddleback College.

General Education Requirements for Associate Degrees

Refer to the Graduation Requirements or to the CSU-GE and IGETC patterns in this catalog for specific courses which meet general education requirements. Refer to ASSIST.org and to the transfer institution's catalog for transfer requirements.

*Course has a prerequisite, corequisite, limitation, or recommended preparation; see course description.

Revision Italian Associate in Arts

The curriculum in the Italian program is designed to provide the student the opportunity to achieve an Associate in Arts in Italian degree by providing the necessary breadth in the field. Students who complete the Associate in Arts Degree in Italian will have more opportunities in government business, medicine, law, technology, industry, marketing and other related fields.

A Italian degree provides students with more positive attitudes and less prejudice toward people who are different, teaches and encourages respect for other peoples; it fosters an understanding of the interrelation of language and human nature, appreciation of other ways of life, different systems of belief, and different ways of constructing knowledge, and, perhaps most importantly, a better understanding of the world in which they live and leads to an appreciation of cultural diversity. The curriculum in the Italian program is designed to provide the student the opportunity to achieve an Associate in Arts (AA) in Italian degree.

Program Student Learning Outcomes

Students who complete this program will be able to:

- Reading Comprehension Upon completion of this program, students will accurately interpret written sections in Italian.
- Listening Comprehension Students who complete this program will be able to accurately interpret spoken language in Italian.
- Speaking and Conversation Students who complete this program will have proficient conversational skills in Italian.
- History, Politics, Literature, Culture and Art Upon completion of this program, students will demonstrate knowledge of the history, politics, literature, culture and arts of the Italian speaking countries as well as people who speak Italian.

<i>Course ID</i>	<i>Title</i>	<i>Units</i>
<i>Required Courses</i>		
ITA 1*	Elementary Italian	5
ITA 2*	Elementary Italian	5
ITA 3*	Intermediate Italian	5
ITA 4*	Intermediate Italian	5
ITA 21*	Introduction to Italian Culture	3
ITA 901*	Italian Language Lab	0.50
ITA 902*	Italian Language Lab	0.50
ITA 903*	Italian Language Lab	0.50
ITA 904*	Italian Language Lab	0.50
Total Units for the Major:		25

Associate in Arts Degree

Completion of the certificate program and a minimum of 60 units including the general education requirements with an overall GPA of 2.0 qualifies the student for the Associate in Arts degree. A minimum of 12 must be completed at Saddleback College.

General Education Requirements for Associate Degrees

Refer to the Graduation Requirements or to the CSU-GE and IGETC patterns in this catalog for specific courses which meet general education requirements. Refer to ASSIST.org and to the transfer institution's catalog for transfer requirements.

*Course has a prerequisite, corequisite, limitation, or recommended preparation; see course description.

Current

Japanese Associate in Arts

The Japanese Program offers lower-division preparation for students who plan on transferring to pursue a bachelor's degree in Japanese. Students planning to transfer and/or earn this associate degree may also need to complete additional requirements or electives required by the transfer institution, as many have unique admissions and preparation for the major requirements. Students should meet with a counselor to identify required courses and to develop a written plan for their targeted university.

Program Student Learning Outcomes

Students who complete this program will be able to:

- Demonstrate a comprehensive knowledge of Japanese vocabulary.
- Use proficient conversational skills in Japanese.
- Read and write in Japanese.
- Demonstrate introductory cultural and historic knowledge of Japanese-speaking people.

Course ID	Title	Units
Required Courses		
JA 1*	Elementary Japanese	5
JA 2*	Elementary Japanese	5
JA 3*	Intermediate Japanese	5
JA 4*	Intermediate Japanese	5
JA 999A*	Japanese Language Lab	0.25
JA 999B*	Japanese Language Lab	0.25
Select one course from Restricted Electives		3
Total Units for the Major:		24
Restricted Electives		
ARAB 21*	Introduction to Arabic Culture	3
CHI 21*	Introduction to Chinese and Influences in the U.S.	3
FR 10*	Intermediate conversational Japanese	3
FR 21*	Introduction to Japanese Language and Culture	3
GER 10*	Intermediate Conversational German	3
ITA 21*	Introduction to Japanese Culture	3
JA 21*	Introduction to Japanese Culture	3
SPAN 10*	Intermediate Conversational Spanish	3
SPAN 20A*	Civilization of Spain through 1898	3
SPAN 20B*	Civilization of Spain 1898 to Present	3
SPAN 21A*	Civilization of Latin America Through 1900	3
SPAN 21B*	Civilization of Latin America 1900 To Present	3
SPAN 21C*	Hispanic Culture and Literature in The United States	3

Associate in Arts Degree

Completion of the certificate program and a minimum of 60 units including the general education requirements with an overall GPA of 2.0 qualifies the student for the Associate in Arts degree. A minimum of 12 must be completed at Saddleback College.

General Education Requirements for Associate Degrees

Refer to the Graduation Requirements or to the CSU-GE and IGETC patterns in this catalog for specific courses which meet general education requirements. Refer to ASSIST.org and to the transfer institution's catalog for transfer requirements.

*Course has a prerequisite, corequisite, limJAtion, or recommended preparation; see course description.

Revision

Japanese Associate in Arts

The curriculum in the Japanese program is designed to provide the student the opportunity to achieve an Associate in Arts in Japanese degree by providing the necessary breadth in the field. Students who complete the Associate in Arts Degree in Japanese will have more opportunities in government business, medicine, law, technology, industry, marketing and other related fields.

A Japanese degree provides students with more positive attitudes and less prejudice toward people who are different, teaches and encourages respect for other peoples; it fosters an understanding of the interrelation of language and human nature, appreciation of other ways of life, different systems of belief, and different ways of constructing knowledge, and, perhaps most importantly, a better understanding of the world in which they live and leads to an appreciation of cultural diversity. The curriculum in the Japanese program is designed to provide the student the opportunity to achieve an Associate in Arts (AA) in Japanese degree.

Program Student Learning Outcomes

Students who complete this program will be able to:

- Reading Comprehension Upon completion of this program, students will accurately interpret written sections in Japanese.
- Listening Comprehension Students who complete this program will be able to accurately interpret spoken language in Japanese.
- Speaking and Conversation Students who complete this program will have proficient conversational skills in Japanese.
- History, Politics, Literature, Culture and Art Upon completion of this program, students will demonstrate knowledge of the history, politics, literature, culture and arts of the Japanese speaking countries as well as people who speak Japanese.

Course ID	Title	Units
Required Courses		
JA 1*	Elementary Japanese	5
JA 2*	Elementary Japanese	5
JA 3*	Intermediate Japanese	5
JA 4*	Intermediate Japanese	5
JA 21*	Introduction to Japanese Culture	3
JA 901*	Japanese Language Lab	0.50
JA 902*	Japanese Language Lab	0.50
JA 903*	Japanese Language Lab	0.50
JA 904*	Japanese Language Lab	0.50
Total Units for the Major:		25

Associate in Arts Degree

Completion of the certificate program and a minimum of 60 units including the general education requirements with an overall GPA of 2.0 qualifies the student for the Associate in Arts degree. A minimum of 12 must be completed at Saddleback College.

General Education Requirements for Associate Degrees

Refer to the Graduation Requirements or to the CSU-GE and IGETC patterns in this catalog for specific courses which meet general education requirements. Refer to ASSIST.org and to the transfer institution's catalog for transfer requirements.

*Course has a prerequisite, corequisite, limJAtion, or recommended preparation; see course description.

SADDLEBACK COLLEGE
REVISED PROGRAMS
ACADEMIC YEAR 2018-2019

Exhibit C
Page 19 of 25

CURRENT

School-Age Care and Recreation Certificate Program

This certificate meets the course requirements of the Teacher level Child Development Permit issued by the California Commission on Teacher Credentialing (~~CCTC~~) with a School-Age Authorization. Developmental and learning theory as well as appropriate strategies related to the care and recreation of children in before and after school settings will be studied and applied. Family collaboration and relationship based practice will be emphasized. This certificate is especially suited for individuals working as before and after school recreation leaders and caregivers in a variety of settings that serve school age children. Additional work with children (**175 days of 3+ hours per day within 4 years**) is required to obtain the Teacher Permit.

A minimum grade of "C" in each course is required to **receive** the **degree** and/or qualify for the Child Development Permit.

Program Student Learning Outcomes

Students who complete this program will be able to:

- Describe developmental milestones for children in the areas of physical, psychosocial, cognitive, and language development.
- Identify environmental, cultural, familial, economic, political and historical contexts that influence all children's development
- Demonstrate a range of skills and knowledge related to the unique needs of school age children in before and after school recreation settings.
- Use the ongoing cycle of curriculum development to plan, implement and evaluate curriculum including environments based on developmentally, culturally, linguistically appropriate practices.
- Apply developmental theory, knowledge of child development, DCLAP, and research based teaching strategies to develop curriculum for the unique educational needs of children individually and in group care settings.
- Demonstrate developmentally appropriate observation, assessment and documentation skills that can be applied to interpretations of growth and development, planning and identification of individual needs.
- Demonstrate professional skills, including ethical practice, reflective practice, written and verbal communication, collaboration, advocacy and identification of personal qualifications in relationship to state and national requirements of teachers of young children.

Core Courses

Course ID	Title	Units
CDE 101*	Principles and Practices of Teaching Young Children	3
CDE 7*	Child Growth and Development	3
Or		
CDE 7H*	Honors Child Growth and Development	3
CDE 15*	Child, Family, and Community	3
CDE 110*	Introduction to Curriculum	3
CDE 111*	Child Guidance and Communication	3
CDE 112*	Health, Safety, and Nutrition	3
CDE 117*	Teaching in a Diverse Society	3
CDE 120*	Observations and Assessment	3
CDE 125*	School-Age Before and After School Programs	3
CDE 121*	Practicum-The Student Teaching Experience	5

General Education (16-units):

At least one course in each of the 4 identified general education areas:

~~English or Language Arts~~ Science or

Math

Social Sciences

~~Humanities or Fine Arts~~

Total

16

48

*Course has a prerequisite, corequisite, limitation, or recommended preparation; see course description.

REVISED

School-Age Care and Recreation Certificate Program

This certificate meets the course requirements of the Teacher level Child Development Permit issued by the California Commission on Teacher Credentialing (~~CCTC~~) with a School-Age Authorization. Developmental and learning theory as well as appropriate strategies related to the care and recreation of children in before and after school settings will be studied and applied. Family collaboration and relationship based practice will be emphasized. This certificate is especially suited for individuals working as before and after school recreation leaders and caregivers in a variety of settings that serve school age children. Additional work with children is required to obtain the CTC Teacher Permit.

A minimum grade of "C" in each course is required to **earn** the **certificate** and/or qualify for the Child Development Permit.

Program Student Learning Outcomes

Students who complete this program will be able to:

- Describe developmental milestones for children in the areas of physical, psychosocial, cognitive, and language development.
- Identify environmental, cultural, familial, economic, political and historical contexts that influence all children's development
- Demonstrate a range of skills and knowledge related to the unique needs of school age children in before and after school recreation settings.
- Use the ongoing cycle of curriculum development to plan, implement and evaluate curriculum including environments based on developmentally, culturally, linguistically appropriate practices.
- Apply developmental theory, knowledge of child development, DCLAP, and research based teaching strategies to develop curriculum for the unique educational needs of children individually and in group care settings.
- Demonstrate developmentally appropriate observation, assessment and documentation skills that can be applied to interpretations of growth and development, planning and identification of individual needs.
- Demonstrate professional skills, including ethical practice, reflective practice, written and verbal communication, collaboration, advocacy and identification of personal qualifications in relationship to state and national requirements of teachers of young children.

Core Courses

Course ID	Title	Units
CDE 101*	Principles and Practices of Teaching Young Children	3
CDE 15*	Child, Family, and Community	3
CDE 7*	Child Growth and Development	3
Or		
CDE 7H*	Honors Child Growth and Development	3
CDE 110*	Introduction to Curriculum	3
CDE 111*	Child Guidance and Communication	3
CDE 112*	Health, Safety, and Nutrition	3
CDE 117*	Teaching in a Diverse Society	3
CDE 120*	Observation and Assessment	3
CDE 121*	Practicum-The Student Teaching Experience	5
CDE 125*	School-Age Before and After School Programs	3
Select from Required Breadth		16-19
Total Units for the Major:		48-51

Required Breadth

Students must complete area 1, select one course from each of areas 2, 3, and 4, and select one additional course from area 2, 3, or 4.

16-19 Units

<i>Area 1</i>	<i>Title</i>	<i>Units</i>
ENG 1A*	Principles of Composition I	4
Or		
ENG 1AH*	Honors Principles of Composition I	4
<i>Area 2</i>		
MATH 10*	Introduction to Statistics	3
Or		
MATH 14*	Mathematics for Elementary School Teachers	5
Or		
MATH 103*	Mathematical Ideas	3
Or		
PSYC 44*	Statistics for the Behavioral Sciences	3
Or		
ANTH 1	Biological Anthropology	3
Or		
ANTH 1H	Honors Biological Anthropology	3
Or		
ENV 18	Introduction to Ecology	4
Or		
GEOG 1	Physical Geography	3
Or		
GEOG 1H	Honors Physical Geography	3
Or		
GEOL 1	Introduction to Physical Geology	4
Or		
GEOL 20	Introduction to Earth Science	4
Or		
HORT 20	Introduction to Horticultural Science	4
<i>Area 3</i>		
ANTH 2	Cultural Anthropology	3
Or		
ANTH 2H	Honors Cultural Anthropology	3
Or		
GEOG 2	Cultural Geography	3
Or		
GEOG 2H	Honors Cultural Geography	3
Or		
SOC 10	Introduction to Marriage and the Family	3
Or		
SOC 20	Ethnic Cultures of the United States	3
Or		
SOC 30	Social Psychology	3
Or		
PS 1	American Government	3
Or		
PS 1H	Honors American Government	3
<i>Area 4</i>		
ENG 142*	Children's Literature	3
Or		
ARTH 20	Art Appreciation	3
Or		
MUS 1	The Basics of Music	3
Or		
MUS 20	Music Appreciation	3
Or		
DANC 64	History of Dance	3
Or		
HORT 115	History of Landscape Design	3
Or		
ID 110	Fundamentals of Interior Design	3

*Course has a prerequisite, corequisite, limitation, or recommended preparation; see course description.

SADDLEBACK COLLEGE
REVISED PROGRAMS
ACADEMIC YEAR 2018-2019

Exhibit C
Page 21 of 25

CURRENT

Site Supervisor Certificate Program

This certificate is designed for students who will be single-site supervisors under Title 5 regulations or directors for centers regulated by Title 22. Students have opportunities to learn and apply developmentally appropriate and relationship based curriculum based on observations of children and various settings. They will implement and evaluate various teaching strategies in supervised settings, and learn administration and leadership skills. Students who earn this certificate and meet experience requirements as identified by the CA Commission on Teacher Credentialing (CTC) are eligible to supervise a child care and development program operating at a single site; provide service in the care, development, and instruction of children in a child care and development program; and serve as a coordinator of curriculum and staff development. Additional work with children **(350 days of 3+ hours per day within 4 years including at least 100 days of supervising adults)** is required to obtain the Site Supervisor Permit.

A minimum grade of "C" in each course is **required** to receive the certificate and/or qualify for the Child Development Permit Core Courses.

Program Student Learning Outcomes

Students who complete this program will be able to:

- Describe developmental milestones for children in the areas of physical, psychosocial, cognitive, and language development.
- Identify environmental, cultural, familial, economic, political and historical contexts that influence all children's development
- Demonstrate a range of skills and knowledge related to the unique needs of children ages 0-8 years.
- Apply developmental theory, knowledge of child development, DCLAP, and research based teaching strategies to develop curriculum for the unique educational needs of young children individually and in group care settings.
- Demonstrate developmentally appropriate observation, assessment and documentation skills that can be applied to interpretations of growth and development, planning and identification of individual needs.
- Demonstrate the skills and knowledge used in supervising program staff, financial management, licensing regulations and program management in settings for young children.
- Demonstrate professional skills, including ethical practice, reflective practice, written and verbal communication, collaboration, advocacy and identification of personal qualifications in relationship to state and national requirements of teachers of young children.

Course ID	Title	Units
CDE 101*	Principles and Practices of Teaching Young Children	3
CDE 15*	Child, Family, and Community	3
CDE 7*	Child Growth and Development	3
Or		
CDE 7H*	Honors Child Growth and Development	3
CDE 110*	Introduction to Curriculum	3
CDE 111*	Child Guidance and Communication	3
CDE 112*	Health, Safety and Nutrition	3
CDE 117*	Teaching in a Diverse Society	3
CDE 120*	Observation and Assessment	3
CDE 121*	Practicum- TheStudentTeaching Experience	5
CDE 127*	Adult Supervision and Mentoring	3
CDE 128*	Administration I - Programs in Early Childhood Education	3
CDE 129*	Administration II - Personnel & Leadership Early Childhood Ed	3

General Education (16 units):

At least one course in each of the 4 identified general education areas:

English or Language Arts Science or

Math

Social Sciences

Humanities or Fine Arts

16

Total

54

*Course has a prerequisite, co-requisite, limitation, or recommended preparation; see course description in catalog.

REVISED

Site Supervisor Certificate Program

This certificate is designed for students who will be single-site supervisors under Title 5 regulations or directors for centers regulated by Title 22. Students have opportunities to learn and apply developmentally appropriate and relationship based curriculum based on observations of children and various settings. They will implement and evaluate various teaching strategies in supervised settings, and learn administration and leadership skills. Students who earn this certificate and meet experience requirements as identified by the CA Commission on Teacher Credentialing (CTC) are eligible to supervise a child care and development program operating at a single site; provide service in the care, development, and instruction of children in a child care and development program; and serve as a coordinator of curriculum and staff development. Additional work with children **and adults** is required to obtain the **CTC** Site Supervisor Permit.

A minimum grade of "C" in each course is required to **earn** the certificate and/or qualify for the Child Development Permit Core Courses.

Program Student Learning Outcomes

Students who complete this program will be able to:

- Describe developmental milestones for children in the areas of physical, psychosocial, cognitive, and language development.
- Identify environmental, cultural, familial, economic, political and historical contexts that influence all children's development
- Demonstrate a range of skills and knowledge related to the unique needs of children ages 0-8 years.
- Apply developmental theory, knowledge of child development, DCLAP, and research based teaching strategies to develop curriculum for the unique educational needs of young children individually and in group care settings.
- Demonstrate developmentally appropriate observation, assessment and documentation skills that can be applied to interpretations of growth and development, planning and identification of individual needs.
- Demonstrate the skills and knowledge used in supervising program staff, financial management, licensing regulations and program management in settings for young children.
- Demonstrate professional skills, including ethical practice, reflective practice, written and verbal communication, collaboration, advocacy and identification of personal qualifications in relationship to state and national requirements of teachers of young children.

Course ID	Title	Units
CDE 101*	Principles and Practices of Teaching Young Children	3
CDE 15*	Child, Family, and Community	3
CDE 7*	Child Growth and Development	3
Or		
CDE 7H*	Honors Child Growth and Development	3
CDE 110*	Introduction to Curriculum	3
CDE 111*	Child Guidance and Communication	3
CDE 112*	Health, Safety and Nutrition	3
CDE 117*	Teaching in a Diverse Society	3
CDE 120*	Observation and Assessment	3
CDE 121*	Practicum- TheStudentTeaching Experience	5
CDE 127*	Adult Supervision and Mentoring	3
CDE 128*	Administration I - Programs in Early Childhood Education	3
CDE 129*	Administration II - Personnel & Leadership Early Childhood Ed	3

Select from Required Breadth

16.19

Total Units for the Major:

54-57

Required Breadth

Students must complete area 1, select one course from each of areas 2, 3, and 4, and select one additional course from area 2, 3, or 4.
16-19 Units

<i>Area 1</i>	<i>Title</i>	<i>Units</i>
ENG 1A*	Principles of Composition I	4
Or		
ENG 1AH*	Honors Principles of Composition I	4
Area 2		
MATH 10*	Introduction to Statistics	3
Or		
MATH 14*	Mathematics for Elementary School Teachers	5
Or		
MATH 103*	Mathematical Ideas	3
Or		
PSYC 44*	Statistics for the Behavioral Sciences	3
Or		
ANTH 1	Biological Anthropology	3
Or		
ANTH 1H	Honors Biological Anthropology	3
Or		
ENV 18	Introduction to Ecology	4
Or		
GEOG 1	Physical Geography	3
Or		
GEOG 1H	Honors Physical Geography	3
Or		
GEOL 1	Introduction to Physical Geology	4
Or		
GEOL 20	Introduction to Earth Science	4
Or		
HORT 20	Introduction to Horticultural Science	4
Area 3		
ANTH 2	Cultural Anthropology	3
Or		
ANTH 2H	Honors Cultural Anthropology	3
Or		
GEOG 2	Cultural Geography	3
Or		
GEOG 2H	Honors Cultural Geography	3
Or		
SOC 10	Introduction to Marriage and the Family	3
Or		
SOC 20	Ethnic Cultures of the United States	3
Or		
SOC 30	Social Psychology	3
Or		
PS 1	American Government	3
Or		
PS 1H	Honors American Government	3
Area 4		
ENG 142*	Children's Literature	3
Or		
ARTH 20	Art Appreciation	3
Or		
MUS 1	The Basics of Music	3
Or		
MUS 20	Music Appreciation	3
Or		
DANC 64	History of Dance	3
Or		
HORT 115	History of Landscape Design	3
Or		
ID 110	Fundamentals of Interior Design	3

*Course has a prerequisite, co-requisite, limitation, or recommended preparation; see course description in catalog.

SADDLEBACK COLLEGE
REVISED PROGRAMS
ACADEMIC YEAR 2018-2019

Exhibit C
Page 23 of 25

CURRENT

Master Teacher Certificate of Achievement

This certificate meets the coursework requirements for the Master Teacher level of the Child Development Permit issued by the California Commission on Teacher Credentialing (CCTC) and prepares students to be competent and effective teachers and caregivers for young children ages 0-8, supervisors of adults in early childhood settings, and to serve as a coordinator of curriculum and staff development. Developmental and learning theory as well as appropriate strategies ~~for teaching children age birth to 8~~ will be studied and applied. Culturally sensitive and relationship based practice will be emphasized. Additional work with children ~~(350 days of 3+ hours per day within 4 years)~~ is required to obtain the Master Teacher Permit.

A minimum grade of "C" in each course is required to **receive** the certificate and/or qualify for the Child Development Permit.

Program Student Learning Outcomes

Students who complete this program will be able to:

- Describe developmental milestones for children in the areas of physical, psychosocial, cognitive, and language development.
- Identify environmental, cultural, familial, economic, political, and historical contexts that influence all children's development.
- Demonstrate a range of skills and knowledge related to the unique need of children ages **0-8** years.
- Apply developmental theory, knowledge of child development, DCLAP, and research based teaching strategies to develop curriculum for the unique educational needs of young children individually and in group care settings.
- Demonstrate developmentally appropriate observation, assessment, and documentation skills that can be applied to interpretations of growth and development, planning, and identification of individual needs.
- Demonstrate the skills and knowledge in supervising program staff, financial management, licensing requirements, and program management in settings for young children.
- Demonstrate professional skills including ethical practice, reflective practice, written and verbal communication, collaboration, advocacy, and identification of personal qualifications in relationship to state and national requirements for teachers of young children.

Core Courses

<i>Course ID</i>	<i>Title</i>	<i>Units</i>
CDE 101*	Principles and Practices for Teaching Young Children	3
CDE 7*	Child Growth and Development	3
Or		
CDE 7H*	Honors Child Growth and Development	3
CDE 15*	Child, Family, and Community	3
CDE 110*	Introduction to Curriculum	3
CDE 111*	Child Guidance and Communication	3
CDE 112*	Health, Safety, and Nutrition	3
CDE 117*	Teaching in a Diverse Society	3
CDE 120*	Observations and Assessment	3
CDE 121*	Practicum-The Student Teaching Experience	5
CDE 127*	Adult Supervision and Mentoring	3

Complete 6 units from one of the following specialization clusters

Infant /Toddler

CDE 123*	Infant and Toddler Development	3
CDE 133*	Care and Education for Infants and Toddlers	3

Special Needs

CDE 135*	Introduction to Children with Special Needs	3
CDE 140*	Curriculum and Strategies for Children with Special Needs	3

Curriculum

CDE 113*	Math and Science Curriculum Early Childhood Education	3
CDE 114*	Creative Art Curriculum for Young Children	3
CDE 115*	Literacy Curriculum in Early Childhood Education	3

General Education (16 units):

A course in each of the following 4 areas must be included:

English or Language Arts	16
Science or Math	
Social Sciences	
Humanities or Fine Arts	
Total	54

*Course has a prerequisite, corequisite, limitation, or recommended preparation; see course description.

SADDLEBACK COLLEGE
REVISED PROGRAMS
ACADEMIC YEAR 2018-2019

Exhibit C
Page 24 of 25

REVISED

Master Teacher Certificate of Achievement

This certificate meets the coursework requirements for the Master Teacher level of the Child Development Permit issued by the California Commission on Teacher Credentialing (CTC) and prepares students to be competent and effective teachers and caregivers for young children ages 0-8, supervisors of adults in early childhood settings, and to serve as a coordinator of curriculum and staff development. Developmental and learning theory as well as appropriate strategies **will be studied and applied**. Culturally sensitive and relationship based practice will be emphasized. Additional work experience with children **and adults** is required to obtain the CTC Master Teacher Permit.

A minimum grade of "C" in each course is required to **earn** the certificate and/or qualify for the Child Development Permit.

Program Student Learning Outcomes

Students who complete this program will be able to:

- Describe developmental milestones for children in the areas of physical, psychosocial, cognitive, and language development.
- Identify environmental, cultural, familial, economic, political, and historical contexts that influence all children's development.
- Demonstrate a range of skills and knowledge related to the unique need of children ages **0-8** years.
- Apply developmental theory, knowledge of child development, DCLAP, and research based teaching strategies to develop curriculum for the unique educational needs of young children individually and in group care settings.
- Demonstrate developmentally appropriate observation, assessment, and documentation skills that can be applied to interpretations of growth and development, planning, and identification of individual needs.
- Demonstrate the skills and knowledge in supervising program staff, financial management, licensing requirements, and program management in settings for young children.
- Demonstrate professional skills including ethical practice, reflective practice, written and verbal communication, collaboration, advocacy, and identification of personal qualifications in relationship to state and national requirements for teachers of young children.

Core Courses

Course ID	Title	Units
CDE 101*	Principles and Practices for Teaching Young Children	3
CDE 15*	Child, Family, and Community	3
CDE 7*	Child Growth and Development	3
Or		
CDE 7H*	Honors Child Growth and Development	3
CDE 110*	Introduction to Curriculum	3
CDE 111*	Child Guidance and Communication	3
CDE 112*	Health, Safety, and Nutrition	3
CDE 117*	Teaching in a Diverse Society	3
CDE 120*	Observation and Assessment	3
CDE 121*	Practicum-The Student Teaching Experience	5
CDE 127*	Adult Supervision and Mentoring	3
	Select from Required Breadth	16-19
	Required Specialization	6
	Total Units for the Major:	54-57

Required Breadth

Students must complete area 1, select one course from each of areas 2, 3, and 4, and select one additional course from area 2, 3, or 4.
16-19 Units

Area 1	Title	Units
ENG 1A*	Principles of Composition I	4
Or		
ENG 1AH*	Honors Principles of Composition I	4

Area 2

MATH 10*	Introduction to Statistics	3
Or		

MATH 14*	Mathematics for Elementary School Teachers	5
Or		
MATH 103*	Mathematical Ideas	3
Or		
PSYC 44*	Statistics for the Behavioral Sciences	3
Or		
ANTH 1	Biological Anthropology	3
Or		
ANTH 1H	Honors Biological Anthropology	3
Or		
ENV 18	Introduction to Ecology	4
Or		
GEOG 1	Physical Geography	3
Or		
GEOG 1H	Honors Physical Geography	3
Or		
GEOL 1	Introduction to Physical Geology	4
Or		
GEOL 20	Introduction to Earth Science	4
Or		
HORT 20	Introduction to Horticultural Science	4

Area 3

ANTH 2	Cultural Anthropology	3
Or		
ANTH 2H	Honors Cultural Anthropology	3
Or		
GEOG 2	Cultural Geography	3
Or		
GEOG 2H	Honors Cultural Geography	3
Or		
SOC 10	Introduction to Marriage and the Family	3
Or		
SOC 20	Ethnic Cultures of the United States	3
Or		
SOC 30	Social Psychology	3
Or		
PS 1	American Government	3
Or		
PS 1H	Honors American Government	3

Area 4

ENG 142*	Children's Literature	3
Or		
ARTH 20	Art Appreciation	3
Or		
MUS 1	The Basics of Music	3
Or		
MUS 20	Music Appreciation	3
Or		
DANC 64	History of Dance	3
Or		
HORT 115	History of Landscape Design	3
Or		
ID 110	Fundamentals of Interior Design	3

Required Specialization

Students complete 6 units from one of the 3 specialization options:

Infant/Toddler, Special Needs, or Curriculum

6 Units

Infant /Toddler

CDE 123*	Infant and Toddler Development	3
CDE 133*	Care and Education for Infants and Toddlers	3

Special Needs

CDE 135*	Introduction to Children with Special Needs	3
CDE 140*	Curriculum and Strategies for Children with Special Needs	3

Curriculum

CDE 113*	Math and Science Curriculum Early Childhood Education	3
CDE 114*	Creative Art Curriculum for Young Children	3
CDE 115*	Literacy Curriculum in Early Childhood Education	3

*Course has a prerequisite, corequisite, limitation, or recommended preparation; see course description.

**SADDLEBACK COLLEGE
REVISED PROGRAM
ACADEMIC YEAR 2018-2019**

**Current
Mathematics Associate In Arts**

The curriculum in the Mathematics Associate Degree program is designed to provide the transfer student the opportunity to achieve an associate degree. While a baccalaureate or higher degree is recommended for those considering majors related to this field, earning the Associate degree may support attempts to gain entry-level employment or promotion.

<u>Course ID</u>	<u>Title</u>	<u>Units</u>
Prerequisites for Required Courses		
MATH 124*	Trigonometry	3
MATH 2*	Pre-Calculus Mathematics	5
First Year		
MATH 3A*	Analytic Geometry and Calculus	5
Or		
MATH 3AH*	Honors Analytic Geometry and Calculus	5
Second Year		
MATH 3B*	Analytic Geometry and Calculus	5
MATH 3C*	Analytic Geometry and Calculus	5
MATH 24*	Elementary Differential Equations	4
MATH 26*	Introduction to Linear Algebra	4
Select from Restricted Electives		4-5
Total Units for the Major		27-36

Restricted Electives: Select one of the following courses

CS 1B*	Introduction to Computer Science II	5
Or		
CS 4A*	Introduction to Java for Computer Science	4

*Course has a prerequisite, corequisite, limitation, or recommended preparation; see course description.

Associate in Arts Degree

Completion of the certificate program and a minimum of 60 units including the general education requirements with an overall GPA of 2.0 qualifies the student for the Associate in Arts degree. A minimum of 12 units must be completed at Saddleback College.

General Education Requirements for Associate Degrees

Refer to the Graduation Requirements or to the CSU-GE and IGETC patterns in this catalog for specific courses which meet general education requirements. Refer to ASSIST.org and to the transfer institution's catalog for transfer requirements.

**Revised
Mathematics Associate In Arts**

The curriculum in the Mathematics Associate Degree program is designed to provide the transfer student the opportunity to achieve an associate degree. While a baccalaureate or higher degree is recommended for those considering majors related to this field, earning the Associate degree may support attempts to gain entry-level employment or promotion.

Program Student Learning Outcomes

Student who complete this program will be able to:

- Demonstrate computational skills at a variety of levels.
- Apply critical thinking skills.
- Demonstration proficiency in graphing.

<u>Course ID</u>	<u>Title</u>	<u>Units</u>
Prerequisites for Required Courses		
MATH 124*	Trigonometry	3
MATH 2*	Pre-Calculus Mathematics	5
First Year		
MATH 3A*	Analytic Geometry and Calculus	5
Or		
MATH 3AH*	Honors Analytic Geometry and Calculus	5
Second Year		
MATH 3B*	Analytic Geometry and Calculus	5
MATH 3C*	Analytic Geometry and Calculus	5
MATH 24*	Elementary Differential Equations	4
MATH 26*	Introduction to Linear Algebra	4
Select from Restricted Electives		3.5
Total Units for the Major		26.5-34.5

Restricted Electives: Select one of the following courses

CS 1B*	Introduction to Computer Science II	3.5
Or		
CS 4A*	Introduction to Java for Computer Science	3.5

*Course has a prerequisite, corequisite, limitation, or recommended preparation; see course description.

Associate in Arts Degree

Completion of the certificate program and a minimum of 60 units including the general education requirements with an overall GPA of 2.0 qualifies the student for the Associate in Arts degree. A minimum of 12 units must be completed at Saddleback College.

General Education Requirements for Associate Degrees

Refer to the Graduation Requirements or to the CSU-GE and IGETC patterns in this catalog for specific courses which meet general education requirements. Refer to ASSIST.org and to the transfer institution's catalog for transfer requirements.

Current Consumer Services Certificate of Achievement

The Consumer Services program prepares students for a wide variety of employment opportunities that link the consumer, business, and government and improve communication among all three groups. This includes acting in a responsible manner to consumer problems and trends and providing information so that the consumer can use the products and services of a company correctly and with maximum benefits.

This program offers coursework for professional improvement and retraining as well as core courses to be utilized as transfer courses for student's pursuing a Bachelor's degree in programs involving Family and Consumer Sciences/Home Economics, Business/Credit Counseling, or Consumer Affairs.

Program Student Learning Outcomes

Students who complete this program will be able to:

- Identify and analyze current research on a consumer topic.
- Identify and demonstrate an awareness and appreciation for different cultures, traditions and their impact on consumer behaviors.
- Demonstrate competence in dealing with consumer complaints.

Required Courses

<i>Course ID</i>	<i>Title</i>	<i>Units</i>
BUS 125	Human Relations in Business	3
BUS 160	Entrepreneurship	3
CIM 112	Microsoft Office	3
FCS 115	Consumer Issues	3
FCS 142	Life Management	3
CWE 180	Cooperative Work Experience: Consumer Services	2
	Select one Specialty Area	6-7

Total Units for the Certificate 23-24

Specialty Area 1 – Foods and Nutrition

FN 50	Fundamentals of Nutrition	3
FN 110*	Food Preparation Essentials	3

Specialty Area 2 – Interior Design

ID 110	Fundamentals of Interior Design	3
ID 116	Interior Materials and Products	4

Specialty Area 3 – Fashion

FASH 31	Textiles	3
or		
BUS 31	Textiles	3
FASH 150	Fashion Apparel and Professional Techniques	3

*Course has a prerequisite, corequisite, limitation, or recommended preparation; see course description.

Deleted Consumer Services Certificate of Achievement

~~The Consumer Services program prepares students for a wide variety of employment opportunities that link the consumer, business, and government and improve communication among all three groups. This includes acting in a responsible manner to consumer problems and trends and providing information so that the consumer can use the products and services of a company correctly and with maximum benefits.~~

~~This program offers coursework for professional improvement and retraining as well as core courses to be utilized as transfer courses for student's pursuing a Bachelor's degree in programs involving Family and Consumer Sciences/Home Economics, Business/Credit Counseling, or Consumer Affairs.~~

~~Program Student Learning Outcomes~~

~~Students who complete this program will be able to:~~

- ~~• Identify and analyze current research on a consumer topic.~~
- ~~• Identify and demonstrate an awareness and appreciation for different cultures, traditions and their impact on consumer behaviors.~~
- ~~• Demonstrate competence in dealing with consumer complaints.~~

~~Required Courses~~

<i>Course ID</i>	<i>Title</i>	<i>Units</i>
BUS 125	Human Relations in Business	3
BUS 160	Entrepreneurship	3
CIM 112	Microsoft Office	3
FCS 115	Consumer Issues	3
FCS 142	Life Management	3
CWE 180	Cooperative Work Experience: Consumer Services	2
	Select one Specialty Area	6-7

~~**Total Units for the Certificate 23-24**~~

~~Specialty Area 1 – Foods and Nutrition~~

FN 50	Fundamentals of Nutrition	3
FN 110*	Food Preparation Essentials	3

~~Specialty Area 2 – Interior Design~~

ID 110	Fundamentals of Interior Design	3
ID 116	Interior Materials and Products	4

~~Specialty Area 3 – Fashion~~

FASH 31	Textiles	3
or		
BUS 31	Textiles	3
FASH 150	Fashion Apparel and Professional Techniques	3

~~*Course has a prerequisite, corequisite, limitation, or recommended preparation; see course description.~~

**SADDLEBACK COLLEGE
REVISED PROGRAM
ACADEMIC YEAR 2018-2019**

**Current
Consumer Services
Associate in Science**

The Consumer Services program prepares students for a wide variety of employment opportunities that link the consumer, business, and government and improve communication among all three groups. This includes acting in a responsible manner to consumer problems and trends and providing information so that the consumer can use the products and services of a company correctly and with maximum benefits.

This program offers coursework for professional improvement and retraining as well as core courses to be utilized as transfer courses for student's pursuing a Bachelor's degree in programs involving Family and Consumer Sciences/Home Economics, Business/Credit Counseling, or Consumer Affairs.

Program Student Learning Outcomes

Students who complete this program will be able to:

- Identify and analyze current research on a consumer topic.
- Identify and demonstrate an awareness and appreciation for different cultures, traditions and their impact on consumer behaviors.
- Demonstrate competence in dealing with consumer complaints.

Required Courses

Course ID	Title	Units
BUS 125	Human Relations in Business	3
BUS 160	Entrepreneurship	3
CIM 112	Microsoft Office	3
FCS 115	Consumer Issues	3
FCS 142	Life Management	3
CWE 180	Cooperative Work Experience: Consumer Services 2	
	Select one Specialty Area	6-7
Total Units for the Major		23-24

Specialty Area 1 – Foods and Nutrition

FN 50	Fundamentals of Nutrition	3
FN 110*	Food Preparation Essentials	3

Specialty Area 2 – Interior Design

ID 110	Fundamentals of Interior Design	3
ID 116	Interior Materials and Products	4

Specialty Area 3 – Fashion

FASH 31	Textiles	3
or		
BUS 31	Textiles	3
FASH 150	Fashion Apparel and Professional Techniques	3

*Course has a prerequisite, corequisite, limitation, or recommended preparation; see course description.

Associate in Science Degree

Completion of the certificate program and a minimum of 60 units including the general education requirements with an overall GPA of 2.0 qualifies the student for the Associate in Science Degree. A minimum of 12 units must be completed at Saddleback College.

General Education Requirements for Associate Degrees

Refer to the Graduation Requirements or to the CSU-GE and IGETC patterns in this catalog for specific courses which meet general education requirements. Refer to ASSIST.org and to the transfer institution's catalog for transfer requirements.

Suggested coursework not required for the major: BUS 12, BUS 103, BUS 104, BUS 135, BUS 137; FN 64, FN 160, FN 171.

**Deleted
Consumer Services
Associate in Science**

~~The Consumer Services program prepares students for a wide variety of employment opportunities that link the consumer, business, and government and improve communication among all three groups. This includes acting in a responsible manner to consumer problems and trends and providing information so that the consumer can use the products and services of a company correctly and with maximum benefits.~~

~~This program offers coursework for professional improvement and retraining as well as core courses to be utilized as transfer courses for student's pursuing a Bachelor's degree in programs involving Family and Consumer Sciences/Home Economics, Business/Credit Counseling, or Consumer Affairs.~~

Program Student Learning Outcomes

~~Students who complete this program will be able to:~~

- ~~• Identify and analyze current research on a consumer topic.~~
- ~~• Identify and demonstrate an awareness and appreciation for different cultures, traditions and their impact on consumer behaviors.~~
- ~~• Demonstrate competence in dealing with consumer complaints.~~

Required Courses

Course ID	Title	Units
BUS 125	Human Relations in Business	3
BUS 160	Entrepreneurship	3
CIM 112	Microsoft Office	3
FCS 115	Consumer Issues	3
FCS 142	Life Management	3
CWE 180	Cooperative Work Experience: Consumer Services2	
	Select one Specialty Area	6-7
Total Units for the Major		23-24

Specialty Area 1 – Foods and Nutrition

FN 50	Fundamentals of Nutrition	3
FN 110*	Food Preparation Essentials	3

Specialty Area 2 – Interior Design

ID 110	Fundamentals of Interior Design	3
ID 116	Interior Materials and Products	4

Specialty Area 3 – Fashion

FASH 31	Textiles	3
or		
BUS 31	Textiles	3
FASH 150	Fashion Apparel and Professional Techniques	3

*Course has a prerequisite, corequisite, limitation, or recommended preparation; see course description.

Associate in Science Degree

~~Completion of the certificate program and a minimum of 60 units including the general education requirements with an overall GPA of 2.0 qualifies the student for the Associate in Science Degree. A minimum of 12 units must be completed at Saddleback College.~~

General Education Requirements for Associate Degrees

~~Refer to the Graduation Requirements or to the CSU-GE and IGETC patterns in this catalog for specific courses which meet general education requirements. Refer to ASSIST.org and to the transfer institution's catalog for transfer requirements.~~

~~Suggested coursework not required for the major: BUS 12, BUS 103, BUS 104, BUS 135, BUS 137; FN 64, FN 160, FN 171.~~

**SADDLEBACK COLLEGE
REVISED PROGRAMS
ACADEMIC YEAR 2018-2019**

**Current
Fine and Applied Arts
Associate in Arts**

The curriculum in the Fine and Applied Arts Associate Degree program provides the student the opportunity to design an interdisciplinary degree by selecting appropriate courses in the Fine or Applied Arts which may support attempts to gain entry-level employment in such areas as architectural drafting, graphics design, horticulture, interior design, photography and performing arts.

Select a minimum of 18 units from the following including a minimum of 12 Units in one discipline:

Architecture

ARCH 10, 12, 34*, 42*, 44*, 124A/B*/C*, 136*

Art/Graphic Design

ART 4, 9*, 10*, 11*, 12*, 13*, 20, 21, 22, 23, 24, 25, 26, 28, 29, 40, 41*, 42*, 50*, 51*, 52, 53*, 54*, 57*, 58*, 59*, 60*, 61*, 62*, 63, 70, 71*, 72*, 78, 79*, 80, 81*, 82*, 85*, 86*, 87*, 100, 120, 133*, 134*, 140, 141, 142, 145, GD 148*, 149*, 150*, 151, GC 63, 101

Cinema/Television/Radio

CTVR 3, 9, 31*, 32*, 40*, 42*, 100, 101, 110, 113, 124, 125, 128, 140, 191

Dance

DANC 9*, 51, 52*, 53*, 54, 55*, 56*, 57, 58*, 59*, 60, 61*, 62*, 64, 66

Entertainment & Theatre

ETT 40, 41*, 42, 45*, 100, 101, 102, 104, 130, 142, 144*, 201

Fashion

FASH 124*, 136*, 144, 154

Horticulture

HORT 7, 10, 11, 20, 106, 109, 115, 116, 130

Interior Design

ID 110, 111*, 112, 114, 122, 123*, 125, 126*, 127*, 133*

Music

MUS 1, 10*, 11*, 12*, 14*, 15*, 20, 23, 24, 25, 26, 27, 28, 29, 31*, 32*, 33*, 34*, 35*, 40*, 41*, 42*, 43*, 44, 46*, 47*, 50*, 51*, 52*, 54A/B, 55A/B*, 56*, 58*, 60, 61*, 62*, 63, 64*, 65*, 66*, 67, 75*, 80, 81*, 82*, 92*, 93*, 117*, 118, 148, 178*, 179*

Photography

PHOT 25, 50, 51*, 55*, 152*, 156*, 160*, 190*

Theatre Arts

TA 1, 2*, 3*, 4*, 5*, 10, 11, 12*, 15, 16, 17, 18, 19, 20, 22, 25, 26, 30, 32*, 35, 110, 113, 290

Total Units for the Major: 18

*Course has a prerequisite, corequisite, limitation, or recommended preparation; see course description.

Associate in Arts Degree

Complete a minimum of 60 units including the total number of units described above and the General Education requirements with an overall GPA of 2.0 to qualify for the Associate in Arts degree. A minimum of 12 units must be completed at Saddleback College.

General Education Requirements for Associate Degrees

Refer to the Graduation Requirements or to the CSU-GE and IGETC patterns in this catalog for specific courses which meet general education requirements. Refer to ASSIST.org and to the transfer institution's catalog for transfer requirements.

**Deleted
Fine and Applied Arts
Associate in Arts**

~~The curriculum in the Fine and Applied Arts Associate Degree program provides the student the opportunity to design an interdisciplinary degree by selecting appropriate courses in the Fine or Applied Arts which may support attempts to gain entry-level employment in such areas as architectural drafting, graphics design, horticulture, interior design, photography and performing arts.~~

~~Select a minimum of 18 units from the following including a minimum of 12 Units in one discipline:~~

~~**Architecture**~~

~~ARCH 10, 12, 34*, 42*, 44*, 124A/B*/C*, 136*~~

~~**Art/Graphic Design**~~

~~ART 4, 9*, 10*, 11*, 12*, 13*, 20, 21, 22, 23, 24, 25, 26, 28, 29, 40, 41*, 42*, 50*, 51*, 52, 53*, 54*, 57*, 58*, 59*, 60*, 61*, 62*, 63, 70, 71*, 72*, 78, 79*, 80, 81*, 82*, 85*, 86*, 87*, 100, 120, 133*, 134*, 140, 141, 142, 145, GD 148*, 149*, 150*, 151, GC 63, 101~~

~~**Cinema/Television/Radio**~~

~~CTVR 3, 9, 31*, 32*, 40*, 42*, 100, 101, 110, 113, 124, 125, 128, 140, 191~~

~~**Dance**~~

~~DANC 9*, 51, 52*, 53*, 54, 55*, 56*, 57, 58*, 59*, 60, 61*, 62*, 64, 66~~

~~**Entertainment & Theatre**~~

~~ETT 40, 41*, 42, 45*, 100, 101, 102, 104, 130, 142, 144*, 201~~

~~**Fashion**~~

~~FASH 124*, 136*, 144, 154~~

~~**Horticulture**~~

~~HORT 7, 10, 11, 20, 106, 109, 115, 116, 130~~

~~**Interior Design**~~

~~ID 110, 111*, 112, 114, 122, 123*, 125, 126*, 127*, 133*~~

~~**Music**~~

~~MUS 1, 10*, 11*, 12*, 14*, 15*, 20, 23, 24, 25, 26, 27, 28, 29, 31*, 32*, 33*, 34*, 35*, 40*, 41*, 42*, 43*, 44, 46*, 47*, 50*, 51*, 52*, 54A/B, 55A/B*, 56*, 58*, 60, 61*, 62*, 63, 64*, 65*, 66*, 67, 75*, 80, 81*, 82*, 92*, 93*, 117*, 118, 148, 178*, 179*~~

~~**Photography**~~

~~PHOT 25, 50, 51*, 55*, 152*, 156*, 160*, 190*~~

~~**Theatre Arts**~~

~~TA 1, 2*, 3*, 4*, 5*, 10, 11, 12*, 15, 16, 17, 18, 19, 20, 22, 25, 26, 30, 32*, 35, 110, 113, 290~~

~~**Total Units for the Major: 18**~~

~~*Course has a prerequisite, corequisite, limitation, or recommended preparation; see course description.~~

~~**Associate in Arts Degree**~~

~~Complete a minimum of 60 units including the total number of units described above and the General Education requirements with an overall GPA of 2.0 to qualify for the Associate in Arts degree. A minimum of 12 units must be completed at Saddleback College.~~

~~**General Education Requirements for Associate Degrees**~~

~~Refer to the Graduation Requirements or to the CSU-GE and IGETC patterns in this catalog for specific courses which meet general education requirements. Refer to ASSIST.org and to the transfer institution's catalog for transfer requirements.~~

Current Geology Associate in Science

The curriculum in the Geology Associate Degree program is designed to provide the transfer student the opportunity to achieve an Associate degree. While a baccalaureate or higher degree is recommended for those considering professional careers related to this field, earning the Associate degree would demonstrate achievement and may support attempts to gain entry-level employment and promotion.

Program Student Learning Outcomes

Students who complete this program will be able to:

- Recognize and explain the role of fundamental geologic principles, such as plate tectonic theory and deep time, in the interpretation of observed geologic phenomena.
- Research, evaluate, and cite scientific information in order to formulate coherent summaries of earth processes.
- Define the scientific method and apply it to observed geologic phenomena.
- Interpret geologic processes using underlying chemical properties and physical laws.

Course ID	Title	Units
Required Courses:		
First Year – Fall Semester		
CHEM 1A*	General Chemistry	5
GEOL 1	Introduction to Physical Geology	4
Or		
GEOL 20	Introduction to Earth Science	4
MATH 2	Pre-Calculus (required of students unprepared for MATH 3A*)	5
Spring Semester		
CHEM 1B*	General Chemistry	5
GEOL 2	Historical Geology	4
MATH 3A*	Analytic Geometry and Calculus	5
Second Year – Fall Semester		
BIO 3A	General Biology I	5
MATH 3B*	Analytic Geometry and Calculus	5
PHYS 2A	Introduction to Physics	5
Or		
PHYS 4A*	General Physics	5
Spring Semester		
PHYS 2B	Introduction to Physics	5
Or		
PHYS 4B	General Physics	5
TOTAL UNITS FOR THE MAJOR:		43-48

*Course has a prerequisite, corequisite, limitation, or recommendation preparation; see course description.

Associate in Science Degree

Complete a minimum of 60 units including the total number of units Described above and the General Education requirements with an Overall GPA of 2.0 to qualify for the Associate in Arts degree. A Minimum of 12 units must be completed at Saddleback College.

General Education Requirements for Associate Degrees

Refer to the Graduation Requirements or to the CSU-GE and IGETC Patterns in this catalog for specific courses which meet general Education requirements. Refer to ASSIST.org and to the transfer Institution's catalog for transfer requirements.

Suggested coursework not required for the major: BIO 3A or BIO 20, BIO 19; GEOL 2, GEOL 7, GEOL 20; PHYS 4C.

Deleted Geology Associate in Science

The curriculum in the Geology Associate Degree program is designed to provide the transfer student the opportunity to achieve an Associate degree. While a baccalaureate or higher degree is recommended for those considering professional careers related to this field, earning the Associate degree would demonstrate achievement and may support attempts to gain entry-level employment and promotion.

Program Student Learning Outcomes

Students who complete this program will be able to:

- Recognize and explain the role of fundamental geologic principles, such as plate tectonic theory and deep time, in the interpretation of observed geologic phenomena.
- Research, evaluate, and cite scientific information in order to formulate coherent summaries of earth processes.
- Define the scientific method and apply it to observed geologic phenomena.
- Interpret geologic processes using underlying chemical properties and physical laws.

Course ID	Title	Units
Required Courses:		
First Year – Fall Semester		
CHEM 1A*	General Chemistry	5
GEOL 1	Introduction to Physical Geology	4
Or		
GEOL 20	Introduction to Earth Science	4
MATH 2	Pre-Calculus (required of students unprepared for MATH 3A*)	5
Spring Semester		
CHEM 1B*	General Chemistry	5
GEOL 2	Historical Geology	4
MATH 3A*	Analytic Geometry and Calculus	5
Second Year – Fall Semester		
BIO 3A	General Biology I	5
MATH 3B*	Analytic Geometry and Calculus	5
PHYS 2A	Introduction to Physics	5
Or		
PHYS 4A*	General Physics	5
Spring Semester		
PHYS 2B	Introduction to Physics	5
Or		
PHYS 4B	General Physics	5
TOTAL UNITS FOR THE MAJOR:		43-48

*Course has a prerequisite, corequisite, limitation, or recommendation preparation; see course description.

Associate in Science Degree

Complete a minimum of 60 units including the total number of units Described above and the General Education requirements with an Overall GPA of 2.0 to qualify for the Associate in Arts degree. A Minimum of 12 units must be completed at Saddleback College.

General Education Requirements for Associate Degrees

Refer to the Graduation Requirements or to the CSU-GE and IGETC Patterns in this catalog for specific courses which meet general Education requirements. Refer to ASSIST.org and to the transfer Institution's catalog for transfer requirements.

Suggested coursework not required for the major: BIO 3A or BIO 20, BIO 19; GEOL 2, GEOL 7, GEOL 20; PHYS 4C.

Current

Human Development Associate in Arts

The curriculum in the Human Development Associate Degree program is designed to provide the transfer student the opportunity to achieve an Associate degree. While a baccalaureate or higher degree is recommended for those considering majors related to this field, earning the Associate degree would demonstrate achievement and may support attempts to gain entry-level employment or promotion.

Program Student Learning Outcomes

Students who complete this program will be able to:

- Discuss diverse human experiences
- Identify influences on human development
- Locate and analyze significant works focused on the study of human development

Core Requirement

(Both courses are required for the major)

Course ID	Title	Units
ANTH 2	Cultural Anthropology	3
MATH 10*	Introduction to Statistics	3
PSYC 1	Introduction to Psychology	3
PSYC 7*	Developmental Psychology – Childhood Through Adolescence	3
SOC 1	Introduction to Sociology	3
SOC 15*	Socialization of the Child	3
Total Units for the Major:		18

*Course has a prerequisite, corequisite, limitation, or recommended preparation; see course description.

Associate in Arts Degree

Complete a minimum of 60 units including the total number of units Described above and the General Education requirements with an Overall GPA of 2.0 to qualify for the Associate in Arts degree. A Minimum of 12 units must be completed at Saddleback College.

General Education Requirements for Associate Degrees

Refer to the Graduation Requirements or to the CSU-GE and IGETC Patterns in this catalog for specific courses which meet general Education requirements. Refer to ASSIST.org and to the transfer Institution's catalog for transfer requirements.

Suggested coursework not required for the major:
BIO 20; CD 120, CD 121*.

Deleted

Human Development Associate in Arts

~~The curriculum in the Human Development Associate Degree program is designed to provide the transfer student the opportunity to achieve an Associate degree. While a baccalaureate or higher degree is recommended for those considering majors related to this field, earning the Associate degree would demonstrate achievement and may support attempts to gain entry-level employment or promotion.~~

Program Student Learning Outcomes

~~Students who complete this program will be able to:~~

- ~~• Discuss diverse human experiences~~
- ~~• Identify influences on human development~~
- ~~• Locate and analyze significant works focused on the study of human development~~

Core Requirement

~~(Both courses are required for the major)~~

Course ID	Title	Units
ANTH 2	Cultural Anthropology	3
MATH 10*	Introduction to Statistics	3
PSYC 1	Introduction to Psychology	3
PSYC 7*	Developmental Psychology – Childhood Through Adolescence	3
SOC 1	Introduction to Sociology	3
SOC 15*	Socialization of the Child	3
Total Units for the Major:		18

~~*Course has a prerequisite, corequisite, limitation, or recommended preparation; see course description.~~

Associate in Arts Degree

~~Complete a minimum of 60 units including the total number of units Described above and the General Education requirements with an Overall GPA of 2.0 to qualify for the Associate in Arts degree. A Minimum of 12 units must be completed at Saddleback College.~~

General Education Requirements for Associate Degrees

~~Refer to the Graduation Requirements or to the CSU-GE and IGETC Patterns in this catalog for specific courses which meet general Education requirements. Refer to ASSIST.org and to the transfer Institution's catalog for transfer requirements.~~

~~Suggested coursework not required for the major:
BIO 20; CD 120, CD 121*.~~

Current

International Language Associate in Arts

The curricula in Arabic, Chinese, French, German, Hebrew, Italian, Japanese, Persian, and Spanish are designed to provide the transfer student the opportunity to achieve the Associate Degree. While a baccalaureate or higher is recommended for those considering foreign languages, earning the Associate Degree may support attempts to gain entry-level employment or promotion. Sign Language courses can be applied to Saddleback College's American Sign Language Interpreting Certificate Program.

Associate Degree

Complete at least 23 units as follows: 20 units in one language including Arabic, Chinese, French, German, Hebrew, Italian, Japanese, Persian, or Spanish (courses numbered 1*, 2*, 3*, 4*) and 3 units from any other language course including culture or conversation courses (courses numbered 10* or 21*), and a minimum of 60 units including the general education requirements with an overall GPA of 2.0 qualifies the student for the Associate in Arts degree. A minimum of 12 units must be completed at Saddleback College.

Refer to the Graduation Requirements or to the CSU-GE and IGETC patterns in this catalog for specific courses which meet general education requirements. Refer to ASSIST.org and to the transfer institution's catalog for transfer requirements

Deleted

~~International Language Associate in Arts~~

~~The curricula in Arabic, Chinese, French, German, Hebrew, Italian, Japanese, Persian, and Spanish are designed to provide the transfer student the opportunity to achieve the Associate Degree. While a baccalaureate or higher is recommended for those considering foreign languages, earning the Associate Degree may support attempts to gain entry-level employment or promotion. Sign Language courses can be applied to Saddleback College's American Sign Language Interpreting Certificate Program.~~

~~Associate Degree~~

~~Complete at least 23 units as follows: 20 units in one language including Arabic, Chinese, French, German, Hebrew, Italian, Japanese, Persian, or Spanish (courses numbered 1*, 2*, 3*, 4*) and 3 units from any other language course including culture or conversation courses (courses numbered 10* or 21*), and a minimum of 60 units including the general education requirements with an overall GPA of 2.0 qualifies the student for the Associate in Arts degree. A minimum of 12 units must be completed at Saddleback College.~~

~~Refer to the Graduation Requirements or to the CSU-GE and IGETC patterns in this catalog for specific courses which meet general education requirements. Refer to ASSIST.org and to the transfer institution's catalog for transfer requirements~~

Current

Oceanography Associate Degree Program

The curriculum in the Oceanography Associate Degree program is designed to provide the transfer student the opportunity to achieve an associate degree. While a baccalaureate or higher degree is recommended for those considering majors such as marine biology, environmental science or geological sciences, the Associate degree may support attempts to gain entry-level employment or promotion.

Program Student Learning Outcomes

Students who complete this program will be able to:

- Explain the origins and history of oceanography and current developments and trends in the discipline
- Discuss how plate tectonics shapes the continental margin, the oceanic basin and its sediments; explain the distribution of pelagic and benthic communities in the oceanic environment
- Explain the directions and causes of atmospheric and oceanic circulation patterns and assess their impact on marine life and productivity; relate these to waves, tides and coastal characteristics
- Discuss various types of marine resources and assess the various environmental concerns related to the use and abuse of marine resources

Required Courses:

First Year

Course ID	Title	Units
CHEM 1A*	General Chemistry	5
CHEM 1B*	General Chemistry	5
GEOL 1	Introduction to Physical Geology	4
MATH 3A*	Analytic Geometry and Calculus	5

Second Year

MATH 3B*	Analytic Geometry and Calculus	5
MATH 3C*	Analytic Geometry and Calculus	5
MATH 10	Introduction to Statistics	3
PHYS 4A*	General Physics	5
PHYS 4B*	General Physics	5
TOTAL UNITS FOR THE MAJOR:		46

*Course has a prerequisite, corequisite, limitation, or recommendation preparation; see course description.

Associate in Science Degree

Complete a minimum of 60 units including the total number of units Described above and the General Education requirements with an Overall GPA of 2.0 to qualify for the Associate in Science degree. A Minimum of 12 units must be completed at Saddleback College.

General Education Requirements for Associate Degrees

Refer to the Graduation Requirements or to the CSU-GE and IGETC Patterns in this catalog for specific courses which meet general Education requirements. Refer to ASSIST.org and to the transfer Institution's catalog for transfer requirements.

Suggested coursework not required for the major: BIO 3A or BIO 20, BIO 19; GEOL 2, GEOL 7, GEOL 20; PHYS 4C.

Deleted

Oceanography Associate Degree Program

The curriculum in the Oceanography Associate Degree program is designed to provide the transfer student the opportunity to achieve an associate degree. While a baccalaureate or higher degree is recommended for those considering majors such as marine biology, environmental science or geological sciences, the Associate degree may support attempts to gain entry-level employment or promotion.

Program Student Learning Outcomes

Students who complete this program will be able to:

- Explain the origins and history of oceanography and current developments and trends in the discipline
- Discuss how plate tectonics shapes the continental margin, the oceanic basin and its sediments; explain the distribution of pelagic and benthic communities in the oceanic environment
- Explain the directions and causes of atmospheric and oceanic circulation patterns and assess their impact on marine life and productivity; relate these to waves, tides and coastal characteristics
- Discuss various types of marine resources and assess the various environmental concerns related to the use and abuse of marine resources

Required Courses:

First Year

Course ID	Title	Units
CHEM 1A*	General Chemistry	5
CHEM 1B*	General Chemistry	5
GEOL 1	Introduction to Physical Geology	4
MATH 3A*	Analytic Geometry and Calculus	5

Second Year

MATH 3B*	Analytic Geometry and Calculus	5
MATH 3C*	Analytic Geometry and Calculus	5
MATH 10	Introduction to Statistics	3
PHYS 4A*	General Physics	5
PHYS 4B*	General Physics	5
TOTAL UNITS FOR THE MAJOR:		46

*Course has a prerequisite, corequisite, limitation, or recommendation preparation; see course description.

Associate in Science Degree

Complete a minimum of 60 units including the total number of units Described above and the General Education requirements with an Overall GPA of 2.0 to qualify for the Associate in Science degree. A Minimum of 12 units must be completed at Saddleback College.

General Education Requirements for Associate Degrees

Refer to the Graduation Requirements or to the CSU-GE and IGETC Patterns in this catalog for specific courses which meet general Education requirements. Refer to ASSIST.org and to the transfer Institution's catalog for transfer requirements.

Suggested coursework not required for the major: BIO 3A or BIO 20, BIO 19; GEOL 2, GEOL 7, GEOL 20; PHYS 4C.

Current

Physical Science Associate in Arts

The associate degree in Physical Science may be appropriate for transfer students who are planning to major in one of the physical sciences such as astronomy, biochemistry, chemistry, environmental sciences, geological sciences, or physics or a preprofessional program requiring completion of physical science courses such as prechiropractic, predental, premedicine, preoptometry, and prepharmacy.

Program Student Learning Outcomes

Students who complete this program will be able to:

- Analyze and interpret data, charts and graphs using quantitative and qualitative methods.
- Recognize and construct valid arguments using deductive and inductive reasoning.
- Evaluate new and accepted ideas about the natural universe using testable methodology.
- Students planning to transfer to California State University (CSU), the University of California (UC), or an institution which accepts certification should complete general education requirements for the associate degree by completing CSU General Education (CSU-GE) certification requirements or the Intersegmental General Education Transfer Curriculum (IGETC) (37-39 units).
- Please consult with a counselor for assistance in selecting courses appropriate for transfer majors and/or preprofessional programs.

Select 18 units from the following courses:

ASTR 20, 21, 25*

CHEM 1A*, 1B*, 3*, 12A*, 12B*, 108

ENV 23, 25, 30, 105*, 106

GEOG 1, 1L*, 2, 3, 38, 102, 110*

GEOL 1, 2*, 3, 4, 7, 20, 21, 23

MATH 3A*, 3B*

MS 4, 20

PHYS 2A*, 2B*, 4A*, 4B*, 4C*, 20

*Course has a prerequisite, corequisite, limitation, or recommended preparation; see course description.

Associate Degree

Complete a minimum of 60 units including the total number of units described above and the General Education requirements with an overall GPA of 2.0 to qualify for the Associate in Arts degree. A minimum of 12 units must be completed at Saddleback College.

General Education Requirements for Associate Degrees

Refer to the Graduation Requirements or to the CSU-GE and IGETC patterns in this catalog for specific courses which meet general education requirements. Refer to ASSIST.org and to the transfer institutions catalog for transfer requirements general education requirements. Refer to ASSIST.org and to the transfer institution's catalog for transfer requirements.

Deleted

Physical Science Associate in Arts

~~The associate degree in Physical Science may be appropriate for transfer students who are planning to major in one of the physical sciences such as astronomy, biochemistry, chemistry, environmental sciences, geological sciences, or physics or a preprofessional program requiring completion of physical science courses such as prechiropractic, predental, premedicine, preoptometry, and prepharmacy.~~

Program Student Learning Outcomes

~~Students who complete this program will be able to:~~

- ~~• Analyze and interpret data, charts and graphs using quantitative and qualitative methods.~~
- ~~• Recognize and construct valid arguments using deductive and inductive reasoning.~~
- ~~• Evaluate new and accepted ideas about the natural universe using testable methodology.~~
- ~~• Students planning to transfer to California State University (CSU), the University of California (UC), or an institution which accepts certification should complete general education requirements for the associate degree by completing CSU General Education (CSU-GE) certification requirements or the Intersegmental General Education Transfer Curriculum (IGETC) (37-39 units).~~
- ~~• Please consult with a counselor for assistance in selecting courses appropriate for transfer majors and/or preprofessional programs.~~

Select 18 units from the following courses:

~~ASTR 20, 21, 25*~~

~~CHEM 1A*, 1B*, 3*, 12A*, 12B*, 108~~

~~ENV 23, 25, 30, 105*, 106~~

~~GEOG 1, 1L*, 2, 3, 38, 102, 110*~~

~~GEOL 1, 2*, 3, 4, 7, 20, 21, 23~~

~~MATH 3A*, 3B*~~

~~MS 4, 20~~

~~PHYS 2A*, 2B*, 4A*, 4B*, 4C*, 20~~

~~*Course has a prerequisite, corequisite, limitation, or recommended preparation; see course description.~~

Associate Degree

~~Complete a minimum of 60 units including the total number of units described above and the General Education requirements with an overall GPA of 2.0 to qualify for the Associate in Arts degree. A minimum of 12 units must be completed at Saddleback College.~~

General Education Requirements for Associate Degrees

~~Refer to the Graduation Requirements or to the CSU-GE and IGETC patterns in this catalog for specific courses which meet general education requirements. Refer to ASSIST.org and to the transfer institutions catalog for transfer requirements general education requirements. Refer to ASSIST.org and to the transfer institution's catalog for transfer requirements.~~

Current

Social Sciences Associate in Arts

The curriculum in the Social Sciences Associate Degree program is designed to provide the transfer student the opportunity to achieve an Associate degree. While a baccalaureate or higher degree is recommended for those considering professional careers, earning the associate degree may support attempts to gain entry-level employment or promotion.

Program Student Learning Outcomes

Students who complete this program will be able to:

- Identify and apply methods, such as observation, hypothesis development, experimentation, evaluation of evidence, or measurement and data collection, used by social scientists to study human behavior.
- Identify and analyze theories explaining the individual, social, historical, political, or economic activities of men and women research and analyze topics from an interdisciplinary perspective.
- Integrate various social-scientific perspectives into the understanding of the subject matter.
- Develop a personal interpretation about issues and matters under study.

Select twelve units within a single area of emphasis which include only courses applicable to the major as noted below.

12 Units Areas of Emphasis

ECON 2*, 4*

GEOG 1, 2, 3

HIST 4, 5, 16, 17

PS 1, 4, 12, 14

PSYC 1, 2*, 3*, 7*, 30*

SOC 1, 2, 15*, 30*

Select 6 additional units in a second area of emphasis as listed above 6 Units

Total Units for the Major: 18

*Course has a prerequisite, corequisite, limitation, or recommended preparation; see course description.

Associate Degree

Complete a minimum of 60 units including the total number of units described above and the General Education requirements with an overall GPA of 2.0 to qualify for the Associate in Arts degree. A minimum of 12 units must be completed at Saddleback College.

General Education Requirements for Associate Degrees

Refer to the Graduation Requirements or to the CSU-GE and IGETC patterns in this catalog for specific courses which meet general education requirements. Refer to ASSIST.org and to the transfer institutions catalog for transfer requirements general education requirements. Refer to ASSIST.org and to the transfer institution's catalog for transfer requirements.

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Social Sciences Associate in Arts

~~The curriculum in the Social Sciences Associate Degree program is designed to provide the transfer student the opportunity to achieve an Associate degree. While a baccalaureate or higher degree is recommended for those considering professional careers, earning the associate degree may support attempts to gain entry-level employment or promotion.~~

Program Student Learning Outcomes

~~Students who complete this program will be able to:~~

- ~~• Identify and apply methods, such as observation, hypothesis development, experimentation, evaluation of evidence, or measurement and data collection, used by social scientists to study human behavior.~~
- ~~• Identify and analyze theories explaining the individual, social, historical, political, or economic activities of men and women research and analyze topics from an interdisciplinary perspective.~~
- ~~• Integrate various social-scientific perspectives into the understanding of the subject matter.~~
- ~~• Develop a personal interpretation about issues and matters under study.~~

~~Select twelve units within a single area of emphasis which include only courses applicable to the major as noted below.~~

~~12 Units Areas of Emphasis~~

~~ECON 2*, 4*~~

~~GEOG 1, 2, 3~~

~~HIST 4, 5, 16, 17~~

~~PS 1, 4, 12, 14~~

~~PSYC 1, 2*, 3*, 7*, 30*~~

~~SOC 1, 2, 15*, 30*~~

~~Select 6 additional units in a second area of emphasis as listed above 6 Units~~

~~Total Units for the Major: 18~~

~~*Course has a prerequisite, corequisite, limitation, or recommended preparation; see course description.~~

Associate Degree

~~Complete a minimum of 60 units including the total number of units described above and the General Education requirements with an overall GPA of 2.0 to qualify for the Associate in Arts degree. A minimum of 12 units must be completed at Saddleback College.~~

General Education Requirements for Associate Degrees

~~Refer to the Graduation Requirements or to the CSU-GE and IGETC patterns in this catalog for specific courses which meet general education requirements. Refer to ASSIST.org and to the transfer institutions catalog for transfer requirements general education requirements. Refer to ASSIST.org and to the transfer institution's catalog for transfer requirements.~~

TO: Board of Trustees

FROM: Thomas M. Fallo, Interim Chancellor

RE: SOCCCD: Advanced Technology and Education Park (ATEP) IVC First Building Project, Change Order No. 5, McCarthy Building Companies, Inc.

ACTION: Approval

BACKGROUND

On June 22, 2015, the Board of Trustees approved a \$16,285,000 Maximum Allowable Price Design-Build agreement with McCarthy Building Companies, Inc. for the ATEP IVC First Building project. On September 26, 2016, the Board of Trustees approved Change Order No. 1 equaling \$1,268,345. Change Order No. 1 was funded by the College using Redevelopment funds. Change Order Nos. 2 and 3 were ratified as no cost changes. On December 11, 2017, the Board of Trustees approved Change Order No. 4 equaling \$357,842 with the majority of the change funded by the College using Redevelopment funds.

STATUS

The required modifications contained in Change Order Request No. 5 are described in EXHIBIT A. Approval of Change Order No. 5 will result in an increase of \$499,166 and a time extension of 112 days, for a revised contract total of \$18,410,353.

Funds are available in the ATEP IVC First Building project budget with an approved project budget of \$29,350,000.

RECOMMENDATION

The Interim Chancellor recommends that the Board of Trustees approve Change Order No. 5 (EXHIBIT A) for the ATEP IVC First Building project and authorize staff to execute the corresponding change order with McCarthy Building Companies, Inc., resulting in an increase of \$499,166 and a time extension of 112 days, for a revised contract total of \$18,410,353.

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
ATEP IVC First Building Project
Board Change Order No. 5

April 30, 2018

Bid #	DESCRIPTION	CONTRACTOR		CONTRACT AMOUNT	Previously Approved COR's	BCO No. 5 COR Total	REVISED CONTRACT AMOUNT	Approved Time Extension (Cal. days)
17	Design-Build Contractor	McCarthy Building Companies, Inc.		\$16,285,000.00	\$1,626,187.00	\$499,166	\$18,410,353	112
		20401 SW Birch Street Newport Beach, CA 92660	TOTAL	16,285,000.00			\$18,410,353	112

COR No.	Date	Description	Requested	Status	Amount	Time Extension
	3/23/2018	Close out project allowances	District	approved	-\$5,239	0
47	3/27/2018	Door modifications and prep for additional Access Control	College	approved	\$23,138	0
52	4/11/2018	Electrical cost added for post completion corrections	District	approved	\$6,209	0
53	4/11/2018	Additional costs for temporary generator rental due to SCE delay in permanent power	District	approved	\$20,389	0
54	4/11/2018	Grading outside of project limits added to allow for proper site drainage prior to City of Tustin grading sign-off and State Water Resources Control Board project termination	District	approved	\$5,897	0
29	2/21/2018	McCarthy Construction Company extended overhead due to Southern California Edison delay in providing permanent power	Contractor	reviewed	\$420,000	112
29 R2	2/21/2018	Cost to have electrical contractor operate and maintain temporary generator beyond contract timeframe	District	approved	\$28,772	0
				Total	\$499,166	112

TO: Board of Trustees

FROM: Thomas M. Fallo, Interim Chancellor

RE: SOCCCD: Advanced Technology and Education Park (ATEP) IVC First Building Project, Notice of Completion, McCarthy Building Companies, Inc.

ACTION: Approval

BACKGROUND

On June 22, 2015, the Board of Trustees approved a \$16,285,000 Maximum Allowable Price Design-Build agreement with McCarthy Building Companies, Inc. for the ATEP IVC First Building project. The Board of Trustees approved Change Order No. 1, increasing the contract amount by \$1,268,345, Change Order No. 2 for a no cost time extension of 15 days, Change Order No. 3 for a no cost time extension of 14 days, and Change Order No. 4 for an increase of \$357,842, for a revised contract total of \$18,410,353.

STATUS

Contract work is complete. Staff recommends a Notice of Completion (EXHIBIT A) be filed for the ATEP IVC First Building project.

Funds were used from the project budget of \$29,350,000.

RECOMMENDATION

The Interim Chancellor recommends that the Board of Trustees authorize filing the Notice of Completion (EXHIBIT A) for the ATEP IVC First Building project to McCarthy Building Companies, Inc. for a final contract amount of \$18,410,353. It is also recommended that the Board authorize the release of retention 35 days after filing.

Recording Requested
By and Mail to:

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
28000 Marguerite Parkway
Mission Viejo, California 92692
Attn: Purchasing & Facilities Planning

EXEMPT PER GOVERNMENT CODE 6103

NOTICE OF COMPLETION

NOTICE IS HEREBY GIVEN, that the SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT of Orange County, California, as Owner with vested title in the property hereinafter described, caused improvements to be made to said property to wit: IVC FIRST BUILDING PROJECT at the ADVANCED TECHNOLOGY AND EDUCATION PARK (ATEP), the contract for the doing of which was heretofore entered into the 22nd day of June, 2015, which contract was made with McCarthy Building Companies, Inc., as Contractor; that said improvements were completed and accepted by formal action of the governing board of said District on the 30th day of April, 2018, that title to said property is vested in the SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT of Orange County, California; that the surety for the above-named Contractor is TRAVELERS CASUALTY AND SURETY COMPANY OF AMERICA AND FEDERAL INSURANCE COMPANY; that the property hereinafter referred to and on which said improvements were made is described as follows:

ADVANCED TECHNOLOGY AND EDUCATION PARK
1624 VALENCIA AVENUE
TUSTIN, CA 92782

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT OF ORANGE COUNTY, CA

By _____ Dated _____
Thomas M. Fallo
Interim Chancellor

A notary public or other office completing this certificate verifies only the identity of the individual who signed the document to which this certificate is attached, and not the truthfulness, accuracy, or validity of that document.

State of California
County of Orange

Subscribed and sworn to (or affirmed) before me

on this _____ day of _____, 20 ____

by Thomas M. Fallo
(Name of Signer)

proved to me on the basis of satisfactory evidence
to be the person(s) who appeared before me.

Signature _____
Signature of Notary Public

(Seal)

TO: Board of Trustees

FROM: Thomas M. Fallo, Interim Chancellor

RE: SOCCCD: Budget Amendment: Adopt Resolution No.18-09 to Amend
FY 2017-2018 Adopted Budget

ACTION: Approval

BACKGROUND

Title 5 of the California Code of Regulations, Section 58308 provides that the Board of Trustees by resolution may amend the District budget to provide for the expenditure of funds, the amount of which was unknown at the time of the adoption of the final budget.

STATUS

In order to properly account for the revenues and expenditures of these funds, it is necessary to amend the FY 2017-2018 Adopted Budget.

General Fund

Extended Opportunity Programs & Services (EOPS) at IVC	\$6,096
Disabled Student Programs & Services (DSPS) at IVC	\$66,076
College Work Study at IVC	\$32,102
Cooperative Agencies Resources for Education (CARE) at IVC	\$10,000
Veterans Resource Center at IVC	\$50,965
Education Futures - 2018 at SC	\$75,000
Instructional Materials at SC	\$7,556
Non-Resident Capital Outlay at IVC	\$50,000
Total Increase to the General Fund	<u>\$297,795</u>

Total Budget Amendment	<u>\$297,795</u>
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RECOMMENDATION

The Interim Chancellor recommends that the Board of Trustees adopt Resolution No. 18-09 to amend the FY 2017-2018 Adopted Budget as indicated in EXHIBIT A.

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

GENERAL FUND

RESOLUTION NO. 18-09

April 30, 2018

WHEREAS, the Governing Board of the South Orange County Community College District has determined that income in the amount of \$297,795 is assured to said District as an increase of the amounts required to finance the total proposed budget expenditures and transfers for fiscal year 2017-2018 from sources listed in Title 5 of the California Code of Regulations, Section 58308;

WHEREAS, the Governing Board of the South Orange County Community College District can show just cause for the expenditure of such funds;

NOW, THEREFORE, BE IT RESOLVED that, pursuant to Title 5 of the California Code of Regulations, Section 58308, such excess funds are to be appropriated according to the following schedule:

General Fund

<u>Account</u>	<u>Income Source</u>	<u>Amount</u>
8600	State Revenue	\$ 240,239
8800	Local Revenue	\$ 57,556
		<u>\$ 297,795</u>

<u>Account</u>	<u>Expenditure Description</u>	<u>Amount</u>
1000	Academic Salaries	\$ 17,500
2000	Classified Salaries	\$ 54,102
3000	Fringe Benefits	5,330
4000	Books and Supplies	9,689
5000	Other Operating Expenses & Services	145,078
6000	Capital Outlay	50,000
7000	Other Outgoing	16,096
		<u>\$ 297,795</u>

Total Budget Amendment	<u>\$ 297,795</u>
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SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

BUDGET AMENDMENT FY 2017-2018

GENERAL FUND

RESOLUTION NO. 18-09

April 30, 2018

STATE OF CALIFORNIA)
)
COUNTY OF ORANGE)

I, Thomas M.Fallo, Secretary to the Board of Trustees of South Orange County Community College District of Orange County, California, hereby certify that the Budget Amendment and foregoing Resolution in the amount of \$297,795 duly and regularly adopted by the said Board at a regular meeting thereof held on April 30, 2018.

IN WITNESS WHEREOF, I have hereunto set my hand and seal this 1st day of May, 2018.

Thomas M. Fallo
Secretary to the Board of Trustees

TO: Board of Trustees

FROM: Thomas M. Fallo, Interim Chancellor

RE: SOCCCD: Transfer of Budget Appropriations

ACTION: Ratification

BACKGROUND

Title 5, California Code of Regulations, Section 58199 requires the Board of Trustees to approve, by a two-thirds (2/3) vote of its members, all transfers of funds from its contingency reserve to any expenditure classification, and ratify, by a majority vote, all transfers of funds between expenditure classifications other than that originating from the Contingency Reserve.

STATUS

For the current reporting period ending March 31, 2018 and in accordance with Administrative Regulation 3101, the Transfer of Budget Appropriations are summarized on EXHIBIT A and presented for ratification.

RECOMMENDATION

The Interim Chancellor recommends that the Board of Trustees ratify the Transfer of Budget Appropriations as detailed in EXHIBIT A.

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TRANSFER OF BUDGET APPROPRIATIONS SUMMARY

For the period ended March 31, 2018

General Fund

<u>Account</u>	<u>Description</u>	<u>From</u>	<u>To</u>
1000	Academic Salaries	\$5,719	
2000	Classified Salaries	\$181,473	
3000	Fringe Benefits	\$59,049	
4000	Books and Supplies		\$41,258
5000	Other Operating Expenses & Services	\$121,019	
6000	Capital Outlay		\$194,542
7000	Other Outgo		\$131,460
Total Transfers - General Fund		\$367,260	\$367,260

Capital Outlay Fund

<u>Account</u>	<u>Description</u>	<u>From</u>	<u>To</u>
2000	Classified Salaries		\$2,592
3000	Fringe Benefits		\$648
5000	Other Operating Expenses & Services		\$421,201
6000	Capital Outlay		\$2,192,299
7000	Other Outgo	\$2,616,740	
Total Transfers - Capital Outlay Fund		\$2,616,740	\$2,616,740

Community Education Fund - Saddleback College

<u>Account</u>	<u>Description</u>	<u>From</u>	<u>To</u>
5000	Other Operating Expenses & Services		\$125,000
6000	Capital Outlay	\$125,000	
Total Transfers - Community Education Fund - SC		\$125,000	\$125,000

Associated Student Government - Saddleback College

<u>Account</u>	<u>Description</u>	<u>From</u>	<u>To</u>
2000	Classified Salaries	\$12	
3000	Fringe Benefits		\$17
4000	Books and Supplies	\$16,021	
5000	Other Operating Expenses & Services		\$12,218
6000	Capital Outlay		\$48
7000	Other Outgo		\$3,750
Total Transfers - Associated Student Gov't. - SC		\$16,033	\$16,033

Associated Student Government - Irvine Valley College

<u>Account</u>	<u>Description</u>	<u>From</u>	<u>To</u>
4000	Books and Supplies		\$4,482
5000	Other Operating Expenses & Services		\$13,668
7000	Other Outgo	\$18,150	
Total Transfers - Associated Student Gov't. - IVC		\$18,150	\$18,150
Total Transfers		\$3,143,183	\$3,143,183

TO: Board of Trustees

FROM: Thomas M. Fallo, Interim Chancellor

RE: SOCCCD: November 2017 – March 2018 Change Orders/ Amendments

ACTION: Ratification

BACKGROUND

On March 28, 2016, the board authorized the Chancellor/designee to execute change orders/amendments up to \$100,000 for board ratification. The following change orders/amendments were reviewed and approved by the Vice Chancellor of Business Services or designee, following review by legal counsel, when appropriate.

Exhibit	Contractor Name / Description	Change Order Amount	Revised Total Contract Amount
A.	<u>Berliner Architects</u> Saddleback College Access Control Project – Design-Build Criteria Architect Services Amendment No. 1 – For additional architectural services. SOCCCD	\$90,000.00	\$330,000.00
B.	<u>Vinewood Company, LLC</u> ATEP IVC First Building and Utilities & Infrastructure Project – DSA Inspection Services Amendment No. 1 – To extend the agreement through March 31, 2018. SOCCCD	\$54,000.00	\$232,144.00
C.	<u>Amtek Construction</u> Irvine Valley College Life Sciences Building First Year Discovery Project – Construction Services Change Order No. 2 – To decrease the contract amount by \$889.03 for unused allowance and to extend time by 31 days. SOCCCD	(\$889.03)	\$217,361.97
D.	<u>Steinberg Hart</u> Saddleback College Advanced Technology and Applied Sciences Building Project – Design Build Criteria Architectural Services Amendment No. 1 – To change company name. SOCCCD	\$0.00	\$650,000.00



**AMENDMENT NO. 01
TO THE DESIGN-BUILD CRITERIA ARCHITECT SERVICES AGREEMENT
AT SADDLEBACK COLLEGE**

2/1/2018

THIS AMENDMENT shall modify the original agreement dated May 15, 2017, by and between the SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT, hereinafter referred to as "DISTRICT," and Berliner Architects hereinafter referred to as ARCHITECT.

WHEREAS, Article 11 of the original agreement provides for that the terms, rates and provisions of said agreement may be amended by mutual consent of the parties by written modification only; and

WHEREAS, Article 6.1 states the contract value as \$240,000.00 including reimbursable expenses;

WHEREAS, Saddleback College received additional funding to address access control at 488 remaining campus doors; and

WHEREAS, Saddleback College is requesting to modify the scope of work to include the addition of doors for an increase of \$90,000; under the same terms and conditions of the original agreement; and

NOW, THEREFORE, the Parties agree as follows:

- | | |
|-----------------------------|------------------|
| 1. Original contract value: | \$240,000 |
| 2. Amendment No. 1: | \$ 0 |
| 3. <u>Amendment No. 2:</u> | <u>\$ 90,000</u> |
| 4. Revised total: | \$330,000 |

IN WITNESS HEREOF, the Parties have executed this Amendment as of the date set forth above.

Berliner Architects

BY:

Signature of Authorized Representative

Print Name: [] **RICHARD BERLINER**

Print Title: [] **PRESIDENT**

Date: **1/26/2018**

Email & Phone: **RICHARD@BERLINER-ARCHITECTS.COM**

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

BY:

Signature of Authorized Representative

Print Name: Ann-Marie Gabel

Print Title: **Vice Chancellor, Business Services**

Date: **3/14/18**

Email & Phone: **AGabel@socccd.edu**

**AMENDMENT No. 1
TO THE DIVISION OF THE STATE ARCHITECT (DSA) INSPECTION
SERVICES AGREEMENT FOR ATEP IVC FIRST BUILDING AND
UTILITIES & INFRASTRUCTURE PROJECTS**

November 27, 2017

THIS AMENDMENT shall modify the original agreement dated October 24th, 2016 by and between the SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT, hereinafter referred to as "DISTRICT," and The Vinewood Company, LLC, 1854 Vinewood Street, LaVerne, CA 91750 hereinafter referred to as "VENDOR."

WHEREAS, Article 11, paragraph 15 of the original agreement provides that this agreement may be amended or modified only by an agreement in writing; and

WHEREAS, Article 6.1 establishes the compensation of the agreement at a total contract value of \$178,144; and

WHEREAS, Exhibit A-Criteria Billing for Extra Work allows the VENDOR to revise hourly rates every twelve (12) months; based upon changes in the Consumer Price Index (CPI) for the twelve month period effecting an hourly rate increase from \$76.00 to \$77.93 based on CPI issued by the Bureau of Labor Statistics; and

WHEREAS, the project is encountering delays due to Public Utilities delivering their services to the campus, causing an overall delay to the ATEP projects necessitating an extension of services through March 31, 2018 for a value of \$54,000;

NOW, THEREFORE, the Parties agree to modify the original contract as follows:

Provide Division of the State Architect Inspection services through March 31, 2018 for an additional cost of \$54,000.

Original Contract Amount:	\$ 178,144
Amendment No. 1:	<u>\$ 54,000</u>
Revised Contract Amount:	\$ 232,144

IN WITNESS HEREOF, the Parties have executed this Amendment as of the date set forth above.

"DISTRICT"

South Orange County Community College District

By: 

Ann-Marie Gabel
Vice Chancellor, Business Services

"VENDOR"

The Vinewood Company LLC

By: 

Howard E. Mason Jr.
Managing Member

Date: 3/15/18

Date: 11-30-17

South Orange County Community College District
IVC Life Sciences Building First Year Discovery
Bid No. 334
Board Change Order No. 2

March 20, 2018

Bid #	DESCRIPTION	CONTRACTOR		CONTRACT AMOUNT	Previously Approved COR's	COR Total	REVISED CONTRACT AMOUNT	Previously Approved Time Extension (cal days)
334	General Contractor	AMTEK Construction		\$218,251.00	\$0.00	-\$889.03	\$217,361.97	45
		12409 E Slauson Ave., Ste I, Whittier, CA	TOTAL	218,251.00			217,361.97	45

COR No.	Date	Description	Requested	Status	Amount	Time Extension
2	3/20/2018	Time Extension	By District	Approved	\$0.00	31 days
2	3/20/2018	Deduction of Unused Project Allowance	By District	Approved	(\$889.03)	
		TOTAL THIS CHANGE ORDER REQUEST			-\$889.03	31 days

**AMENDMENT No. 1
TO THE DESIGN BUILD CRITERIA ARCHITECTURAL SERVICES
AGREEMENT
FOR SADDLEBACK ADVANCED TECHNOLOGY AND APPLIED SCIENCES
(ATAS) BUILDING PROJECT**

March 06, 2018

THIS AMENDMENT shall modify the original agreement dated September 25, 2017 by and between the SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT, hereinafter referred to as "DISTRICT," and Steinberg, 523 W. 6th Street, Suite 245, Los Angeles, CA 90014 hereinafter referred to as "ARCHITECT".

WHEREAS, Article 11, paragraph 15 of the original agreement provides that this agreement may be amended or modified only by an agreement in writing; and

WHEREAS, Steinberg has changed their name to Steinberg Hart; and

NOW, THEREFORE, the Parties agree to modify the original contract as follows:


Change ARCHITECT'S name from Steinberg to Steinberg Hart

Original Contract Amount:	\$ 650,000
Amendment No. 1	<u>\$ 0</u>
Total Contract Amount:	\$ 650,000

IN WITNESS HEREOF, the Parties have executed this Amendment as of the date set forth above.

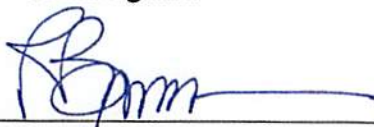
"DISTRICT"

South Orange County Community College District

By: 
Ann-Marie Gabel
Vice Chancellor, Business Services

"ARCHITECT"

Steinberg Hart

By: 
Rob Barthelman
Principal -in-Charge

Date: 3/26/18

Date: MARCH 9, 2018

February 15, 2018

Dear Clients and Partners:

Steinberg has reinvented its brand with a name change to Steinberg Hart. The Steinberg Hart rebrand honors the legacy of our diverse portfolio produced over the last 65 years while embracing the future of our next generation of leadership. To accompany the name change, Steinberg Hart has also debuted a new graphic identity and refreshed website located at www.steinberghart.com.

What does this mean for you, our client and partner? Steinberg Hart remains the same company and the same team of people you have come to know and work with. Even our Employer Identification Number (EIN)/Tax ID Number remains the same. W9s and insurance certificates with the new Steinberg Hart name are being sent to you directly. Previously issued W9s and insurance certificates currently remain valid.

Should you have questions related to W9s or insurance, please contact Karie Fahey at 408.817.3140 or kfahey@steinberghart.com. Should you have questions related to the rebrand, please reach out to your contacts at Steinberg Hart, or me at 213.599.5133 or pmccue@steinberghart.com.

Sincerely,



Patrick McCue
Chief Operating Officer

TO: Board of Trustees

FROM: Thomas M. Fallo, Interim Chancellor

RE: SOCCCD: Purchase Orders and Checks

ACTION: Approval

BACKGROUND

In accordance with the provisions of Article 4 of Chapter 8 of the California Education Code, commencing with Sections 85230, purchase orders and checks are submitted for ratification by the Board of Trustees.

STATUS

Purchase orders \$5,000 and above amounting to \$1,186,298.19 and an additional 489 purchase orders below \$5,000 amounting to \$322,772.12 for a combined total of \$1,509,070.31 are submitted to the Board of Trustees for ratification. The purchase order list is provided in order of supplier (EXHIBIT A), and in order of amount (EXHIBIT B).

The district processed 1,536 checks in the amount of \$10,756,710.25 as summarized and submitted for ratification by the Board of Trustees (EXHIBIT C).

RECOMMENDATION

The Interim Chancellor recommends that the Board of Trustees ratify the purchase orders and checks in EXHIBIT A through EXHIBIT C.



South Orange County Community College District

EXHIBIT A
Page 1 of 1

Purchase Order Ratification (Supplier)

March 7, 2018 through April 10, 2018

PO			
Number	Supplier	Description	Amount
P185087	Albertsons	Grocery cards for SC Student Equity program	11,400.00
P185155	Allsteel	Furniture for SC DSPS office	27,576.64
P185500	Allsteel	Furniture for SC EOPS office	6,693.82
P185391	Altaware	ForeScout course for SC Technology	7,100.00
P185154	Apple Computer	SC computer lab refresh	161,089.28
P185120	Bound Tree Medical	Manikins for SC Health Sciences	11,704.62
P185513	BSN Sports	Supplies for the IVC Athletics	8,132.85
P185088	CDW Government	IVC Wireless expansion project	69,375.33
P185418	CDW Government	Video wall for ATEP/ IDEA building	40,999.18
P185297	CDW Government	Laptops and laptop carts for IVC Technology	35,235.40
P185482	CDW Government	Copier for IVC EOPS	7,665.94
P185158	CDW Government	Unified Student ID Card for SC and IVC	5,830.40
P184977	Cengage Learning	Stand Out Books for IVC AESL	6,181.88
P185393	CI Solutions	Unified Student ID Card for SC and IVC	68,624.53
P185397	CJR Design	Sculpture "Balance" for IVC Fine Arts	10,800.00
P185212	Cleatech	Equipment for ATEP Laser/Photonics lab	9,556.39
P185286	ConsuLab Educatech	Honda ASB trainer for SC Automotive program	12,229.82
P185254	Corporate Business Interiors	Installation of furniture for SC DSPS office	15,886.66
P185121	Corporate Business Interiors	Furniture for SC DSPS office	8,287.58
P184982	CPP	MBTI and STRONG Assessments for IVC Counseling	8,995.45
P185295	Division of the State Architect	DSA plan check fees for IVC Parking Lot	47,250.00
P185296	Ekahau	Wireless survey tool for SC Technology department	6,091.69
P185422	Electron Microscopy Sciences	Equipment for ATEP Laser Photonics lab	56,206.94
P185257	Embi Tec	Supplies for IVC Biology department	5,195.54
P185051	Foundation for California Community Colleges	California LAW Membership for SC	5,000.00
P185108	Garaventa	Evacu-Trac for ATEP	5,538.63
P184985	Hill-Rom	Replacement Equipment for SC Nursing program	6,554.04
P185042	International E-Z Up	E-Z Up canopies for SC events	10,667.25
P185376	Irvine Ranch Water District	Water billing for ATEP	10,000.00
P185253	Keyboard Concepts	Piano for SC Music department	5,353.02
P184961	Klein Educational Systems	Equipment for IVC Electrical Technology program	17,540.68
P185192	Livescribe	Smartpens for DSPS program	5,559.82
P185089	Main Graphics	IVC Commencement covers and programs	5,571.40
P185123	McKesson Medical-Surgical	Batteries for IVC campus AED's	12,358.48
P185116	Office Depot	Student Supplies for SC Graphic Design/Communications	6,345.26
P185439	Pacific Coast Entertainment	Equipment for IVC Theater department	29,909.78
P185287	Panasonic Corporation of North America	Security cameras for SC Technology	6,052.66
P185354	Paton Group	3D Printer for SC Family and Consumer Sciences	52,880.55
P185251	Paton Group	Equipment for SC Family and Consumer Sciences	9,103.50
P184975	Pearson Education	Books for IVC AESL	5,055.54
P185338	Pitney Bowes Reserve Account	Funds for postage for District, SC and IVC	30,000.00
P185052	Postmaster	Postage for SC Community Education	23,828.55
P185186	Power Ad Company	Equipment for IVC Athletics	6,028.43
P185047	RefPay	Referees for SC Athletics - Track & Field	10,400.00
P185050	Saddleback Bookstore	Student supplies for SC Human Services	7,157.56
P185372	Saddleback Golf Cars	Golf cart for IVC Athletics	8,189.00
P185225	Safariland	Body armor for SC Police	7,283.90
P185179	South Coast Air Quality Management District	SCAQMD Annual Renewal Fees	8,760.55
P185375	Southern California Edison Company	Electricity for ATEP	10,000.00
P185239	Systems Source	Furniture for SC Police	7,431.01
P184992	Systems Source	Furniture for SC CDC	6,662.40
P185316	Tangram Interiors	Furniture for IVC DSPS Testing Center portable	118,314.66
P185172	Tangram Interiors	Furniture for ATEP	18,819.62
P185113	VMI	Equipment for SC Cinema/TV/Radio program	25,454.86
P185260	Wausau Made	Concrete Planters for SC	6,957.00
P185281	ZOLL Medical Corporation	Equipment for SC Paramedic program	26,983.83
P185299	ZOLL Medical Corporation	Equipment for SC Nursing program	22,426.27
Total Purchase Orders \$5,000 and above			1,186,298.19
489 Purchase Orders Under \$5,000			322,772.12
Total Purchase Orders			1,509,070.31



South Orange County Community College District

EXHIBIT B
Page 1 of 1

Purchase Order Ratification (Amount)

February 8, 2018 through March 6, 2018

<u>PO</u>			
<u>Number</u>	<u>Supplier</u>	<u>Description</u>	<u>Amount</u>
P185154	Apple Computer	SC computer lab refresh	161,089.28
P185316	Tangram Interiors	Furniture for IVC DSPS Testing Center portable	118,314.66
P185088	CDW Government	IVC Wireless expansion project	69,375.33
P185393	CI Solutions	Unified Student ID Card for SC and IVC	68,624.53
P185422	Electron Microscopy Sciences	Equipment for ATEP Laser Photonics lab	56,206.94
P185354	Paton Group	3D Printer for SC Family and Consumer Sciences	52,880.55
P185295	Division of the State Architect	DSA plan check fees for IVC Parking Lot	47,250.00
P185418	CDW Government	Video wall for ATEP/ IDEA building	40,999.18
P185297	CDW Government	Laptops and laptop carts for IVC Technology	35,235.40
P185338	Pitney Bowes Reserve Account	Funds for postage for District, SC and IVC	30,000.00
P185439	Pacific Coast Entertainment	Equipment for IVC Theater department	29,909.78
P185155	Allsteel	Furniture for SC DSPS office	27,576.64
P185281	ZOLL Medical Corporation	Equipment for SC Paramedic program	26,983.83
P185113	VMI	Equipment for SC Cinema/TV/Radio program	25,454.86
P185052	Postmaster	Postage for SC Community Education	23,828.55
P185299	ZOLL Medical Corporation	Equipment for SC Nursing program	22,426.27
P185172	Tangram Interiors	Furniture for ATEP	18,819.62
P184961	Klein Educational Systems	Equipment for IVC Electrical Technology program	17,540.68
P185254	Corporate Business Interiors	Installation of furniture for SC DSPS office	15,886.66
P185123	McKesson Medical-Surgical	Batteries for IVC campus AED's	12,358.48
P185286	ConsuLab Educatech	Honda ASB trainer for SC Automotive program	12,229.82
P185120	Bound Tree Medical	Manikins for SC Health Sciences	11,704.62
P185087	Albertsons	Grocery cards for SC Student Equity program	11,400.00
P185397	CJR Design	Sculpture "Balance" for IVC Fine Arts	10,800.00
P185042	International E-Z Up	E-Z Up canopies for SC events	10,667.25
P185047	RefPay	Referees for SC Athletics - Track & Field	10,400.00
P185376	Irvine Ranch Water District	Water billing for ATEP	10,000.00
P185375	Southern California Edison Company	Electricity for ATEP	10,000.00
P185212	Cleatech	Equipment for ATEP Laser/Photonics lab	9,556.39
P185251	Paton Group	Equipment for SC Family and Consumer Sciences	9,103.50
P184982	CPP	MBTI and STRONG Assessments for IVC Counseling	8,995.45
P185179	South Coast Air Quality Management Distr	SCAQMD Annual Renewal Fees	8,760.55
P185121	Corporate Business Interiors	Furniture for SC DSPS office	8,287.58
P185372	Saddleback Golf Cars	Golf cart for IVC Athletics	8,189.00
P185513	BSN Sports	Supplies for the IVC Athletics	8,132.85
P185482	CDW Government	Copier for IVC EOPS	7,665.94
P185239	Systems Source	Furniture for SC Police	7,431.01
P185225	Safariland	Body armor for SC Police	7,283.90
P185050	Saddleback Bookstore	Student supplies for SC Human Services	7,157.56
P185391	Altaware	ForeScout course for SC Technology	7,100.00
P185260	Wausau Made	Concrete Planters for SC	6,957.00
P185500	Allsteel	Furniture for SC EOPS office	6,693.82
P184992	Systems Source	Furniture for SC CDC	6,662.40
P184985	Hill-Rom	Replacement Equipment for SC Nursing program	6,554.04
P185116	Office Depot	Student Supplies for SC Graphic Design/Communications	6,345.26
P184977	Cengage Learning	Stand Out Books for IVC AESL	6,181.88
P185296	Ekahau	Wireless survey tool for SC Technology department	6,091.69
P185287	Panasonic Corporation of North America	Security cameras for SC Technology	6,052.66
P185186	Power Ad Company	Equipment for IVC Athletics	6,028.43
P185158	CDW Government	Unified Student ID Card for SC and IVC	5,830.40
P185089	Main Graphics	IVC Commencement covers and programs	5,571.40
P185192	Livescribe	Smartpens for DSPS program	5,559.82
P185108	Garaventa	Evacu-Trac for ATEP	5,538.63
P185253	Keyboard Concepts	Piano for SC Music department	5,353.02
P185257	Embi Tec	Supplies for IVC Biology department	5,195.54
P184975	Pearson Education	Books for IVC AESL	5,055.54
P185051	Foundation for California Community Colle	California LAW Membership for SC	5,000.00
Total Purchase Orders \$5,000 and above			1,186,298.19
489 Purchase Orders Under \$5,000			322,772.12
Total Purchase Orders			1,509,070.31



South Orange County Community College District

EXHIBIT C

Page 1 of 1

Check Ratification

March 7, 2018 through April 10, 2018

<u>Fund</u>	<u>Checks</u>	<u>Amount</u>
01 General Fund	1,297	6,811,749.91
07 IVC Community Education	1	20.00
09 SC Community Education	25	76,455.91
12 Child Development	10	198,520.38
40 Capital Outlay	82	3,025,960.51
68 Self Insurance	5	38,181.35
71 Retiree Benefit	3	513,900.10
95 SC Associated Student Government	37	22,761.81
96 IVC Associated Student Government	76	69,160.28
Total	1,536	10,756,710.25

TO: Board of Trustees

FROM: Thomas M. Fallo, Interim Chancellor

RE: SOCCCD: March 2018 Contracts

ACTION: Ratification

BACKGROUND

On March 28, 2016, the board authorized the Chancellor/designee to approve individual business contracts up to a maximum limit of \$100,000, with the following exceptions: contracts involving bid limits, the Chancellor/designee shall be limited to less than \$15,000 for public works projects and \$90,200 for equipment, supplies and maintenance projects.

STATUS

During March 2018, the Vice Chancellor of Business Services, or appropriate designee, reviewed and approved a total of 114 total contracts, following review by legal counsel, when appropriate.

Contract summaries have been provided for 26 contracts between \$5,000 and \$100,000 (EXHIBIT A), amounting to \$434,778.01. For contract values under \$5,000, an additional 82 contracts were processed amounting to \$97,308.59. The contracts combined total value of \$532,086.60 are submitted to the Board of Trustees for ratification, along with an additional 6 contracts with zero dollar value (EXHIBIT B).

RECOMMENDATION

The Interim Chancellor recommends that the Board of Trustees ratify the contracts as presented in EXHIBIT A through EXHIBIT B.

TO: Board of Trustees

FROM: Thomas M. Fallo, Interim Chancellor

RE: SOCCCD: March 2018 Contracts

ACTION: Ratification

BACKGROUND

On March 28, 2016, the board authorized the Chancellor/designee to approve individual business contracts up to a maximum limit of \$100,000, with the following exceptions: contracts involving bid limits, the Chancellor/designee shall be limited to less than \$15,000 for public works projects and \$90,200 for equipment, supplies and maintenance projects.

STATUS

During March 2018, the Vice Chancellor of Business Services, or appropriate designee, reviewed and approved a total of 103 total contracts, following review by legal counsel, when appropriate.

Contract summaries have been provided for 26 contracts between \$5,000 and \$100,000 (EXHIBIT A), amounting to \$434,778.01. For contract values under \$5,000, an additional 71 contracts were processed amounting to \$103,310.26. The contracts combined total value of \$538,088.27 are submitted to the Board of Trustees for ratification, along with an additional 6 contracts with zero dollar value (EXHIBIT B).

RECOMMENDATION

The Interim Chancellor recommends that the Board of Trustees ratify the contracts as presented in EXHIBIT A through EXHIBIT B.



March 2018
Contracts with Values between \$5,000 and \$100,000

CONTRACTOR NAME**CONTRACT AMOUNT**

<u>Goodwill Industries of Orange County</u> Professional Services Agreement (Amend No. 1) – To provide additional interpreting services for hearing impaired students in the amount of \$70,000 from 8/1/2017 to 6/30/2018. Irvine Valley College	\$90,000.00
<u>Laguna Ballet, Inc.</u> Professional Services Agreement – For the performances of “The Nutcracker” from 12/10/2018 to 12/16/2018. Saddleback College	\$35,000.00
<u>Tableau Software, Inc.</u> Professional Services Agreement (Amend No. 1) – To provide additional on-site dashboard training for \$7,800 from 2/22/2018 to 6/30/2018. District Services	\$31,200.00
<u>Galileo Learning</u> Community Education Services Agreement – For community education classes in science, art and outdoor activities for summer programs from 6/20/2018 to 8/3/2018 Saddleback College	\$26,000.00
<u>Amazon Web Services</u> Training Services – To provide training on Amazon Web Services, for IT staff from 3/6/2018 to 3/8/2018. District Services	\$24,050.00
<u>LogMeIn</u> Software License Agreement – To provide Technology Services, a troubleshooting tool, for the help desk from 2/7/2018 to 2/6/2019. Irvine Valley College	\$23,890.32
<u>Camp Invention</u> Community Education Services Agreement – For community education classes in writing, math and science from 6/8/2018 to 8/3/2018. Saddleback College	\$23,000.00
<u>Dunkel Brothers Machinery Movers, Inc.</u> Independent Contractor Agreement – To provide equipment moving services for the ATEP IVC First Building Project from 3/1/2018 to 3/30/2018. District Services	\$16,750.00
<u>Avalon Tent & Party</u> Professional Services Agreement – To set up stage equipment for the college commencement ceremony from 5/21/2018 to 5/25/2018. Saddleback College	\$16,740.88

<u>Augusoft, Inc.</u> Software License Agreement – For subscription of Lumens, a web-hosted enrollment management system, from 2/14/2018 to 2/13/2019. Irvine Valley College	\$15,575.04
<u>Center for Community College Student Engagement</u> Institutional Membership and Agreement Form – To provide Saddleback College membership for the Community College Survey of Student Engagement from 1/1/2018 to 12/31/2018 District Services	\$13,790.00
<u>Finien</u> Professional Services Agreement – To provide District brand re-design services including new logo from 3/12/2018 to 6/30/2018. District Services	\$12,750.00
<u>Davison & Moore Commercial Flooring</u> Professional Services Agreement – To provide carpet installation of two rooms in the Life Science Building from 3/19/2018 to 3/23/2018. Irvine Valley College	\$11,780.00
<u>Center for Community College Student Engagement</u> Institutional Membership Agreement – To provide Irvine Valley College membership for the Community College Survey of Student Engagement from 1/1/2018 to 12/31/2018 District Services	\$10,250.00
<u>Mike Brown Grandstands, Inc.</u> Equipment Rental Agreement – To provide mobile bleachers for the commencement ceremony on 5/23/2018. Saddleback College	\$10,100.00
<u>VFS Fire and Security Services</u> Field Services Agreement – To provide annual fire alarm system inspections from 2/15/2018 to 3/30/2018. Irvine Valley College	\$8,955.00
<u>Eberhard Equipment</u> Field Services Agreement (Amend No. 1 and 2) – To amend not-to-exceed contract value by an additional \$3,000 and \$2,500 respectively for the rental of various equipment needed by Facility, Maintenance and Operations from 7/1/2017 to 6/30/2018. Irvine Valley College	\$8,500.00
<u>Study in the USA, Inc.</u> Independent Contractor Agreement – To provide online advertising campaign in various languages from 7/1/2018 to 6/30/2019. Irvine Valley College	\$7,525.00
<u>Forensic Analytical Consulting Services, Inc.</u> Environmental Consultant Services Agreement – For environmental sampling services by the science labs from 12/1/2017 to 3/1/2018. Saddleback College	\$7,500.00

<u>A&M Tree Specialist</u> Field Services Agreement – For tree maintenance services from 3/24/2018 to 3/31/2018. District Services	\$7,100.00
<u>Biometrics4All, Inc.</u> Software License Agreement – To upgrade the Live Scan system used by the IVC police department from 3/2/2018 to 3/1/2019. Irvine Valley College	\$6,632.77
<u>AVID Center</u> College Readiness Services Agreement – Annual renewal for faculty to be trained in the AVID method of higher education teaching from 7/1/2017 to 6/30/2018. Saddleback College	\$6,460.00
<u>DS Solidworks Corporation</u> Software License Agreement – To provide instructional software for 3D engineering drawing in Math and Engineering classes from 1/1/2018 to 12/31/2018. Irvine Valley College	\$6,000.00
<u>Paton Group</u> Independent Contractor Agreement – To provide printer maintenance services from 8/9/2018 to 8/9/2020. Saddleback College	\$5,229.00
<u>Pacific Coast Entertainment</u> Professional Services Agreement – To provide consulting services for the sound system at the Performing Arts Center from 2/10/2018 to 7/30/2018. Irvine Valley College	\$5,000.00
<u>Western Audio Visual</u> Service Agreement – To provide boardroom equipment maintenance services from 2/2/2018 to 2/1/2019. District Services	\$5,000.00



March 2018
Contracts with Values of \$0

<u>CONTRACTOR NAME</u>	<u>CONTRACT AMOUNT</u>
<u>UCLA Health</u> Clinical Affiliation Agreement – To provide off-site clinical placement for Health Information Technology students from 3/2/2018 to 3/1/2023. Saddleback College	\$0.00
<u>Rose Hills Memorial Park & Mortuary</u> Facility Agreement – A location for a Veterans Outreach event on 3/18/2018. Irvine Valley College	\$0.00
<u>California State University Fullerton</u> Clinical Affiliation Agreement – To provide clinical training program to the nursing students enrolled in the BSN program at CSU, Fullerton at the Saddleback campus from 6/16/2018 to 6/15/2021. Saddleback College	\$0.00
<u>Mission Hospital</u> Clinical Affiliation Agreement – To provide off-site clinical placement of paramedic and EMT students from 3/1/2018 to 3/1/2021. Saddleback College	\$0.00
<u>Nellie Gail Urgent Care</u> Clinical Affiliation Agreement – To provide off-site clinical placement for medical assistant students from 3/19/2018 to 3/10/2023. Saddleback College	\$0.00
<u>Orange County Cemetery District</u> Facility Agreement- To provide an off-site location for student film class project on 3/23/2018. Saddleback College	\$0.00

TO: Board of Trustees

FROM: Thomas M. Fallo, Interim Chancellor

RE: SOCCCD: FY 2020 – 2021 Five Year Construction Plan

ACTION: Approval

BACKGROUND

Each year the district is required to submit a Five Year Construction Plan (5YP) to the State Chancellor's office. This plan identifies project priorities for no less than the next five years and features projects from the SOCCCD 2011 Education and Facilities Master Plan. The district and colleges review and, if appropriate, modify the plan as part of this annual submission. The Capital Improvement Committee relies on the 5YP as a basis for recommending capital improvement projects to the Basic Aid Allocation Recommendation Committee for funding considerations.

STATUS

The proposed order of priorities (EXHIBIT A) aligns with the previous FY 2019 – 2020 Board approved 5YP with the following exceptions:

- SC Stadium and ATAS have reversed at the number two and three position to address the later ATAS start.
- IVC New Parking Lot – Phase II moved from the 18th priority to the 6th to allow economy of scale. Previously this work was identified at \$2.3 million and is projected to be \$600,000 if performed together with Phase I.
- IVC Health Center/ Concessions and Fine Arts Building have reversed at the number nine and ten positions to address Health Center/ Concessions project preceding Fine Arts Building while awaiting state funding.
- IVC Renovate Soccer & Practice Fields advanced from position 14 to 11 to align the priority with the anticipated occupancy date.
- The dashed line reflects anticipated project commencement before and after the upcoming EFMP to indicate that those projects listed below the line may experience adjustment as a result of the EFMP process.

The FY 2020 – 2021 Five Year Construction Plan is recommended for approval by district staff and the college presidents.

RECOMMENDATION

The Interim Chancellor recommends that the Board of Trustees approve the district's order of priority for the FY 2020– 2021 Five Year Construction Plan.

2020-2021 Five Year Plan
South Orange County Community College District
April 30, 2018

2017 Priority	2018 Priority	Project Title	Campus	Occupy Date	2017 Project Budget	Status
1	1	ATEP- DEMOLITION OF SELECTED BUILDINGS- County Exchange demolition	Irvine Valley College	2019/2020	\$ 7,000,000	Locally Funded or Future
3	2	STADIUM AND SITE IMPROVEMENTS-Pre Construction	Saddleback College	2019/2020	\$ 62,230,000	Locally Funded or Future
2	3	ATAS BUILDING - Criteria Design	Saddleback College	2021-2022	\$ 64,100,000	Locally Funded or Future
4	4	ATEP FIRST BUILDING - Complete	Irvine Valley College	2018/2019	\$ 29,350,000	Locally Funded or Future
5	5	ATEP UTILITIES/ INFRASTRUCTURE - Complete	Irvine Valley College	2018/2019	\$ 9,475,000	Locally Funded or Future
6, 18	6	NEW PARKING LOT-PHASE I AND PHASE II - Design	Irvine Valley College	2019/2020	\$ 8,788,000	Locally Funded or Future
7	7	CAMPUS VILLAGE (Interim Space) OFFLINE	Saddleback College	2021/2022	\$ 200,000	Locally Funded or Future
8	8	GATEWAY BUILDING	Saddleback College	2022/2023	\$ 42,195,000	FPP-SCO Approved*
10	9	HEALTH CENTER/CONCESSIONS - Programming	Irvine Valley College	2019/2020	\$ 7,500,000	Locally Funded or Future
9	10	FINE ARTS BUILDING	Irvine Valley College	2022/2023	\$ 36,630,000	FPP-SCO Approved*
14	11	RENOVATE SOCCER & PRACTICE FIELDS	Irvine Valley College	2022/2023	\$ 5,900,000	Locally Funded or Future
11	12	B-300 RENOVATION	Irvine Valley College	2023/2024	\$ 12,734,000	IPP-Submittal
12	13	SME BUILDING RENOVATION	Saddleback College	2023/2024	\$ 39,158,000	IPP-Submittal*
13	14	NEW ATEP BUILDING	Saddleback College	2023/2024	\$ 32,385,000	Locally Funded or Future
15	15	STUDENT SERVICES RENOVATION	Saddleback College	2023/2024	\$ 26,797,000	IPP-Submitted
16	16	FINE ARTS PROMENADE LANDSCAPE/HARDSCAPE	Irvine Valley College	2023/2024	\$ 7,169,000	Locally Funded or Future
17	17	GATEWAY BUILDING TRANSIT ENTRANCE PLAZA	Saddleback College	2023/2024	\$ 4,700,000	Locally Funded or Future
19	18	QUAD LANDSCAPE/HARDSCAPE RENOVATION	Saddleback College	2024/2025	\$ 1,000,000	Locally Funded or Future
20	19	FINE ARTS BUILDING RENOVATION	Saddleback College	2024/2025	\$ 31,030,000	Locally Funded or Future
21	20	A-QUAD LANDSCAPE/HARDSCAPE RENOVATION	Irvine Valley College	2024/2025	\$ 6,206,000	Locally Funded or Future
22	21	A-200 RENOVATION: SUCCESS CENTER	Irvine Valley College	2024/2025	\$ 6,258,000	Locally Funded or Future
23	22	SCIENCE MATH PLAZA RENOVATION	Saddleback College	2024/2025	\$ 3,103,000	Locally Funded or Future
24	23	CAMPUS ENTRANCE PLAZA RENOVATION	Irvine Valley College	2025/2026	\$ 9,202,000	Locally Funded or Future
25	24	HEALTH SCIENCES BUILDING RENOVATION	Saddleback College	2025/2026	\$ 9,523,000	Locally Funded or Future
26	25	RENOVATE PEDESTRIAN PATHWAYS-ARBORETUM TRAIL	Saddleback College	2026/2027	\$ 3,317,000	Locally Funded of Future
27	26	AUXILIARY GYMNASIUM	Irvine Valley College	2026/2027	\$ 18,725,000	Locally Funded or Future

Note: Items 14-26 are projects with scope and estimates likely to be refined during upcoming EFMP

* State Chancellor's budget rejected in this 5YP does not include district facilities report budget items: escalation, soft costs, and FF&E

TO: Board of Trustees

FROM: Thomas M. Fallo, Interim Chancellor

RE: SOCCCD: Saddleback College Access Control Project, Design-Build Agreement, Soltek Pacific Construction

ACTION: Approval

BACKGROUND

On October 24, 2016, the Board of Trustees adopted a resolution authorizing the use of Design-Build Procurement for the Saddleback College Access Control project.

California Education Code section 81700, *et seq.*, authorizes California community college districts to use the design-build delivery method on public work improvements costing in excess of \$2.5 million. The district's use of the design-build delivery method shall either (1) reduce comparable costs of the projects, (2) expedite completion of the project, or (3) provide features and benefits unavailable through the traditional design-bid-build process.

STATUS

On January 31, 2018, staff issued a Request for Qualifications and a seven member committee evaluated packages from two vendors. On February 20, 2018, two firms participated in the initial interviews. Both firms were selected to respond to the Request for Proposals (EXHIBIT A). On March 22, 2018 both teams turned in proposals. On April 4, 2018 the proposing teams participated in second round interviews, and the committee performed final evaluations using a best-value selection criteria (EXHIBIT B) resulting in the determination that Soltek Pacific Construction will provide the best value to the district (EXHIBIT C).

Staff recommends award of contract to Soltek Pacific Construction as the design-build entity, with a total contract value of \$9,900,000.

Funds for the design and construction project phases are available in the Saddleback College general fund and assigned basic aid funds.

RECOMMENDATION

The Interim Chancellor recommends that the Board of Trustees approve the Saddleback College Access Control project design-build agreement (EXHIBIT D) with Soltek Pacific Construction, for a total contract amount of \$9,900,000.

**Bid No. 2060
Access Control Project
Design-Build Entity
Saddleback College
South Orange County Community College District**

April 30, 2018

Two Requests for Qualifications (RFQ) Submittals for Access Control Project at Saddleback College

DPR / R2A	Irvine, CA	Irma Jauregui
Soltek Pacific / Mosher Drew	San Diego, CA	Brandon Richie

Two Firms Participating in Initial Interviews

DPR / R2A	Irvine, CA	Irma Jauregui
Soltek Pacific / Mosher Drew	San Diego, CA	Brandon Richie

Two Firms Submitting Proposals

DPR / R2A	Irvine, CA	Irma Jauregui
Soltek Pacific / Mosher Drew	San Diego, CA	Brandon Richie

Two Firms Participating in Final Interviews

DPR / R2A	Irvine, CA	Irma Jauregui
*Soltek Pacific / Mosher Drew	San Diego, CA	Brandon Richie

*Recommend award

Bid No. 2060
Access Control Project
Design-Build Entity
Saddleback College
South Orange County Community College District

April 30, 2018

DESIGN-BUILD PROPOSAL EVALUATION FACTORS, RANKING AND SCORING METHODOLOGY

Evaluation Factors – Maximum Points. Each design-build proposal was evaluated on the basis of the total number of points scored in the district’s evaluation of the proposal out of a total possible 100 points:

Evaluation Category: Points Weight

A. Price Factor:

1. PRICE	10
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B. Non-Price Factors:

1. TECHNICAL EXPERTISE, DESIGN EXCELLENCE AND SCHEDULE	10
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2. LIFECYCLE COST	10
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3. SKILLED LABOR FORCE AVAILABLE	10
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4. SAFETY RECORD	10
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5. PROPOSER’S MANAGEMENT PLAN (INCLUDE APPLYING IPD PRINCIPLES)	20
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6. INTERVIEWS	30
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TOTAL OVERALL POINTS AVAILABLE	100
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Scoring of Price Factor.

1. Price. The ranking of the design-build proposals from “most advantageous” to “least advantageous” was based on the point totals (the highest point total being the “most advantageous and lowest point total being the “least advantageous”) using the following formula:

a. *Design and Preconstruction Services, Construction Services, and Fee Subtotal*

(Lowest Subtotal submitted divided by Proposers Subtotal) x 5 = a. Subtotal

b. *Total Maximum Allowable Price*

(Lowest Total Maximum Allowable Price submitted by Proposers Total Maximum Allowable Price x 20 = b. Total MAP Price Points.

Scoring of Non Price Factors.

Explanation. Scoring of all Non-Price Factors was based on the gross scores received from the evaluation of the Proposer’s information provided for each of the Factors listed in Section 4.3.1 Part B, above.

1. Technical Expertise and Design Excellence. Scores for Technical Expertise and Design Excellence were determined based on the following sub-factors provided in the Design-Build Proposal:

- a. Perspective drawings or concept sketches along with a general discussion of the design sketches/concepts and materials.
- b. Approach to collaboration.
- c. Project schedule.
- d. Three risk analysis and solutions.

2. Life Cycle Costs Over 30 Years. The team evaluated the approach to designing major systems with consideration for “Life Cycle Costs” for each of the following sub-factors and based on first cost, estimated life, annual maintenance cost, operation cost and projected replacement time:

- a. Doors and frames
- b. Door/frame hardware
- c. Access control equipment
- d. Cabling
- e. Patch panels
- f. RJ45 jacks

3. Skilled Labor Force Availability. Pursuant to Education Code Section 81703, each Proposer must have an agreement with a registered apprenticeship program, approved by the California Apprenticeship Council, which has graduated apprentices in each of the immediately preceding five years. Each of the three final proposers completed a pre-qualification questionnaire, met this minimum requirement and received maximum points allotted for this section.

4. Safety Record. Per Education Code 81703, each proposer must have an experience modification rate (safety rating) for the most recent three-year period with an average of 1.0 or less, and its average total recordable injury or illness rate and average lost work rate for the most recent three-year period must not exceed the applicable statistical standards for its business category, or the proposer could qualify by being a party to an alternative dispute resolution system as provided for in Section 3201.5 of the Labor Code. Each of the three final proposers completed a pre-qualification questionnaire, met this minimum requirement and received maximum points allotted for this section.

5. Proposer’s Management Plan, Including Applying Integrated Project Delivery (IPD) Principles. Scores for the Proposer’s Management Plan were based on the following:

- a. Systems Integrator
- b. General approach to working together with the district as a member of an integrated project team to develop an architectural design, maintain budget, schedule and quality of project.
- c. Shared savings plan.
- d. IPD and lean techniques

6. Interviews – The interviews were conducted and scores were based on the following:

- a. Interim interview
- b. The presentation of the Design-Build Proposal demonstrating a full understanding of and responsiveness to, the requirements of the RFP documents.
- c. The proposer’s presentation of the design concept for the project.
- d. The proposer’s demonstrated ability to collaborate with members of the team.

Bid No. 2060
Access Control Project
Design-Build Entity
Saddleback College
South Orange County Community College District

April 30, 2018

Scoring Factors

		DBE1	DBE2
	Points Available	DPR / R2A	Soltek Pacific / Mosher Drew
Price	10	7.67	10.00
Technical Expertise and Design Excellence	10	6.22	6.92
Life Cycle Costs	10	5.62	6.84
Skilled labor Force Availability	10	10.00	10.00
Safety Recored	10	10.00	10.00
Management Plan	20	13.28	14.00
Interviews	30	17.26	23.34
TOTAL	100	70.05	81.10

RANK

2	1
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AGREEMENT – ACCESS CONTROL PROJECT, DESIGN-BUILD ENTITY, SADDLEBACK COLLEGE

This Design-Build contract between District and Design-Build Entity (“Design-Build Agreement”) is entered into on this 1st day of May 2018 by and between the South Orange County Community College District (“District”) at 28000 Marguerite Parkway, Mission Viejo, CA 92692 and Soltek Pacific Construction at 2424 Congress Street, San Diego, CA 92110 (“Design-Build Entity”).

1 DEFINITIONS

Capitalized terms used in the Contract Documents shall have the meanings assigned to them in the General Conditions. If not defined in the General Conditions they shall have the meanings assigned to them elsewhere in the Contract Documents. If not defined in the General Conditions or elsewhere, they shall have the meanings reasonably understood to apply to them by the context of the portion of the Contract Documents where such terms are used.

2 THE WORK

2.1 SCOPE OF WORK

Design-Build Entity shall execute the entire Work called for by the Contract Documents, except to the extent specifically indicated in the Contract Documents to be the responsibility of District or other Project Team members retained by District.

2.2 STANDARD OF PERFORMANCE

In addition to and without limiting Design-Build Entity’s other obligations under the Contract Documents, Design-Build Entity shall at all times in its performance of its obligations under the Contract Documents conform to the following general standards of performance:

2.2.1 comply with the requirements of the Contract Documents;

2.2.2 comply with Applicable Laws;

2.2.3 conform to the standard of care applicable to those who provide design-build project services and construction of the type called for by this Design-Build Agreement for projects of a scope and complexity that is comparable to the Project;

2.2.4 furnish efficient business administration of the Work, utilizing sufficient senior level management and other qualified personnel to manage the Work; and

2.2.5 apply its best and highest skill and attention to completing the Work in an expeditious and economical manner, consistent with the expressed best interests of the District and within the limitations of the Contract Sum and Contract Time.

3 CONTRACT TIME

3.1 DATES OF COMMENCEMENT

The Contract Time for completion of the design portion of the Work shall be measured from the Date of Commencement of Design. The Contract Time for Substantial completion of entire Work, including the design and non-design portions, shall be measured from the Date of Commencement of Construction.

3.2 NOTICES TO PROCEED

The design portion of the Work shall not commence prior to the date fixed in the Notice to Proceed with Design. No physical construction at the Site shall proceed prior to the date fixed in the Notice to Proceed with Construction.

3.3 CONTRACT TIME

3.3.1 Design. The Design-Build Entity shall complete the Final Construction Documents and receive DSA approval. A Notice to Proceed for the Design Phase will be issued upon full execution of this contract.

3.3.2 Design and Construction. Design-Build Entity shall achieve Substantial Completion of the Work, including the design and non-design portions of the Work, not later than April 30, 2020 with Final Completion of the entire Work not later than forty-five (45) Days after the occurrence of Substantial Completion.

3.4 DAMAGES TO DISTRICT

3.4.1 District Right. The District and the Design-Build Entity acknowledge and agree that if the Design-Build Entity fails to Substantially Complete the Work within the Contract Time, the District will suffer substantial Losses which are both extremely difficult and impracticable to ascertain and on that basis agree, as a reasonable estimate of those Losses and not a penalty, to the payment by Design-Build Entity of liquidated damages pursuant to this Section 3.4.

3.4.2 Daily Rate. If the Design-Build Entity fails to achieve Substantial Completion of the entire Work within the Contract Time for Substantial Completion, the Design-Build Entity shall pay the District as liquidated damages the amount of Three Thousand Seven Hundred and Fifty Dollars (\$3,750) per Day for each Day occurring after the expiration of the Contract Time for Substantial Completion until the Design-Build Entity achieves Substantial Completion of the entire Work.

3.4.3 Extensions of Time. Liquidated damages shall not be charged to Contractor for Delays to Substantial Completion for which the Contractor is entitled under the Contract Documents to receive an adjustment of the Contract Time for Substantial Completion.

3.4.4 Partial Completion. Liquidated damages shall not be reduced or apportioned for Substantial Completion of portions of the Work prior to Substantial Completion of the entirety of the Work.

3.4.5 Remedies. District may deduct such liquidated damages as are payable hereunder from money due or to become due to the Design-Build Entity, or pursue any other legal remedy to collect such liquidated damages from the Design-Build Entity and/or its Surety.

3.4.6 Not a Limitation. District's rights under this Section 3.4 shall not be interpreted as precluding or limiting: (1) any right or remedy of District in the event of an Event of Design-Build Entity Default other than a failure to Substantially Complete the Work within the Contract Time; or (2) District's right to order an acceleration, at Design-Build Entity's Own Expense, of performance of the Work to overcome Delay, including, without limitation, a Delay for which District has the right to assess liquidated damages.

3.4.7 Exclusive Remedy, Liquidated damages payable pursuant to this Section 3.4 constitute the District's sole and exclusive rights and remedy for recovery of Losses to District, due to Delay, regardless of the cause or duration of the Delay and regardless of whether the Delay is a Compensable Delay, Excusable Delay or Unexcused Delay.

3.5 LIQUIDATED DAMAGES TO DESIGN-BUILD ENTITY

3.5.1 Design-Build Entity's Right. District and Design-Build Entity acknowledge and agree that if Design-Build Entity is unable due to Compensable Delay to Substantially Complete the Work within the Contract Time, the Design-Build Entity and its affected Subcontractors and Sub consultants will suffer Losses which are both extremely

difficult and impracticable to ascertain and on that basis agree, as a reasonable estimate of those Losses and not a penalty, to the payment by District of liquidated damages pursuant to this Section 3.5.

3.5.2 Daily Rate. The Contract Sum shall be increased by the sum of Four Thousand Nine Hundred (\$4,900.00) per Day as liquidated damages for each Day for which Design-Build Entity is entitled under the Contract Documents to an adjustment extending the Contract Time for Substantial Completion due to Compensable Delay, with no additional amount added thereto for Allowable Markup thereon.

3.5.3 Payment by District. A Change Order or Unilateral Change Order for an adjustment to the Contract Sum for the liquidated damages permitted by this Section 3.5 shall be executed following, and not before, actual Substantial Completion and prior to Final Completion. Notwithstanding any other provision of the Contract Documents to the contrary and without limitation to the District's rights of withholding payment permitted elsewhere in the Contract Documents or under Applicable Laws, amounts due to the Design-Build Entity pursuant to this Section 3.5 shall be payable as part of, and not prior to the due date for, Final Payment to Design-Build Entity.

3.5.4 Exclusive Remedy. Liquidated damages payable pursuant to this Section 3.5 constitute the Design-Build Entity's sole and exclusive right and remedy for recovery of Losses to Design-Build Entity and its Subcontractors and Sub consultants, of every Tier, due to Delay, regardless of the cause or duration of the Delay and regardless of whether the Delay is a Compensable Delay, Excusable Delay or Unexcused Delay.

3.5.5 Deleted Work. In the event that Deleted Work results in a shortening of the Contract Time, the Contract Sum shall be reduced by an amount calculated as the product of (1) by the number of Days in the period of shortening, multiplied by (2) the liquidated damages amount stated in this Section 3.5.

4 CONTRACT SUM

4.1 LUMP-SUM CONTRACT

4.1.1 Price. District shall pay the Design-Build Entity in current funds for the Design-Build Entity's complete performance of the Work in accordance with the Contract Documents. District will pay Design-Build Entity a Lump Sum Price to be negotiated at the end of the design phase of the Contract, including an open-book buyout of subcontracts. The end of the design phase is deemed to occur when the design documents for the Project receive Division of State Architect ("DSA") approval. In no event, however, shall the Lump Sum Price be greater than the Maximum Allowable Price (MAP) of Nine Million, nine hundred thousand (\$9,900,000). The MAP is the maximum amount the District will pay and includes all costs and fixed fees set forth below for Design and Pre-Construction Services, Construction Services, Fee, Contractor Contingency, Allowances and Hard Costs as defined below.

1. Maximum Allowable Price (MAP). This is the maximum amount contained in the Design Builder's revised Proposal Form and Agreement – REV 01 dated April 13, 2018 for all Work to be provided by the Design-Build Entity, and is the amount the Design-Build Entity agrees, through its control of the design, in collaboration with the District, will not be exceeded when establishing the Lump Sum Price.
2. Fixed Fees. Fixed fees include Design and Preconstruction Services. Construction Services and Fee, as defined below.
3. Open Book Buyout of Subcontracts. This shall be accomplished collaboratively with the District during the design process using Hard Costs as the design target amount. The final Hard Costs amount will be included in the Lump Sum Price.

4.1.2 Design and Pre-Construction Services. The total fixed sum payable for Design and Pre-Construction Services shall be Nine Hundred Fifty-Four Thousand (\$954,000) subject to adjustment by Change Order, according to terms of the Design-Build Agreement. This amount shall be incorporated into the Lump Sum Price as stipulated in

Article 4.1.1. The amount payable to the Design-Build Entity in the event that the Design-Build Agreement is terminated prior to commencement of construction shall be limited to a prorated amount of the Design and Preconstruction Services, based on the percentage of acceptable completion of the Construction Documents that has been accomplished by Design-Build Entity at the time of such termination.

4.1.3 Construction Services. The total sum payable for Construction Services shall not exceed Seven Hundred Fifty-Five Thousand Eight Hundred Sixty (\$755,860). These sums are incorporated into the MAP as stipulated in Article 4.1.1.

4.1.4 Fee. The Fee payable to the Design-Build Entity shall not exceed (6.50 %) of the MAP, not to exceed Six Hundred Forty-Three Thousand Five Hundred (\$643,500). These sums are incorporated into the MAP as stipulated in Article 4.1.1.

4.1.5 Construction Contingency. The total sum available for the exclusive use of the Contractor, as approved by the District to pay for miscellaneous work items, and Contractor errors, omissions and negligence, which are required to complete the project shall not exceed (4%) of the MAP, not to exceed Two Hundred Sixteen Thousand (\$216,000). If on final completion of the Project, funds are remaining in the Contractor Contingency, such funds will be shared based on a mutually agreed upon incentive plan with District, Contractor, subcontractor and sub-consultant participation. These sums are incorporated into the MAP as stipulated in Article 4.1.1.

4.1.6 Allowance. The total sum available for specific items of the project which have not specifically been defined to defer selection to a later date when additional information is available shall not exceed One Million Nine Hundred Twenty-Two Thousand (\$1,922,000). If on final completion of the Project, funds are remaining in the Allowances, such funds shall be fully retained by the District. These sums are incorporated into the MAP as stipulated in Article 4.1.1.

4.1.7 Hard Costs. The total sum payable for Hard Costs shall not exceed Five Million Four Hundred Eight Thousand Six Hundred Forty (\$5,408,640). These sums will be incorporated into the Lump Sum Price as stipulated in Article 4.1.1.

4.1.8 All Inclusive Lump-Sum Price. This shall be the sum total of Fixed Fees and final Hard Costs established at the end of the design phase of the Contract. The Contract Sum set forth in Article 4 is the total lump-sum maximum amount payable by District to Design-Build Entity for performance of the Work under the Contract Documents and is deemed to cover all Losses arising out of or related to the performance of the Work, including, without limitation, the effects of natural elements upon the Work, unforeseen difficulties or obstructions affecting the performance of the Work (including, without limitation, unforeseen conditions at the Site that do not constitute Differing Site Conditions) and fluctuations in market conditions and price escalations (whether occurring locally, nationally or internationally) from any cause.

5 ENUMERATION OF CONTRACT DOCUMENTS

5.1 LIST OF CONTRACT DOCUMENTS

The Contract Documents, include, without limitation, the following:

5.1.1 Project Criteria. The Project Criteria set forth in the RFP Documents.

5.1.2 RFP Documents. The RFP Documents and Addenda, with the exception of Approved Deviations.

5.1.3 Design Build Proposal. The Design-Build Entity's written responses to the RFP, including its Proposal. The Contract Documents shall not include any portion of the Design-Build Proposal that deviates from the Project Program or Criteria.

5.1.4 Design-Build Agreement. This executed Design-Build Agreement between District and Design-Build Entity.

5.1.5 General Conditions. The General Conditions to the Design-Build Agreement, as modified August 8, 2016.

5.1.6 Division One Requirement. The Division One Requirements to the Design-Build Agreement.

5.1.7 General Requirements, Supplemental and Special Conditions. Any General Requirements and Supplemental and Special Conditions.

5.1.8 Final Construction Documents. The Final Construction Drawings and Technical Specifications to be hereafter prepared by the Design-Build Entity and its Sub consultants that are accepted by the District and approved by the DSA in accordance with the terms of the Contract Documents; provided, however, that, with the exception of Approved Deviations, the Contract Documents shall not include any portion of the Design-Build Proposal that deviates from the Project Program or Criteria.

5.1.9 Addenda. All Addenda associated with the completed set of contract documents

5.1.10 Reference Documents. All Reference Documents associated with the completed set of contract documents.

WHEREFORE, This Design-Build Agreement is entered into as of the day and year first written above.

CONTRACTORS ARE REQUIRED BY LAW TO BE LICENSED AND REGULATED BY THE CONTRACTOR'S STATE LICENSE BOARD WHICH HAS JURISDICTION TO INVESTIGATE COMPLAINTS AGAINST DESIGN-BUILD ENTITIES IF A COMPLAINT REGARDING A PATENT ACT OR OMISSION IS FILED WITHIN FOUR YEARS OF THE DATE OF THE ALLEGED VIOLATION. A COMPLAINT REGARDING A LATENT ACT OR OMISSION PERTAINING TO STRUCTURAL DEFECTS MUST BE FILED WITHIN 10 YEARS OF THE DATE OF THE ALLEGED VIOLATION. ANY QUESTIONS CONCERNING A CONTRACTOR MAY BE REFERRED TO THE REGISTRAR, CONTRACTORS STATE LICENSE BOARD, P.O. BOX 26000, SACRAMENTO, CALIFORNIA, 95826.

“District”
South Orange County Community College District

“Design Builder”
Soltek Pacific Construction, a corporation

By: _____

Ann-Marie Gabel
Vice Chancellor, Business Services

By: _____

Brandon Richie
President

Date: _____

Email: _____

Date: _____

TO: Board of Trustees

FROM: Thomas M. Fallo, Interim Chancellor

RE: SOCCCD: Adopt Resolution No. 18-07 to Authorize the Purchase of Hewlett Packard (HP) Computer Equipment Utilizing the National Association of State Procurement Officials (NASPO) under the Western State Contracting Alliance (WSCA) Cooperative Purchasing Program, Master Price Agreements Nos. MNWNC-115 and MNNVP-133

ACTION: Approval

BACKGROUND

Computer replacement for instructional and office use is ongoing. Hewlett Packard (HP) computer equipment and related devices have been selected as one of the district-wide standards and these are routinely ordered.

California Public Contract Code Sections 20652 allow public agencies to utilize bids awarded by other public agencies (also known as “piggyback”) obtaining the same price and the same terms and conditions as the awarding agency when the awarding agency follows the statutory criteria for competitive bidding and when the pricing and terms have proven to be in the best interest of the district.

The district has previously used Hewlett Packard agreements awarded in association with the National Association of State Procurement Officials (NASPO) and the Western States Contracting Alliance (WSCA). These agreements provide members with better purchasing power and discounted prices.

STATUS

The state of Minnesota, in association with NASPO/WSCA conducted a competitive bid for computer equipment (desktops, laptops, tablets, related peripherals & services) and awarded Master Price Agreements Nos. MNWNC-115 and MNNVP-133 to HP Inc. The state of California approved use of the agreement through the California Participating Addendum No.7-15-70-34-001 which is available for use by all California community college districts.

District IT staff has evaluated the market leaders in desktop computing and found HP Inc. to provide the best value. After legal counsel review, staff has determined that it is in the district's best interest to procure HP desktops, laptops, tablets, related peripherals & services using the state approved NASPO/WSCA agreements which are available for review in the Procurement, Central Services and Risk Management Department.

This approval applies to purchases made within the term of the agreement, September 29, 2015 through March 31, 2020, and is contingent upon the availability of funds for each purchase. All purchases will be procured using district issued purchase orders and will be brought forward for Board ratification.

Funding is available in the District IT approved basic aid account and individual departments general fund accounts.

RECOMMENDATION

The Interim Chancellor recommends that the Board of Trustees adopt Resolution No. 18-07 to approve contracting with HP Inc. for the purchase of computers, laptops and tablets, pursuant to the Master Price Agreements Nos. MNNVP-134 and MNNVP-133, awarded by the state of Minnesota and approved for use in the state of California through Participating Addendum No.7-15-70-34-001. All purchases will be procured with district issued purchase orders and will be brought forward for Board ratification.

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT**RESOLUTION NO. 18-07****AUTHORIZING THE ACQUISITION OF COMPUTER EQUIPMENT
(DESKTOPS, LAPTOPS, TABLETS, RELATED PERIPHERALS & SERVICES)**

WHEREAS, the Governing Board (the “Board”) of the South Orange County Community College District (the “District”) has determined that a true and very real need exists for the acquisition of computer equipment (desktops, laptops, tablets, related peripherals & services) owned by the District (“Equipment”), and

WHEREAS, the governing board of a community college district may under Section 20652 of the California Public Contract Code, without advertising for bids, if the board has determined it to be in the best interest of the district, authorize by contract, lease, requisition or purchase order, any public corporation or agency to lease data-processing equipment, purchase materials, supplies, equipment, automotive vehicles, tractors, services and other personal property for the district in the manner in which the public corporation is authorized by law to lease or purchase; and

WHEREAS, the governing board of a community college district, under Section 10299 of the California Public Contract Code, may, without competitive bidding, contract with suppliers that have been awarded contracts, master agreements, multiple award schedules, cooperative agreements or other types of agreements that leverage the state’s buying power, for acquisitions authorized under Chapter 2 (commencing with Section 10290), Chapter 3 (commencing with Section 12100), and Chapter 3.6 (commencing with Section 12125) of the California Public Contract Code; and

WHEREAS, pursuant to California Public Contract Code sections 10299 and 20652 and California Government Code section 6500 et seq., the District participates in the National Association of State Procurement Officials (“NASPO”) under the Western State Contracting Alliance (“WSCA”) program, a multi-state purchasing group for governmental entities and community college districts; and

WHEREAS, the Board of the District has determined that it can purchase the Equipment from Hewlett Packard Company (“Hewlett Packard”) through a bid procured by the National Association of State Procurement Officials and Western State Contracting Alliance, current through March 31, 2020 (the “WSCA-NASPO Computer Equipment Master Agreement Nos. MNWNC-115 and MNNVP-133”) and associated California Participating Addendum Nos. 7-15-70-34-001 (“California Addendum”); and

WHEREAS, the Board of the District has determined that it is in the best interest of the District to authorize the purchase of the Equipment from Hewlett Packard through the WSCA-NASPO Computer Equipment Master Agreement Nos. MNWNC-115 and MNNVP-133 and the California Addendum, both of which on file at the District’s Procurement, Central Services & Risk Management Office; and

WHEREAS, the Board of the District has by this Resolution determined the need for the Equipment and authorized the purchase of Equipment from Hewlett Packard pursuant to the terms, conditions, and documents established in the WSCA-NASPO Computer Equipment Master Agreement Nos. MNWNC-115 and MNNVP-133 and California Addendum; and

WHEREAS, the Board of the District has determined that the WSCA-NASPO Computer Equipment Master Agreement Nos. MNWNC-115 and MNNVP-133 and California Addendum is the most economical means for providing the Equipment to the District; and

WHEREAS, whenever applicable (contingent to product categories) the District intends to negotiate higher tiered volume discounts that are over and above the base line list price per the WSCA-NASPO Computer Equipment Master Agreement Nos. MNWNC-115 and MNNVP-133 Products and Service Schedule; and

WHEREAS, this Resolution shall not limit the District's ability to obtain or piggyback on competitive bids should the price be lower than Hewlett Packard directly.

NOW, THEREFORE, the District Board hereby finds, determines, declares and resolves as follows:

Section 1. All of the recitals set forth above are true and correct and the Board so finds and determines.

Section 2. The Board hereby finds and determines that purchases of the Equipment under the WSCA-NASPO Computer Equipment Master Agreement Nos. MNWNC-115 and MNNVP-133 and California Addendum will save administrative time and expense, deliver cost savings, and will be the most economical means for providing the Equipment to the District.

Section 3. The Board hereby finds and determines the acquisition of the Equipment from Hewlett Packard under WSCA-NASPO Computer Equipment Master Agreement Nos. MNWNC-115 and MNNVP-133 and California Addendum, pursuant to Public Contract Code sections 10299 and 20652 and Government Code Section 6500, to be in the best interest of the District.

Section 4. The WSCA-NASPO Computer Equipment Master Agreement Nos. MNWNC-115 and MNNVP-133 and California Addendum on file at the District's Procurement, Central Services & Risk Management Office, is hereby approved and ratified. The Chancellor or the Chancellor's designee is hereby authorized and directed to do any and all things and to execute and deliver any and all documents which they may, in consultation with legal counsel, deem necessary or advisable in order to consummate this transaction and otherwise carry out, give effect to and comply with the terms and intent of this Resolution.

Section 5. This Resolution shall be effective as of the date of its adoption.

APPROVED, PASSED AND ADOPTED by the Governing Board of the South Orange County Community College District this 30th day of April 2018, by the following vote:

AYES: _____

NOES: _____

ABSENT: _____

ABSTAINED: _____

I, Thomas M. Fallo, Interim Chancellor of the South Orange County Community College District Governing Board, do hereby certify that the foregoing is full, true, and correct copy of the Resolution passed and adopted by said Board at a regularly scheduled and conducted meeting held on said date, which Resolution is on file in office of said Board.

Secretary of the Governing Board
South Orange County Community College District

I, T.J. Prendergast III, Clerk of the Governing Board of the South Orange County Community College District Governing Board, do hereby certify that the foregoing Resolution was regularly introduced and adopted by the Governing Board of the South Orange County Community College at a regular meeting thereof held on the 30th day of April 2018, by the above described vote of the Governing Board;

IN WITNESS WHEREOF, I have hereunto set my hand and affixed the official seal of the South Orange County Community College District Governing Board this 30th day of April 2018.

Clerk of the Governing Board
South Orange County Community College District

TO: Board of Trustees

FROM: Thomas M. Fallo, Interim Chancellor

RE: SOCCCD: Board Policy Revision: BP-5618 Credit by Examination-Specific Course Credit, BP-5402 Associated Students' Finance, BP-5640 Service Animals, BP-3401 Animals or Pets on Campus, BP-4003 Nepotism

ACTION: Discussion and Approval

BACKGROUND

Board policies and administrative regulations are periodically reviewed to ensure that they are satisfactory, meet the District's needs, and are in compliance with current laws and regulations.

STATUS

Five board policies are presented to the Board of Trustees for discussion and approval. The new language to the board policies was reviewed and revised by the District's Board Policy and Administrative Regulation Advisory Council and includes collegial consultation with the Academic Senates, pursuant to Title 5 Section 53200 et. seq.

Legal counsel has been involved in the review process, as needed. The proposed policies were presented to the Chancellor's Council on March 15, 2018 for review and recommendation to the Interim Chancellor. Board policy BP-4003 Anti-Nepotism reflects changes made from the March 26, 2018 board meeting.

RECOMMENDATION

The Interim Chancellor recommends that the Board of Trustees approve the board policies as shown in EXHIBITS A through E.

BOARD POLICY

5618

SOUTH ORANGE COUNTY
COMMUNITY COLLEGE DISTRICT

STUDENTS

CREDIT BY EXAMINATION - SPECIFIC COURSE CREDIT

A student may qualify for credit by examination for courses in a current South Orange County Community College District catalog for which he/she appears to be reasonably qualified by training or experience.

A student may qualify for credit through articulation in Career Technical Education courses as prescribed by Administrative Regulations 5618 and 6110.

Reference:

Title 5, Calif. Code of Regulations, Section 55050, 55051

Adopted: 05-15-89
Technical Update: 04-26-99
Revised: 01-20-11
Revised: 05-16-16

BOARD POLICY

SOUTH ORANGE COUNTY
COMMUNITY COLLEGE DISTRICT

~~5402~~5420

STUDENTS

ASSOCIATED STUDENTS' FINANCE

Associated Students' funds shall be deposited and disbursed under the supervision and approval of college official(s) designated by the College President and approved by the Chancellor.

The funds shall be deposited, loaned or invested in one or more of the ways authorized by law.

All funds shall be expended according to procedures established by the Associated Students; an annual budget approved by the SOCCCD Board of Trustees; and subject to the approval of each of the following three persons, which shall be obtained each time before any funds may be expended:

- The College President or designee;
- The employee who is the designated advisor of the particular student body organization; and
- A student representative of the student body organization.

The funds of the Associated Students' organizations shall be subject to an annual audit.

Reference:

Education Code Sections 76063-76065

Adopted: 1-12-70

Revised: 5-15-89

Technical Update: 4-26-99

Revised: 6-28-10

BOARD POLICY

SOUTH ORANGE COUNTY
COMMUNITY COLLEGE DISTRICT

56403440

STUDENTS BUSINESS

SERVICE ANIMALS

It is the policy of the South Orange County Community College District to permit qualified individuals with disabilities to use service animals in campus facilities and on campuses. The purpose of this policy is to ensure that qualified individuals with disabilities can participate in and benefit from District services, programs and activities, and to ensure that the District does not discriminate on the basis of disability. This policy is established pursuant to the Americans with Disabilities Act of 1990 (ADA). The definition of service animal is to include only dogs and miniature horses.

Reference:

Americans Disabilities Act, Title I, II & III

Rehabilitation Act, Section 504

California Civil Code, Section 54 et seq.

28 Code of Federal Regulations, Part 35, 36

29 Code of Federal Regulations, 1630.2

BOARD POLICY

3401

SOUTH ORANGE COUNTY
COMMUNITY COLLEGE DISTRICT

BUSINESS

ANIMALS OR PETS ON CAMPUS

Domestic animals or pets of any kind are not allowed ~~upon~~ **on** the campus of any college except as described herein. This restriction also applies to animals or pets confined in any vehicle parked within a college boundary. In connection with special class assignments or events, a ~~College-college President-president~~ or an appointed designee may grant approval to an student individual to bring an animal or pet on campus. When such approval is granted, the ~~student individual~~ shall control and supervise the animals or pet at all times while on campus. This policy does not apply to the use of a service animal, specifically trained to perform ~~a specific work or a series of~~ tasks related to the disability of an individual or the instructional use of animals or animals indigenous to the college grounds as promulgated in BP-3440 Service Animals and AR-3440 Service Animals.

Reference:

California Education Code, Section 70902

Adopted: 3-28-77
Revised: 5-23-88
Revised: 4-26-99
Revised: 9-29-03
Revised: 2-28-11

BOARD POLICY

4003

SOUTH ORANGE COUNTY
COMMUNITY COLLEGE DISTRICT

HUMAN RESOURCES

ANTI-NEPOTISM

The District recognizes there may be situations in which spouses or other relatives may be qualified for various positions at the District and may be employed by the District at the same time. However, the District does prohibit any preferential treatment toward spouses or relatives or an improper influence impacting a spouse's or relative's terms or conditions of employment. The District does not prohibit the employment of relatives (or domestic partners as defined by Family Code) in the same department, or division/school, with the exception that they shall not be assigned to a regular position within the same department, division/school, or site that has an immediate family member who is in a position to recommend or influence personnel decisions.

Personnel decisions include appointment, retention, evaluation, tenure, work assignment, promotion, demotion, or salary of the relative (or domestic partner as defined by Family Code).

Immediate family means spouse, domestic partner as defined by Family Code, parents, grandparents, siblings, children, step-children, grandchildren, and in-laws, or any other individual living in the employee's home.

The District will make reasonable efforts to assign job duties to minimize the potential for creating an adverse impact on supervision, safety, security, college funding, District funding, course or work assignments, or morale, or creating other potential conflicts of interest.

Notwithstanding the above, the District retains the right where such placement has the potential for creating an adverse impact on supervision, safety, security, college funding, District funding, course or work assignments, or morale, or involves other potential conflicts of interest, to refuse to place immediate family members in the same department, division/school, or facility. The District retains the right to reassign or transfer any person to eliminate the potential for creating an adverse impact on supervision, safety, security, or morale, or involves other potential conflicts of interest.

Any potential preferential treatment or improper influence should be reported immediately to the District's Human Resources Department.

Reference:

Government Code, Section 12920 et seq., 1090 et seq.

Family Code, Section 297 et. seq.

Adopted:	02-26-68	Revised:	04-26-99	Revised:	04-25-16	Page 1 of 1
Revised:	02-24-75	Revised:	11-19-02	Revised:	05-15-17	
Revised:	04-10-89	Revised:	11-14-05	Revised:		
Revised	02-28-94	Reviewed:	06-06-11			

TO: Board of Trustees

FROM: Thomas M. Fallo, Interim Chancellor

RE: SOCCCD: Board Policy Revision: BP-103 Board Membership, BP-105 Organization of the Governing Board, BP-162 Communications Among Board Members, BP-1510 Native American Graves and Repatriation Act, BP-3101.6 Real Property Management, BP-3201 Capital Construction, BP-4000.4 Equal Employment Opportunity, BP-4345 Catastrophic Leave

ACTION: Review and Study

BACKGROUND

Board policies and administrative regulations are periodically reviewed to ensure that they are satisfactory, meet the District's needs, and are in compliance with current laws and regulations.

STATUS

Eight board policies are presented to the Board of Trustees for review and study. The new language to the board policies was reviewed and revised by the District's Board Policy and Administrative Regulation Advisory Council and includes collegial consultation with the Academic Senates, pursuant to Title 5 Section 53200 et. seq.

Legal counsel has been involved throughout the review process. The proposed policies were presented to the Chancellor's Council on April 19, 2018 for review and recommendation to the Interim Chancellor.

RECOMMENDATION

The Interim Chancellor recommends that the Board of Trustees accept for review and study the board policies as shown in EXHIBITS A through H.

BOARD POLICY

103

SOUTH ORANGE COUNTY
COMMUNITY COLLEGE DISTRICT

BOARD OF TRUSTEES

BOARD MEMBERSHIP

The Board shall consist of 7 (seven) members elected by the qualified voters of the District. Members shall be elected by trustee area as defined in Board Policy 106.

Any person who meets the criteria contained in law is eligible to be elected or appointed a member of the Board.

An employee of the district may not be sworn into office as an elected or appointed member of the governing board unless he or she resigns as an employee. (See AR 154)

No member of the governing board shall, during the term for which he or she is elected, hold an incompatible office.

No member of the Governing Board shall, during the term for which he/she was elected, be eligible to serve on the governing board of a high school district whose boundaries are coterminous with those of the community college district.

Reference:

Education Code Sections 72023, 72103; 72104

ACCJC Accreditation Standard IV.C.6

Government Code Sections 1090, 87100

Adopted:	8-24-82	Revised:	4-26-99	Revised:	4-29-13	Page 1 of 1
Revised:	3-07-88	Revised:	2-18-03			
Revised:	6-13-88	Revised:	8-27-07			

BOARD POLICY

105

SOUTH ORANGE COUNTY
COMMUNITY COLLEGE DISTRICT

BOARD OF TRUSTEES

ORGANIZATION OF THE GOVERNING BOARD

ORGANIZATION MEETING

The Board of Trustees shall organize annually at a meeting held during the regular December board meeting.

ELECTION OF OFFICERS

The board shall organize by electing from among its members a president, a vice president, and a clerk. The Chancellor shall be appointed secretary to the board. Election to a particular office shall be by a majority vote of the entire board.

1. Officers shall serve for one year—and until their respective successors have completed the qualification process.
2. An officer may be removed by majority vote of the entire board for refusing to perform the duties of the office imposed by law or by the policies of the board.

TIME AND PLACE OF MEETINGS

At the organization meeting, the board shall establish the time and place for its regular meetings.

Reference:

California Education Code, Section 72000, et seq
Government Code, Sections 54954 and 54961

Adopted:	8-24-82	Revised:	8-27-07
Revised:	3-07-88	Revised:	4-29-13
Revised:	4-26-99	Reviewed:	

BOARD POLICY

162

SOUTH ORANGE COUNTY
COMMUNITY COLLEGE DISTRICT

BOARD OF TRUSTEES

COMMUNICATIONS AMONG BOARD MEMBERS

Members of the Board shall not communicate among themselves by the use of any form of communication (e.g., personal intermediaries, e-mail, or other technological device) in order to reach a collective concurrence regarding any item that is within the subject matter jurisdiction on the Board. In addition, no other person shall make serial communications to Board Members.

Reference:

Government Code Section 54952.2

Adopted: 8-27-07
Revised: 9-27-10
Reviewed:

Page 1 of 1

BOARD POLICY

1510

SOUTH ORANGE COUNTY
COMMUNITY COLLEGE DISTRICT

COMMUNITY
RELATIONS

NATIVE AMERICAN GRAVES AND REPATRIATION ACT

It is the policy of the South Orange County Community College District that in the event that any activity of the district results in the discovery and/or acquisition of Native American human remains or cultural items, activity in the area of the discovery shall cease, and the district shall protect the items discovered, inventory the remains and/or items, and provide written notification of such discovery/acquisition to the Secretary of the Department of the Interior and affected tribes as required under the Native American Graves and Repatriation Act of 1990

Reference:

Title 25, United States Code, Sections 3001 et seq.

Adopted: 6-06-94
Revised: 4-26-99
Reviewed 10-13-10

Reviewed:

Page 1 of 1

BOARD POLICY

3101.6

SOUTH ORANGE COUNTY
COMMUNITY COLLEGE DISTRICT

BUSINESS

REAL PROPERTY MANAGEMENT

The Chancellor **or designee** is delegated the authority to act as the Board's negotiator regarding all property management matters that are necessary for the benefit of the District. No transaction regarding the lease, sales, use or exchange of real property by the District shall be enforceable until acted on by the Board itself.

The Chancellor shall establish such procedures as may be necessary to assure compliance with all applicable laws relating to the sales, lease, use or exchange of real property by the District.

Reference:

Education Code Section 81300, et seq.

BOARD POLICY

3201

SOUTH ORANGE COUNTY
COMMUNITY COLLEGE DISTRICT

BUSINESS

CAPITAL CONSTRUCTION

The Chancellor or his/her designee is responsible for development of a plan and administrative management of the District's capital outlay and construction program.

District construction projects shall be supervised by the Vice Chancellor, Business Services or designee. The ~~District~~ Vice Chancellor, Business Services or designee shall monitor the progress of all construction work including inspection of workmanship, completion of work to meet specifications, and the suitability of proposed changes to the scope and original design of the work. The Vice Chancellor, Business Services or designee shall assure compliance with laws related to use of state funds to acquire, construct, and renovate buildings.

The Board shall approve and submit to the Board of Governors a five-year capital construction plan as required by law. The Vice Chancellor, Business Services or designee shall annually update the plan and present it to the Board of Trustees for approval. The plan shall address, but is not limited to, the criteria contained in law.

References:

California Education Code, Section 81005, 81820

California Code of Regulations, Title 5, Section 57150, et seq.

Adopted: 9-29-03
Revised: 7-28-08
Revised:

BOARD POLICY

4000.4

SOUTH ORANGE COUNTY
COMMUNITY COLLEGE DISTRICT

HUMAN RESOURCES

EQUAL EMPLOYMENT OPPORTUNITY

It is the intent of the Board to establish and maintain within the District and all of its programs and activities a policy of equal opportunity in employment for all persons, and to prohibit discrimination, preferential treatment, or harassment based on sex, age, gender identity, gender expression, race, color, ethnic group identification, national origin, ancestry, religion, mental or physical disability, medical condition, genetic information, pregnancy, marital status or sexual orientation or because an individual is perceived as having one or more of the above characteristics.

It is the intent of the Board to implement the requirements of Title 5 (relating to equal opportunity and nondiscrimination in employment) including the various provisions of federal law cited therein, except “insofar” as the referenced provisions of law have been found to be inapplicable to agencies of the state and their officials.

The Chancellor shall develop for review and adoption by the Board, a program and plan for achieving equal employment opportunity in compliance with California- Ed-ucation Code and Title 5 Regulations adopted by the Board of Governors, and as from time to time modified or clarified by judicial interpretation.

Nothing in this policy or implementing administrative regulations shall be construed to conflict with or be inconsistent with the provisions of Article 1, Section 31, of the California Constitution (relating to discriminatory preferences) or to authorize conduct that is in conflict with or is inconsistent with such provisions.

Reference:

~~*Title 5, California Code of Regulations, Section 53000 et. seq*~~

Education Code Sections 87100, et seq.:

California Code of Regulations, Title 5, Sections 53000 et seq.:

ACCJC Accreditation Standard III.A.12:-

Adopted: 6-25-01

Revised:

Page 1 of 1

Revised: 1-20-04

Revised: 5-23-11

BOARD POLICY

4345

SOUTH ORANGE COUNTY
COMMUNITY COLLEGE DISTRICT

HUMAN RESOURCES

CATASTROPHIC LEAVE: EMPLOYEES

When a catastrophic illness or injury incapacitates an employee, or an employee's family member*, fellow employees may donate accrued vacation and sick leave credits to that employee under the specific requirements of the District's catastrophic leave program. Donations made under the catastrophic leave program shall be strictly voluntary and donors shall sign a form acknowledging that the transfer of leave credit is irrevocable.

The Board reserves the right to discontinue the catastrophic leave program at its discretion at any time; however, any employee or employees utilizing donated leave credits at the time the Board determines the program is to be discontinued, shall be allowed to continue to utilize donated leave credits until such time as the maximum benefit has been received or all donated eligible leave credits have been exhausted. An employee requesting catastrophic leave due to a catastrophic illness or injury of a family member must first have administrator/manager approval and exhaust all applicable and available accrued paid leave credits including any sick leave at full pay per California Labor Code, any available vacation leave, and any other accrued leave balances under applicable law.

Reference:

California Labor Code §233

*"Family member" includes the employee's spouse or registered domestic partner, the employee's child (or any person for whom the employee acts as legal guardian), sibling or parents; the child (or any person for whom the employee acts as legal guardian) or parent of the employee's spouse or registered domestic partner; and any relative residing in the immediate household of the employee.

Adopted: 08-14-06
Revised: 03-26-12
Reviewed:

TO: Board of Trustees

FROM: Thomas M. Fallo, Interim Chancellor

RE: SOCCCD: Academic Employees and Classified Administrators
Personnel Actions – Regular Items

ACTION: Ratification

BACKGROUND

In accordance with Board Policy 2100, all SOCCCD employee actions must be ratified by the Board of Trustees.

STATUS

Personnel are employed in the South Orange County Community College District for the purpose of meeting the needs of students.

Those academic employees and classified administrators personnel actions shown in Exhibit A and Exhibit B are presented to the Board of Trustees for ratification to be effective on the dates as shown on the Exhibits.

RECOMMENDATION

The Chancellor recommends that the Board of Trustees ratify the academic employees and classified administrators personnel actions as shown in Exhibit A and Exhibit B.

**SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
ACADEMIC EMPLOYEE AND CLASSIFIED ADMINISTRATOR PERSONNEL
ACTIONS/RATIFICATIONS**

A. NEW PERSONNEL APPOINTMENTS

1. ADMINISTRATIVE EMPLOYMENT (Ratified – Pursuant to Board Policy 4002.1)

- a. BUYSSE, JAMES, Employee ID #023199 is to be employed as Interim President, Pos. #P0013352, Saddleback College, Administrators/Classified Managers Salary Range 27, Step 8, effective April 10, 2018 and ending on December 31, 2018 or sooner. This is a temporary replacement until the permanent position is filled and was approved by the Interim Chancellor on April 10, 2018. (Please see Exhibit B, Attachment 1)
- b. GABEL, ANN-MARIE, Employee ID# 023544, is to be employed as Interim Chancellor, District Services, Pos. #P0012586, Salary \$300,000, effective May 1, 2018. This is a temporary replacement until the permanent position is filled, and was approved by the Interim Chancellor on April 30, 2018. (Please see Exhibit B, Attachment 2)
- c. HARRIS-CALDWELL, JEANNE, Employee ID# 013872, is to be employed as Acting Director, Child Development Center, Pos. # P0012349, Saddleback College, Academic & Classified Administrators/Classified Managers Salary Range 19, Step 8, effective April 1, 2018 with a 10% temporary upgrade in pay in the form of a monthly allowance. This is a temporary replacement until the permanent position is filled, and was approved by the Interim Chancellor on April 30, 2018.
- d. HIGDON, JO-ANN, is to be employed as Interim Vice President for College Administrative Services, Pos. # P0004523, Saddleback College, Academic & Classified Administrators/Classified Managers Salary Range 25, Step 8, effective May 1, 2018. This is a temporary replacement until the permanent position is filled, and was approved by the Interim Chancellor on April 30, 2018. (Please see Exhibit B, Attachment 3)

2. ACADEMIC TEMPORARY PART-TIME/SUBSTITUTE STAFF (Ratified - Pursuant to Board Policy 4002.1)

<u>Applicant</u>	<u>Highest Degree</u>	<u>Assignment</u>	<u>Approx. Salary Placement</u>	<u>Start Date</u>
Alvarez, Richard	MS/College Counseling	Counselor/SC	2	05/29/18
Hahn, Eric	MA/Cinema Studies	Humanities/IVC	2	08/20/18
Frizler, Karla	MA/English TESOL	ESL/SC	3	08/20/18
Jacques, Michael	MFA/Art-Drawing	Emeritus/SC	2	05/29/18
Lee, Sue	MS/Molecular Biology	Biology/IVC	2	05/29/18
Magginetti, Giovanni	MA/Anthropology	Anthropology/SC	2	05/29/18
McConkey, Jennifer	MA/English	Tutor/SC	2	05/29/18
Selvius, Melissa	MFA/Art-Jewelry	Art/SC	2	08/20/18
¹ Swanson, Amanda	PhD/Plant Biology	Biology/SC	5	05/29/18
Thompson, Jessica	BA/Psychology	Paramedic/SC	1	05/29/18

¹ Related to Christine Swanson, Senior Administrative Assistant, Kinesiology, Saddleback College

3. **PERMANENT, FULL-TIME FACULTY/MANAGERS TEACHING OUTSIDE THEIR DISCIPLINE/EQUIVALENCY** (Ratified - Pursuant to Board Policy 4002.1)

<u>Applicant</u>	<u>Highest Degree</u>	<u>Assignment</u>	<u>Approx. Salary Placement</u>	<u>Start Date</u>
² Repka, James	Equivalency	Humanities/SC	7	01/16/18

B. ADDITIONAL COMPENSATION: GENERAL FUND

1. It is recommended that the following **Irvine Valley College** faculty members be compensated as indicated below for the 2017/2018 fiscal years.

<u>Name</u>	<u>Activity</u>	<u>Not to Exceed Amount (\$)</u>	<u>Effective Date</u>
Chen, Joanne	Canvas Conversion, Hybrid	\$2,500.00	01/17/17-05/26/17
Conrad, Bradley	Canvas Conversion, Online	\$5,000.00	01/17/17-05/26/17
Gouldsmith, Y.	Canvas Conversion, Online	\$5,000.00	01/17/17-05/26/17
Hollenberg, Rachel	Canvas Conversion, Online	\$5,000.00	01/16/18-05/24/18
Kiyochi, Emiko	Canvas Conversion, Online	\$5,000.00	08/21/17-12/20/17
Lin, Anthony	Canvas Conversion, Online	\$5,000.00	01/16/18-05/24/18
Martin, Eric	Canvas Conversion, Online	\$5,000.00	01/16/18-05/24/18
Melendez, Robert	Canvas Conversion, Online	\$5,000.00	08/21/17-12/20/17
Poster, Jamie	Canvas Conversion, Online	\$5,000.00	01/16/18-05/24/18
Raysky, Yelena	Canvas Conversion, Web-Enhanced	\$1,000.00	08/21/17-12/20/17
Scherger, Deanna	Canvas Conversion, Online	\$5,000.00	01/17/17-05/26/17
Titterud, Melanie	Canvas Conversion, Web-Enhanced	\$1,000.00	08/21/17-12/20/17
Urell, Kathryn	Canvas Conversion, Web-Enhanced	\$1,000.00	08/21/17-12/20/17
Total for Month: General Fund/IVC		\$50,500.00	
2017-2018 IVC FISCAL YEAR TOTAL TO DATE		\$434,611.64	

2. It is recommended that the following **Saddleback College** faculty members be compensated as indicated below for the 2017/2018 fiscal years.

<u>Name</u>	<u>Activity</u>	<u>Not to Exceed Amount (\$)</u>	<u>Effective Date</u>
Alemansour, Steve	Canvas Conversion, Web-Enhanced	\$1,000.00	08/21/17-12/20/17
Bagwell, Janet	OER Online Course- Exploration	\$150.00	04/01/18-04/30/18
Bagwell, Janet	OER Online Course- Adoption	\$500.00	05/01/18-05/31/18
Bowman, Sean	Canvas Conversion, Online	\$5,000.00	08/21/17-12/20/17
Burokas, Nina	OER Online Course- Exploration	\$150.00	04/01/18-04/30/18
Burokas, Nina	OER Online Course- Adoption	\$500.00	05/01/18-05/31/18
Camelot, Allison	Canvas Conversion, Online	\$5,000.00	01/16/18-05/24/18
Camelot, Allison	OER Online Course- Exploration	\$150.00	04/01/18-04/30/18
Camelot, Allison	OER Online Course- Adopt. (Soc. I)	\$500.00	05/01/18-05/31/18
Camelot, Allison	OER Online Course- Adopt. (Soc. II)	\$500.00	05/01/18-05/31/18
Chang, Wayne	Canvas Conversion, Web-Enhanced	\$1,000.00	01/16/18-05/24/18
Christensen, Sheryl	Canvas Conversion, Online	\$5,000.00	08/21/17-12/20/17
Clark, Jenny	Canvas Conversion, Online	\$5,000.00	01/16/18-05/24/18
Cooper, Karin	OER Online Course- Exploration	\$150.00	04/01/18-04/30/18
Cooper, Karin	OER Online Course- Adoption	\$500.00	05/01/18-05/31/18

² Current Full-time Geology Instructor at Saddleback College

B. ADDITIONAL COMPENSATION: GENERAL FUND continued

Cox, Barbara	Canvas Conversion, Online	\$5,000.00	01/16/18-05/24/18
Cubbage, April	OER Online Course- Adoption	\$500.00	01/16/18-01/31/18
DeSaracho, Mariana	OER Online Course- Exploration	\$150.00	04/01/18-04/30/18
DeSaracho, Mariana	OER Online Course- Adoption	\$500.00	05/01/18-05/31/18
Engels, Michael	OER Online Course- Exploration	\$150.00	04/01/18-04/30/18
Engels, Michael	OER Online Course- Adoption	\$500.00	05/01/18-05/31/18
Friedrich, Monica	Canvas Conversion, Web-Enhanced	\$1,000.00	01/16/18-05/24/18
Gilbert, Annie	Chair, Advanced Manufacturing	\$1,029.80	01/08/18-05/24/18
Giordano, Dave	OER Online Course- Exploration	\$150.00	04/01/18-04/30/18
Giordano, Dave	OER Online Course- Adoption	\$500.00	05/01/18-05/31/18
Gonsowski, Steven	OER Online Course- Exploration	\$150.00	04/01/18-04/30/18
Gonsowski, Steven	OER Online Course- Adoption	\$500.00	05/01/18-05/31/18
Graves, Holly	OER Online Course- Exploration	\$150.00	04/01/18-04/30/18
Graves, Holly	OER Online Course- Adoption	\$500.00	05/01/18-05/31/18
Green, Denise	Canvas Conversion, Online	\$5,000.00	01/16/18-05/24/18
Gross, Cindy	OER Online Course- Exploration	\$150.00	04/01/18-04/30/18
Gross, Cindy	OER Online Course- Adoption	\$500.00	05/01/18-05/31/18
Haig, Jeffrey	Canvas Conversion, Online	\$5,000.00	01/16/18-05/24/18
Hodjera, Eva	Canvas Conversion, Web-Enhanced	\$1,000.00	01/16/18-05/24/18
Hoolihan, Lori	OER Online Course- Exploration	\$150.00	04/01/18-04/30/18
Hoolihan, Lori	OER Online Course- Adoption	\$500.00	05/01/18-05/31/18
Hunt, Matthew	Canvas Conversion, Web-Enhanced	\$1,000.00	01/16/18-05/24/18
Ibbotson, Jill	Chair, Architecture/Drafting	\$1,639.20	01/08-18-05/24/18
Idleman, Brandee	Canvas Conversion, Online	\$5,000.00	08/21/17-12/20/17
Kehlenbach, Stefan	OER Online Course- Exploration	\$150.00	04/01/18-04/30/18
Kehlenbach, Stefan	OER Online Course- Adoption	\$500.00	05/01/18-05/31/18
Kuhn, Brianna	OER Online Course- Exploration	\$150.00	04/01/18-04/30/18
Kuhn, Brianna	OER Online Course- Adoption	\$500.00	05/01/18-05/31/18
Kuznetsov, Kira	Canvas Conversion, Web-Enhanced	\$1,000.00	01/16/18-05/24/18
Magrann, Tracey	OER Online Course- Exploration	\$150.00	04/01/18-04/30/18
Magrann, Tracey	OER Online Course- Adoption	\$500.00	05/01/18-05/31/18
Major, Nicole	Canvas Conversion, Online	\$5,000.00	01/16/18-05/24/18
Myhren, Brett	OER Online Course- Exploration	\$150.00	04/01/18-04/30/18
Myhren, Brett	OER Online Course- Adpt. (Eng. 24)	\$500.00	05/01/18-05/31/18
Myhren, Brett	OER Online Course- Adpt (Eng 107)	\$500.00	05/01/18-05/31/18
Myhren, Brett	OER Online Course- Adpt (Eng 267)	\$500.00	05/01/18-05/31/18
Nadeau, Bouchra	OER Online Course- Exploration	\$150.00	04/01/18-04/30/18
Nadeau, Bouchra	OER Online Course- Adoption	\$500.00	05/01/18-05/31/18
Nussenbaum, Sharon	Canvas Conversion, Web-Enhanced	\$1,000.00	01/16/18-05/24/18
Osborn, Sean	OER Online Course- Adoption	\$500.00	01/16/18-01/31/18
Pak, Joseph	Canvas Conversion, Online	\$5,000.00	08/21/17-12/20/17
Rizzo, Jennifer	Canvas Conversion, Online	\$5,000.00	01/16/18-05/24/18
Saxe, Anne	OER Online Course- Exploration	\$150.00	04/01/18-04/30/18
Saxe, Anne	OER Online Course- Adoption	\$500.00	05/01/18-05/31/18
Schermerhorn, B.	OER Online Course- Exploration	\$150.00	04/01/18-04/30/18
Schermerhorn, B.	OER Online Course- Adoption	\$500.00	05/01/18-05/31/18
Seaman, James	Canvas Conversion, Online	\$5,000.00	01/16/18-05/24/18
Smith, Nikki	Canvas Conversion, Web-Enhanced	\$1,000.00	01/16/18-05/24/18
Taylor, Karen	OER Online Course- Exploration	\$150.00	04/01/18-04/30/18
Taylor, Karen	OER Online Course- Adoption	\$500.00	05/01/18-05/31/18
Teh, Steve	OER Online Course- Exploration	\$150.00	04/01/18-04/30/18

B. ADDITIONAL COMPENSATION: GENERAL FUND continued

Teh, Steve	OER Online Course- Adoption	\$500.00	05/01/18-05/31/18
Vasquez Paramio, S.	OER Online Course- Exploration	\$150.00	04/01/18-04/30/18
Vasquez Paramio, S	OER Online Course- Adoption	\$500.00	05/01/18-05/31/18
Wadley, Jonathan	OER Online Course- Exploration	\$150.00	04/01/18-04/30/18
Wadley, Jonathan	OER Online Course- Adoption	\$500.00	05/01/18-05/31/18
Watt, Deborah	OER Online Course- Exploration	\$150.00	04/01/18-04/30/18
Watt, Deborah	OER Online Course- Adoption	\$500.00	05/01/18-05/31/18
Weckerly, Michelle	OER Online Course- Exploration	\$150.00	04/01/18-04/30/18
Weckerly, Michelle	OER Online Course- Adoption	\$500.00	05/01/18-05/31/18
Welc, Martin	OER Online Course- Exploration	\$150.00	04/01/18-04/30/18
Welc, Martin	OER Online Course- Adoption	\$500.00	05/01/18-05/31/18
Yu, Su Young	Canvas Conversion, Online	\$5,000.00	01/16/18-05/24/18
Zoval, Jim	OER Online Course- Adoption	\$500.00	01/16/18-01/31/18

Total for Month: General Fund/Saddleback College \$ 94,919.00
2017-2018 SC FISCAL YEAR TOTAL TO DATE \$855,913.09

C. ADDITIONAL COMPENSATION: CATEGORICAL/NON-GENERAL FUND

1. It is recommended that the following Saddleback College faculty members be compensated as indicated below for 2017/2018 fiscal years.

<u>Name</u>	<u>Activity</u>	<u>Not to Exceed Amount (\$)</u>	<u>Effective Date</u>
Allah, Nancy	BSI Conference Attendee	\$75.00	02/23/18-02/23/18
Allah, Nancy	LVLUP- AHE Peer Academy	\$82.32	03/16/18-03/16/18
Argila, Carl	BSI AHE Practicum	\$370.44	02/09/18-04/06/18
Azary Dehkordi, M.	SSSP Assessment for Prior Learning	\$1,234.80	03/12/18-05/24/18
Azary Dehkordi, M.	SSSP 18-19 Student Handbook	\$1,646.40	03/12/18-05/24/18
Bagwell, Janet	BSI OER Faculty	\$650.00	02/01/18-05/11/18
Bagwell, Janet	BSI CPR Retreat	\$246.96	03/30/18-03/30/18
Barnett, Jeff	V-CAT Project Exhibit Review	\$2,058.00	01/16/18-05/23/18
Barr, Douglas	LVLUP- AHE Prof Dev- Counseling	\$61.74	03/09/18-03/09/18
Barr, Douglas	BSI CPR Retreat	\$246.96	03/30/18-03/30/18
Beckham, Jack	BSI CPR Retreat	\$246.96	03/30/18-03/30/18
Bennett, Michael	CTE Spring Articulation Workshops	\$164.64	04/01/18-04/30/18
Bowles, Christina	CTE Spring Articulation Workshops	\$164.64	04/01/18-04/30/18
Bowman, Don	CTE Spring Articulation Workshops	\$164.64	04/01/18-04/30/18
Bravo, Adam	Jazz Day	\$200.00	02/24/18-02/24/18
Brunner, Janelle	BSI Teaching Developing Writers	\$463.05	01/09/18-02/23/18
Brunner, Janelle	LVLUP- AHE Practicum	\$205.80	03/09/18-03/09/18
Brunner, Janelle	LVLUP- AHE Peer Academy	\$82.32	03/16/18-03/16/18
Brunner, Janelle	SSSP Assessment Spring 18 Reader	\$329.28	01/02/18-05/25/18
Boustani, Ladi	LVLUP- AHE Prof Dev- Counseling	\$61.74	03/09/18-03/09/18
Casey, Hollis	LVLUP- AHE Prof Dev- Counseling	\$61.74	03/09/18-03/09/18
Casey, Hollis	BSI CPR Retreat	\$246.96	03/30/18-03/30/18
Casil, Amy	BSI English Prof. Learning Council	\$740.88	03/01/18-03/30/18
Chang, Sarah	BSI CPR Retreat	\$246.96	03/30/18-03/30/18
Choi, Sang	BSI Math Outreach	\$164.64	01/09/18-03/30/18
Chu, David	BSI AHE Practicum	\$370.44	02/09/18-04/06/18
Clafin, Christopher	CTE Spring Articulation Workshop	\$164.64	04/01/18-04/30/18
Cox, Barbara	CTE Spring Articulation Workshop	\$164.64	04/01/18-04/30/18

C. ADDITIONAL COMPENSATION: CATEGORICAL/NON-GENERAL FUND Cont.

DeAngelis, Gail	LVLUP- AHE Peer Academy	\$82.32	03/16/18-03/16/18
DeDonno, Tom	CTE Spring Articulation Workshop	\$164.64	04/01/18-04/30/18
DeSaracho, Mariana	BSI CPR Retreat	\$246.96	03/30/18-03/30/18
Dickmeyer, Laurie	BSI Conference Attendee	\$75.00	02/23/18-02/23/18
Donaldson, Lindsay	LVLUP- AHE Peer Academy	\$82.32	03/16/18-03/16/18
Druce, Sharon	BSI Conference Attendee	\$75.00	02/23/18-02/23/18
Duffy, Michelle	LVLUP- AHE Peer Academy	\$82.32	03/16/18-03/16/18
Duffy, Michelle	BSI CPR Retreat	\$246.96	03/30/18-03/30/18
Duong, Nancy	BSI Math Outreach	\$164.64	01/09/18-03/30/18
Duong, Nancy	BSI CPR Retreat	\$246.96	03/30/18-03/30/18
DurgomMcQuown L	Costume Design- Fall Performances	\$2,800.00	09/05/17-12/10/17
Engels, Michael	BSI CPR Retreat	\$246.96	03/30/18-03/30/18
Espinosa, Manuel	BSI Conference Attendee	\$75.00	02/23/18-02/23/18
Evancoe, Eugene	V-CAT Project Exhibit Review	\$2,058.00	01/16/18-05/23/18
Evancoe, Eugene	CTE Spring Articulation Workshop	\$164.64	04/01/18-04/30/18
Evans Wallin, Patty	BSI CPR Retreat	\$246.96	03/30/18-03/30/18
Even, Ryan	CTE Spring Articulation Workshops	\$164.64	04/01/18-04/30/18
Farnsworth, Robert	CTE Spring Articulation Workshops	\$164.64	04/01/18-04/30/18
Fox, Lindsay	CTE Spring Articulation Workshops	\$164.64	04/01/18-04/30/18
Frazier, Vanessa	BSI English Prof. Learning Council	\$864.36	03/01/18-03/30/18
Frederickson, Scott	CTE Spring Articulation Workshops	\$164.64	04/01/18-04/30/18
Gates, Alana	LVLUP- AHE Peer Academy	\$82.32	03/16/18-03/16/18
George, Sarah	BSI English- Prof. Learning Council	\$246.96	03/01/18-03/30/18
Gilman, Bruce	BSI CPR Retreat	\$246.96	03/30/18-03/30/18
Giordano, Dave	BSI AHE Practicum	\$370.44	02/09/18-04/06/18
Gonzalez, Carly	BSI Conference Attendee	\$75.00	02/23/18-02/23/18
Gonzalez, Frank	BSI Math Outreach	\$246.96	01/09/18-03/30/18
Gonzalez, Frank	BSI CPR Retreat	\$246.96	03/30/18-03/30/18
Gonzalez, Frank	Co-Principle Investigator-NSF Grant	\$864.36	01/16/18-05/23/18
Gonzalez, Sara	BSI Teaching Developing Writers	\$463.05	01/09/18-02/22/18
Gonzalez, Sara	BSI Conference Attendee	\$75.00	02/23/18-02/23/18
Gonzalez, Sara	BSI English Prof. Learning Council	\$864.36	03/01/18-03/30/18
Gonzalez, Sara	LVLUP- AHE Peer Academy	\$82.32	03/16/18-03/16/18
Goulding, Carrie	LVLUP-English Student Success	\$2,263.80	02/13/18-05/23/18
Goulding, Carrie	BSI CPR Retreat	\$246.96	03/30/18-03/30/18
Green, Denise	BSI OER Faculty	\$650.00	02/01/18-05/11/18
Guerra, Ferdinando	BSI AHE Practicum	\$279.06	02/09/18-04/06/18
Gustafson, Michelle	LVLUP- AHE Prof Dev- Counseling	\$61.74	03/09/18-03/09/18
Gustafson, Michelle	BSI CPR Retreat	\$246.96	03/30/18-03/30/18
Haley, Edgar	BSI CPR Retreat	\$246.96	03/30/18-03/30/18
Hall, David	Accompanist for "Assassins"	\$1,200.00	10/02/17-12/10/17
Hayter, Catherine	LVLUP-English Student Success	\$2,263.80	02/13/18-05/23/18
Hayter, Catherine	BSI CPR Retreat	\$246.96	03/30/18-03/30/18
Higgs, Sean	CTE Spring Articulation Workshops	\$164.64	04/01/18-04/30/18
Hodjera, Eva	LVLUP- AHE Peer Academy	\$82.32	03/16/18-03/16/18
Hoggatt, Michael	BSI AHE Practicum	\$370.44	02/09/18-04/06/18
Hoggatt, Michael	AWED Faculty Coordination	\$2,058.00	05/28/18-07/03/18
HoidaMulholland, B	LVLUP-English Student Success	\$2,263.80	02/13/18-05/23/18
Homma, Mary	LVLUP- AHE Peer Academy	\$82.32	03/16/18-03/16/18
Hoolihan, Lori	CTE Spring Articulation Workshops	\$164.64	04/01/18-04/30/18
Inlow, Lisa	CTE Spring Articulation Workshops	\$164.64	04/01/18-04/30/18

C. ADDITIONAL COMPENSATION: CATEGORICAL/NON-GENERAL FUND Cont.

Jazayeri, Jennifer	BSI AHE Practicum	\$370.44	02/09/18-04/06/18
Jennison, Elizabeth	LVLUP- AHE Peer Academy	\$82.32	03/16/18-03/16/18
Jimenez, Laura	BSI AHE Practicum	\$370.44	02/09/18-04/06/18
Johnson, Paul	Jazz Day	\$200.00	02/24/18-02/24/18
Jones, Cristina	BSI Conference Attendee	\$75.00	02/23/18-02/23/18
Kapp, Lindsay	BSI AHE Practicum	\$370.44	02/09/18-04/06/18
Kelsey, David	LVLUP- AHE Peer Academy	\$82.32	03/16/18-03/16/18
Kholousi, Mitra	BSI Conference Attendee	\$75.00	02/23/18-02/23/18
Kihyet, Constance	V-CAT Project Exhibit Review	\$2,058.00	01/16/18-05/23/18
Kihyet, Constance	LVLUP- AHE Peer Academy	\$82.32	03/16/18-03/16/18
King, Emily	BSI Conference Attendee	\$75.00	02/23/18-02/23/18
King, Emily	BSI English Prof. Learning Council	\$617.40	03/01/18-03/30/18
King, Emily	LVLUP- AHE Peer Academy	\$82.32	03/16/18-03/16/18
Knapp, Rebecca	LVLUP- AHE Peer Academy	\$82.32	03/16/18-03/16/18
Knapp, Rebecca	CTE Spring Articulation Workshops	\$164.64	04/01/18-04/30/18
Konishi, Hiro	CTE Spring Articulation Workshops	\$164.64	04/01/18-04/30/18
Lawson, Anne	CTE Spring Articulation Workshops	\$164.64	04/01/18-04/30/18
Lee, Ken	CTE Spring Articulation Workshops	\$164.64	04/01/18-04/30/18
Long, Clifton	BSI AHE Practicum	\$370.44	02/09/18-04/06/18
Long, Michael	BSI CPR Retreat	\$246.96	03/30/18-03/30/18
Lopp, Mari	BSI English Prof. Learning Council	\$864.36	03/01/18-03/30/18
Lovett, Margot	BSI AHE Practicum	\$370.44	02/09/18-04/06/18
Luque, Jonathan	BSI Math Outreach	\$164.64	01/09/18-03/30/18
Luque, Jonathan	BSI CPR Retreat	\$246.96	03/30/18-03/30/18
Major, Nicole	BSI OER Lead	\$500.00	01/09/18-04/13/18
McCleave, Sumaya	BSI CPR Retreat	\$246.96	03/30/18-03/30/18
McCord, Krisanna	BSI Conference Attendee	\$75.00	02/23/18-02/23/18
McFann, Kent	CTE Spring Articulation Workshops	\$164.64	04/01/18-04/30/18
McGuire, Bill	CTE Spring Articulation Workshops	\$164.64	04/01/18-04/30/18
McMurtrey, Megan	BSI Teaching Developing Writers	\$463.05	01/09/18-02/22/18
McReynolds, Brad	CTE Spring Articulation Workshops	\$164.64	04/01/18-04/30/18
Medling, Jane	LVLUP- AHE Peer Academy	\$82.32	03/16/18-03/16/18
Meyer, Cliff	CTE Spring Articulation Workshops	\$164.64	04/01/18-04/30/18
Moinfar, Donna	BSI Conference Attendee	\$75.00	02/23/18-02/23/18
Montoya, Jesús	BSI Conference Attendee	\$75.00	02/23/18-02/23/18
MorrisFreshwater, L	BSI Conference Attendee	\$75.00	02/23/18-02/23/18
Moussatche, Sierra	LVLUP- AHE Peer Academy	\$82.32	03/16/18-03/16/18
Murray, Peter	AHE Peer Academy Facilitator	\$377.44	03/16/18-03/16/18
Myhren, Brett	BSI Teaching Developing Writers	\$463.05	01/09/18-02/23/18
Myhren, Brett	BSI CPR Retreat	\$246.96	03/30/18-03/30/18
Nadeau, Bouchra	LVLUP- Int'l Lang. Student Success	\$3,951.36	02/13/18-05/23/18
Nelson, Candy	CTE Spring Articulation Workshops	\$164.64	04/01/18-04/30/18
Nelson, Terence	VCAT Project Principle Investigator	\$3,087.00	01/16/18-05/23/18
Nicola, Loretta	BSI AHE Practicum	\$370.44	02/09/18-04/06/18
Nicola, Loretta	CTE Spring Articulation Workshops	\$164.64	04/01/18-04/30/18
Nin, Orlantha	BSI CPR Retreat	\$246.96	03/30/18-03/30/18
Nussenbaum, Sharon	BSI CPR Retreat	\$246.96	03/30/18-03/30/18
Ochi, Shellie	BSI CPR Retreat	\$246.96	03/30/18-03/30/18
Pakula, Jennifer	BSI OER Lead	\$500.00	01/09/18-04/13/18
Peck, Paris	BSI CPR Retreat	\$246.96	03/30/18-03/30/18
Pfeiler, Donna	BSI AHE Practicum	\$370.44	02/09/18-04/06/18

C. ADDITIONAL COMPENSATION: CATEGORICAL/NON-GENERAL FUND Cont.

Pinter, Gerald	Jazz Comp Performance	\$100.00	02/14/18-02/21/18
Pinter, Gerald	Jazz Day	\$200.00	02/24/18-02/24/18
Posada, Timothy	CTE Spring Articulation Workshops	\$164.64	04/01/18-04/30/18
Quade, Joyce	CTE Spring Articulation Workshops	\$164.64	04/01/18-04/30/18
Quinlan, Emily	LVLUP- AHE Peer Academy	\$82.32	03/16/18-03/16/18
Quinlan, Emily	CTE Spring Articulation Workshops	\$164.64	04/01/18-04/30/18
Rachman, Jennifer	BSI AHE Practicum	\$370.44	02/09/18-04/06/18
Rachnam, Jennifer	LVLUP- AHE Prof Dev- Counseling	\$61.74	03/09/18-03/09/18
Rachman, Jennifer	BSI CPR Retreat	\$246.96	03/30/18-03/30/18
Rachman, Jennifer	CTE Spring Articulation Workshops	\$164.64	04/01/18-04/30/18
Rangel, Efen	CalWORKs Coordination	\$4,445.28	01/16/18-05/23/18
Raynesford, Kim	BSI AHE Practicum	\$370.44	02/09/18-04/06/18
Raynesford, Kim	BSI Conference Attendee	\$75.00	02/23/18-02/23/18
Renault, Irene	BSI CPR Retreat	\$246.96	03/30/18-03/30/18
Rodriguez, Angela	BSI Teaching Developing Writers	\$463.05	01/09/18-02/22/18
Rodriguez, Angela	BSI Conference Attendee	\$75.00	02/23/18-02/23/18
Rosenn, Tristen	Jazz Day	\$100.00	02/24/18-02/24/18
Russell, Susan	BSI Conference Attendee	\$75.00	02/23/18-02/23/18
Sahranavard, Neda	BSI Conference Attendee	\$75.00	02/23/18-02/23/18
Sauter, Mike	BSI AHE Practicum	\$370.44	02/09/18-04/06/18
Scarfone, Femia	LVLUP- ESL Student Success	\$3,498.60	02/13/18-05/23/18
Schermerhorn, B.	CTE Spring Articulation Workshops	\$164.64	04/01/18-04/30/18
Seaman, Carolyn	BSI OER Librarian	\$1,000.00	01/09/18-04/13/18
Shafe, Kia	BSI CPR Retreat	\$246.96	03/30/18-03/30/18
Shaffer, Gina	BSI CPR Retreat	\$246.96	03/30/18-03/30/18
Shaw, Katherine	LVLUP- AHE Peer Academy	\$82.32	03/16/18-03/16/18
Silveira, Lisa	BSI CPR Retreat	\$246.96	03/30/18-03/30/18
Smith, Christina	CTE Spring Articulation Workshops	\$164.64	04/01/18-04/30/18
Smith, Dana-Jean	Additional Coaching/Judging Duties	\$500.00	02/01/18-05/23/18
Smith, Jeanne	BSI CPR Retreat	\$246.96	03/30/18-03/30/18
Sotelo, Sharyn	BSI Math Outreach	\$164.64	01/09/18-03/30/18
Stachenfeld, Marilyn	BSI English Prof. Learning Council	\$740.88	03/01/18-03/30/18
Stanfield, Scott	BSI English Prof. Learning Council	\$493.92	03/01/18-03/30/18
Steinriede, Lindsay	CTE Spring Articulation Workshops	\$164.64	04/01/18-04/30/18
Stephens, Blake	CTE Spring Articulation Workshops	\$164.64	04/01/18-04/30/18
Stevenson, Glen	CTE Spring Articulation Workshops	\$164.64	04/01/18-04/30/18
Stout, Ron	Jazz Combo Performance	\$100.00	02/14/18-02/21/18
Stout, Ron	Jazz Day	\$200.00	02/24/18-02/24/18
Tamialis, Barbara	CTE Spring Articulation Workshops	\$164.64	04/01/18-04/30/18
Taylor, Karen	CTE Spring Articulation Workshops	\$164.64	04/01/18-04/30/18
Toscano, Laura	LVLUP- AHE Prof Dev- Counseling	\$61.74	03/09/18-03/09/18
Toscano, Laura	BSI CPR Retreat	\$246.96	03/30/18-03/30/18
Tracy, Jacob	BSI Math Outreach	\$164.64	01/09/18-03/30/18
Tracy, Jacob	BSI CPR Retreat	\$246.96	03/30/18-03/30/18
Tran, Lisa	LVLUP- AHE Prof Dev- Counseling	\$61.74	03/09/18-03/09/18
Tran, Lisa	BSI CPR Retreat	\$246.96	03/30/18-03/30/18
Tran, Lisa	SSSP 18-19 Student Handbook	\$1,646.40	03/12/18-05/24/18
Troy, Edward	BSI English Prof. Learning Council	\$617.40	03/01/18-03/30/18
Troy, Edward	BSI Conference Attendee	\$75.00	02/23/18-02/23/18
Valdez, Deanna	BSI Math Outreach	\$246.96	01/09/18-03/30/18
Valdez, Deanna	BSI CPR Retreat	\$246.96	03/30/18-03/30/18

C ADDITIONAL COMPENSATION: CATEGORICAL/NON-GENERAL FUND Cont.

Vellanoweth, D.	BSI Conference Attendee	\$75.00	02/23/18-02/23/18
Ventura, Janet	BSI CPR Retreat	\$246.96	03/30/18-03/30/18
Vogel, Jeff	BSI CPR Retreat	\$246.96	03/30/18-03/30/18
Watt, Deb	Major Event Spring 2018	\$1,029.00	01/17/18-05/17/18
Weaver, Chris	BSI Teaching Developing Writers	\$463.05	01/09/18-02/23/18
Weaver, Chris	BSI Conference Attendee	\$75.00	02/23/18-02/23/18
TuominenLenney, K	SSSP Assessment for Prior Learning	\$1,234.80	03/12/18-05/24/18
Weckerly, Michelle	BSI AHE Practicum	\$370.44	02/09/18-04/06/18
Welc, Martin	CTE Spring Articulation Workshops	\$164.64	04/01/18-04/30/18
Westphal, Karla	BSI CPR Retreat	\$246.96	03/30/18-03/30/18
Williams, Jake	BSI CPR Retreat	\$246.96	03/30/18-03/30/18
Wilson, Stephen	LVLUP- AHE Peer Academy	\$82.32	03/16/18-03/16/18
Wolff, Michele	BSI AHE Practicum	\$370.44	02/09/18-04/06/18
Yeganehshakib, R.	BSI AHE Practicum	\$370.44	02/09/18-04/06/18
Zach, Alicia	BSI OER Librarian	\$1,000.00	01/09/18-04/13/18
Zemanek, Erika	BSI Teaching Developing Writers	\$463.05	01/09/18-02/22/18
Zemanek, Erika	BSI Conference Attendee	\$75.00	02/23/18-02/23/18
Ziehm, Carol	SSSP Assessment Spr. 2018 Reader	\$329.28	01/02/18-05/25/18
Zimmerman, Ray	SSSP Assmt. Spr.18 Reader/Trainer	\$329.28	01/02/18-05/25/18
Zimmerman, Ray	LVLUP- English Student Success	\$2,263.80	02/13/18-05/23/18
Zimmerman, Ray	BSI CPR Retreat	\$246.96	03/30/18-03/30/18

Total for Month: Non-General Fund/Saddleback College \$ 87,711.55
2017-2018 SADDLEBACK FISCAL YEAR TOTAL TO DATE \$ 415,536.65

D. RESIGNATION/RETIREMENT/CONCLUSION OF EMPLOYMENT

1. ANDERSON, GREGORY, ID #023322, President, Pos. #P0004583, Saddleback College, resignation effective May 1, 2018. Payment is authorized for any compensated time off. (Start date: September 30, 2017).
2. DAVISON, JOHN, ID #013083, Chemistry Professor, Pos. #P0002132, School of Physical Sciences & Technology, Irvine Valley College, retirement effective May 25, 2018. Payment is authorized for any compensated time off. (Start date: August 18, 2008).
3. MILLER WHITE, SHERRY. ID# 001277, Sociology Instructor, Pos. #P0001627, Sociology Division, Saddleback College, retirement effective May 25, 2018. Payment is authorized for any compensated time off. (Start date: August 15, 1988).
4. WOLZINGER, RENAH, ID #022925, Dean of Career Pathways and Dual Enrollment, Pos. #P0010872, Office of Instruction, Saddleback College, resignation effective August 31, 2018. Payment is authorized for any compensated time off. (Start date: May 1, 2017).

E. WORKLOAD BANKING

1. ERBAS-WHITE, ILKNUR, ID #6476, Mathematics Instructor, Pos. #P0001026, School of Mathematics, Computer Science, & Engineering, Irvine Valley College, is requesting a banked workload leave for the Spring Semester 2019, based on the equivalent of 15 banked LHE, in accordance with Article XXVIII, Academic Employee Master Agreement 2015-2018, in compliance with the Workload Banking Program.

E. WORKLOAD BANKING continued

2. HAYTER, CATHERINE, ID #20226, English Instructor, Pos. #P0001547, Division of Liberal Arts, Saddleback College, is requesting a banked workload leave for the Fall Semester 2018, based on the equivalent of 15 banked LHE, in accordance with Article XXVIII, Academic Employee Master Agreement 2015-2018, in compliance with the Workload Banking Program.
3. VALDEZ, DEANNA, ID #17292, Mathematics Instructor, Pos. #P0004339, Division of Mathematics, Science, & Engineering, Saddleback College, is requesting a banked workload leave for the Fall Semester 2018, based on the equivalent of 15 banked LHE, in accordance with Article XXVIII, Academic Employee Master Agreement 2015-2018, in compliance with the Workload Banking Program.

F. REVISIONS/EDITS/ADDITIONS

³COUNSELOR (Veterans), Pos. #P0007312 (Appointed to Eric Garcia, ID# 016868), reports to the Dean, Counseling Services, Irvine Valley College and **not** to the Assistant Dean of Health, Wellness and Veterans Services, Division of Student Services as stated on the February 26, 2018 Board Agenda.

³ February 26, 2018 Board Agenda stated Veterans Counselor would report to the Assistant Dean of Health, Wellness & Veterans Services, Division of Student Services.



**AMENDMENT TO
CONTRACT OF EMPLOYMENT
BETWEEN
THE SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
AND
DR. JIM BUYSSE**

THIS AMENDMENT is made and entered into this 30th day of April, 2018, by and between the South Orange County Community College District (“District” or “Board”) and Dr. Jim Buysse (“Dr. Buysse”).

Paragraph 1. of the Contract is hereby amended to the following:

“1. Interim President, Saddleback College. Dr. Buysse is hereby employed for a period commencing on April 10, 2018 and ending on December 31, 2018 or sooner, as the Interim President for Saddleback College. Interim President is an academic employee as defined in Education Code Sections 87001(a), and an educational administrator or student services administrator as defined in Education Code section 87002(b), and a management employee as defined by Government Code Section 3540.1(g).”

Paragraph 4. of the Contract is hereby amended to the following:

“4. Salary/Stipends. For the term of his employment as Interim President, Saddleback College, Dr. Buysse shall be paid at Range 27, Step 8, \$259,344 per annum (\$21,612 per month). This is an increase of one step.”

Except as expressly provided in this Amendment, all other provisions of the Agreement are unchanged and shall remain in effect.

This Amendment to Contract of Employment is hereby agreed to:

By: _____
Thomas M. Fallo
Interim Chancellor
South Orange County Community
College District

Date: _____

By: _____
Jim Buysse
Interim President
Saddleback College

Date: _____



**CONTRACT FOR EMPLOYMENT
OF INTERIM CHANCELLOR
BETWEEN
THE SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
AND
ANN-MARIE GABEL**

THIS EMPLOYMENT AGREEMENT ("Agreement") is made and entered into this 30th day of April, 2018, by and between the Governing Board of the South Orange County Community College District ("District" or "Board") and Ann-Marie Gabel ("Ms. Gabel").

IT IS HEREBY AGREED AS FOLLOWS:

1. Interim Chancellor. Ms. Gabel is hereby employed for a period commencing on May 1, 2018, as the Interim Chancellor, South Orange County Community College District and ending when the position is filled. Interim Chancellor is an academic employee as defined in Education Code section 87001(a), and an educational administrator or student services administrator as defined in Education Code section 87002(b), and a management employee as defined by Government Code section 3540.1(g).

2. General Terms and Conditions of Employment. This Agreement is subject to all applicable laws of the State of California, the rules and regulations of the Board of Governors of the California Community Colleges, and the rules, regulations, policies, and procedures of the District, all of which shall be made a material part of the terms and conditions of this Agreement as if set forth in full. This Agreement prevails over any conflicting District rules, regulations, policies or procedures.

3. Powers and Duties. Ms. Gabel shall perform all of the powers and duties of the position of Chancellor, as set forth in the position description, and such other duties as may be assigned. During the term of this Agreement, Ms. Gabel may be assigned to any duties for which she possesses the minimum qualifications required by law.

4. Salary. For the term of her employment as Interim Chancellor, Ms. Gabel shall receive an annualized base salary of \$300,000. The annualized salary shall be paid in equal monthly installments. Compensation for periods of less than a complete month of service shall be paid based on the daily rate of pay derived from the annual salary in a manner consistent with District payroll practices. The Board reserves the right to increase the Interim Chancellor's salary from time to time. Any adjustment in salary during the term of this Agreement shall be in the form of a written amendment, and shall not be interpreted as a new agreement or operate as an extension or renewal of this Agreement. If, at any time during the term of this Agreement, the District

employs a permanent Chancellor, Ms. Gabel's assignment and salary shall, effective upon ten working days' notice of that employment, revert to her salary and assignment as Vice Chancellor of Business Services, at Range 27, Step 8 of the applicable salary schedule.

In addition to base salary, throughout the term of this Agreement, Ms. Gabel shall continue to receive any stipends and allowances as provided under her contract of employment as Vice Chancellor of Business Services.

5. Professional Schedule and Vacation. Ms. Gabel shall be required to render full and regular service to the District during the period covered by this Agreement, or any successor, unless this Agreement is terminated as set forth below. Ms. Gabel shall continue to accrue sick leave and vacation consistent with her regular employment as Vice Chancellor of Business Services of the District during the term of this Agreement. Accrued vacation will be compensated at the salary rate in place at the time the vacation is used or paid in cash. All vacation time used during the term of this Agreement must be scheduled in advance and approved by the President of the Board of Trustees. Ms. Gabel is authorized to work remotely, as appropriate and required for the position.

6. Fringe Benefits. As a management employee of the South Orange County Community College District, Ms. Gabel remains entitled to all fringe benefits afforded to other administrative employees during the term of this Agreement.

7. Evaluation. The Board may informally assess and discuss the performance of the Interim Chancellor at its discretion during the term of this Agreement. These discussions may be based on, among other things, the duties outlined in this Agreement including Board-adopted priority tasks, other goals and objectives established by the Board in consultation with Ms. Gabel, and Ms. Gabel's performance of her duties as Interim Chancellor. In addition, either the Board or Ms. Gabel may request that an item be placed on the Board's meeting agenda relating to the evaluation of the Interim Chancellor.

8. Amendment, Termination, or Non-renewal.

a. This Agreement may be amended by mutual written agreement between the parties.

b. This Agreement will terminate effective at the close of business on July 30, 2018, or sooner if a permanent chancellor is appointed by the Board, without any further notice to Ms. Gabel by the District, except as provided in paragraph 8.c., below. The provisions of Education Code section 72411(a), (b) and (c) shall not apply to this Agreement.

c. This Agreement may be terminated for convenience by either party prior to its expiration by giving not less than ten working days' written notice. Upon the effective date of the termination pursuant to this subparagraph of the Agreement, Ms. Gabel will return to her position of Vice Chancellor of Business Services, and both parties' obligations under this Agreement shall cease. Further, upon the hiring of a permanent Chancellor, the Governing Board may terminate this Agreement with ten working days' notice to the Interim Chancellor.

d. Notwithstanding any other provisions of this Agreement, per Government Code sections 53260 and 53261, in the event this Agreement is terminated, the maximum cash settlement Ms. Gabel may receive is an amount equal to one-twelfth of the annualized salary specified above, multiplied by the number of months left on the unexpired term of the Agreement, or 12 months, whichever is less. However, due to the day-to-day nature of Ms. Gabel's employment under this Agreement, the parties agree Ms. Gabel will not receive any cash settlement upon termination of this Agreement. Notwithstanding any other provision of this Agreement, and as mandated by Government Code section 53243 et seq., in the event Ms. Gabel is convicted of a crime constituting "abuse of office," she shall reimburse the District to the fullest extent mandated by Government Code section 53243 et seq. (e.g., for paid leave, criminal defense expenditures, or any cash settlement). In the event of such conviction, the District shall make no payments barred by Government Code section 53243 et seq.

9. Entire Agreement. This Agreement is an integrated agreement and constitutes the entire agreement between the parties pertinent to its subject matter, except for Ms. Gabel's agreement for service as Vice Chancellor of Business Services. This Agreement supersedes all prior agreements and understandings of the parties in connection with Ms. Gabel's employment as Interim Chancellor, except for Ms. Gabel's agreement for service as Vice Chancellor of Business Services. This Agreement is the product of arms-length negotiations between the parties and shall not be interpreted in favor of either party or against the other party on account of such party drafting any of the provisions of this Agreement.

10. Headings. The headings in this Agreement are inserted for convenience of reference and shall not be considered in the construction of the provisions of this Agreement.

11. Applicable Law. This Agreement is drawn to be effective in, and shall be construed in accordance with the laws of, the State of California.

12. Savings Clause. If any provision of this Agreement is held to be contrary to law by a court of competent jurisdiction, such provision shall not be deemed valid or binding except to the extent permitted by law, but all other provisions shall continue to remain in full force and effect.

IN WITNESS WHEREOF, the parties hereto have duly approved and executed this Agreement on the day and year above written.

GOVERNING BOARD OF THE SOUTH ORANGE
COUNTY COMMUNITY COLLEGE DISTRICT

By: _____
Timothy Jemal
President, Board of Trustees

By: _____
Ann-Marie Gabel
Interim Chancellor

Approved:

Date: _____

GOVERNING BOARD OF THE SOUTH
ORANGE COUNTY COMMUNITY COLLEGE
DISTRICT



Office of Human Resources

**AGREEMENT FOR EMPLOYMENT OF
INTERIM VICE PRESIDENT FOR COLLEGE
ADMINISTRATIVE SERVICES**

BETWEEN

**THE SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
AND
JO ANN HIGDON**

THIS EMPLOYMENT AGREEMENT (hereinafter "Agreement") is made and entered into this 1st day of May, 2018, by and between the Governing Board of the South Orange County Community College District (hereinafter referred to as either the "District" or "Board, as appropriate) and Ms. Jo Ann Higdon (hereinafter "Ms. Higdon").

IT IS HEREBY AGREED AS FOLLOWS:

1. Interim Vice President for College Administrative Services. Ms. Higdon is hereby employed for a period of time commencing on May 1, 2018, and ending on January 31, 2019, or sooner, as the Interim Vice President for College Administrative Services at Saddleback College. Interim Vice President of College Administrative Services is a classified administrator position as defined in Education Code Sections 72411 and 87002(a), and a management employee as defined by Government Code Section 3540.1(g).
2. General Terms and Conditions of Employment. This Agreement is subject to all applicable laws of the State of California, the rules and regulations of the Board of Governors of the California Community Colleges, and the rules, regulations, policies, and procedures of the District, all of which shall be made a material part of the terms and conditions of this Agreement as if set forth in full. This agreement shall prevail over any conflicting District rules, regulations, policies or procedures.
3. Powers and Duties. Ms. Higdon shall perform all of the powers and duties of the position of Interim Vice President for College Administrative Services, as set forth in the position description, and such other duties as may be assigned. During the term of this contract Ms. Higdon may be transferred or assigned to any duties or positions for which she possesses the minimum qualifications required by law. However, reassignment pursuant to this Section of the Agreement, during the term of this Agreement, shall not result in a reduction of compensation during the term of this Agreement.
4. Salary. Salary to the Interim Vice President for College Administrative Services shall be paid at an annualized rate of \$235,236 (Range 25, Step 8), paid as an hourly rate of \$116.685 according to the Academic and Classified Administrators/Classified Managers Salary Schedule. The Board reserves the right to increase the Interim Vice President for Administrative Services' salary from time to time. Any adjustment in salary during the term of this Agreement shall not be interpreted as a new agreement nor operate as an extension or renewal of this Agreement.
5. Professional Schedule. Ms. Higdon shall be required to render full and regular service to the District during each monthly period covered by this Agreement, or any successor.
6. Performance Evaluations.

6.1 The President, Saddleback College, will provide Ms. Higdon with periodic opportunities to discuss the President/Vice President relationship.

6.2 The President of Saddleback College will set Ms. Higdon's goals during the period of her acting assignment. Ms. Higdon's performance in achieving those goals and carrying out her other duties will be discussed with the President of Saddleback College. In meeting these goals and in carrying out her duties, an evaluation may be performed.

7. Expenses and Required Memberships.

7.1 The District shall reimburse Ms. Higdon as actually budgeted, and in accordance with District policy and procedures, for all actual and necessary expenses incurred in attending meetings, conferences, and other activities required of Ms. Higdon in the performance of the duties of Interim President of College Administrative Services.

7.2 In addition to any reimbursement provided under section 7.1, above, the District will reimburse Ms. Higdon for travel expenses outside the District in accordance with District policies and procedures.

8. Amendment, Termination, or Non-renewal.

8.1 This Agreement may be amended by mutual written agreement between the parties.

8.2 This agreement will expire effective at the close of business on January 31, 2019, or sooner, without any further notice to Ms. Higdon by the District. The provisions of Education Code Section 72411(a), (b), and (c) shall not apply to this Agreement.

8.3 This Agreement may be terminated for convenience by either party prior to its expiration by giving not less than five (5) days' written notice. Further, upon the hiring of a new Vice President for College Administrative Services at Saddleback College, the Governing Board may terminate this Agreement without any notice to Ms. Higdon. Upon the effective date of the termination pursuant to this Section 8.3 of the Agreement, the District's obligations with respect to salary shall cease.

8.4 Upon termination or expiration of this Agreement, Ms. Higdon's employment with the District shall cease, and Ms. Higdon shall have no rights to continued employment with the District. Neither the provisions of Education Code Section 87458, nor those of Board Policy 4091, shall apply.

9. Entire Agreement. This Agreement is an integrated agreement and constitutes the entire agreement between the parties pertinent to the subject matter hereof. It supersedes all prior agreements and understandings of the parties in connection herewith. It is the product of arms-length negotiations between the parties and shall not be interpreted in favor of either party or against the other party on account of such party drafting any of the provisions of this Agreement.

9.1. Headings. The headings in this Agreement are inserted for convenience of reference and shall not be considered in the construction of the provisions of this Agreement.

9.2. Applicable Law. This Agreement is drawn to be effective in, and shall be construed in accordance with the laws of the State of California. This Agreement incorporates by reference and is subject to the provisions of California Government Code Sections 53243, 53243.1, 53243.2, 53243.3, and 53243.4.

9.3. Savings Clause. If any provision of this Agreement is held to be contrary to law by a court of competent jurisdiction, such provision shall not be deemed valid or binding except to the extent permitted by law, but all other provisions shall continue to remain in full force and effect.

IN WITNESS WHEREOF, the parties hereto have duly approved and executed this Agreement on the day and year above written.

GOVERNING BOARD OF THE SOUTH ORANGE COUNTY
COMMUNITY COLLEGE DISTRICT

by _____ Dated _____
Thomas M. Fallo
Interim Chancellor
South Orange County Community College District

by _____ Dated _____
Jo Ann Higdon
Interim Vice President for College Administrative Services
Saddleback College

TO: Board of Trustees

FROM: Thomas M. Fallo, Interim Chancellor

RE: SOCCCD: Classified Personnel Actions – Regular Items

ACTION: Ratification

BACKGROUND

In accordance with Board Policy 2100, all SOCCCD employee actions must be ratified by the Board of Trustees.

STATUS

Personnel are employed in the South Orange County Community College District for the purpose of meeting the needs of students.

RECOMMENDATION

The Chancellor recommends that the Board of Trustees ratify the classified personnel actions as shown in Exhibit A.

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
CLASSIFIED PERSONNEL ACTIONS/RATIFICATIONS

A. NEW PERSONNEL APPOINTMENTS

1. **CLASSIFIED EMPLOYMENT** (Information Items – Pursuant to Board Policy 4002.1)

- a. AYALA, LYDIA ANN is to be employed as Admissions and Records Evaluator, Pos. #P0003463, Admissions and Records, Irvine Valley College, C.S.E.A. Classified Bargaining Unit Salary Schedule Range 127, Step 1, 40 hours per week, 12 months per year, effective March 26, 2018.
- b. DAO, NGAN THI NGOC is to be employed as Senior Administrative Assistant, Pos. #P0003282, Emeritus Institute, Saddleback College, C.S.E.A. Classified Bargaining Unit Salary Schedule Range 127, Step 1, 40 hours per week, 12 months per year, effective April 9, 2018.
- c. DAVIS, PARKER is to be employed as Assistant Director of Facilities – Capital Outlay Projects, Pos. #P0007801, Facilities, Maintenance and Operations, Irvine Valley College, Academic Administrators and Classified Administrators/Managers Salary Schedule Range 14, Step 3, 40 hours per week, 12 months per year, effective March 21, 2018. Employment in this position is contingent upon funding by the Non-Resident Capital Outlay Fees Revenue.
- d. KILDUFF, CINDY L. is to be employed as Infant/Toddler Specialist, Pos. #P0012156, Child Development Center, Saddleback College, C.S.E.A. Classified Bargaining Unit Salary Schedule Range 122, Step 2, 27.5 hours per week, 12 months per year, effective April 2, 2018, in accordance with Article 17 of the C.S.E.A. contract. This position was approved by the Board of Trustees on August 21, 2017.
- e. MCINNIS, NATHANAEL J. is to be employed as Police Officer, Pos. #P0010925, Office of Safety and Security, Irvine Valley College, Police Officer Salary Schedule Range II, Step 1, 40 hours per week, 12 months per year, effective April 10, 2018. This position was approved by the Board of Trustees on February 27, 2017.
- f. SANCHEZ, PHILLIP JOHN is to be employed as Counseling Office Assistant, Pos. #P0004821, Veterans Education and Transition Services, Saddleback College, C.S.E.A. Classified Bargaining Unit Salary Schedule Range 115, Step 1, 29 hours per week, 11 months per year, effective March 12, 2018.
- g. SARVI, ANAHITA is to be employed as Instructional Assistant, Pos. #P0004329, LRC Tutoring Center, Saddleback College, C.S.E.A. Classified Bargaining Unit Salary Schedule Range 122, Step 1, 25 hours per week, 12 months per year, effective March 19, 2018.

A. NEW PERSONNEL APPOINTMENTS - Continued

1. CLASSIFIED EMPLOYMENT (Information Items – Pursuant to Board Policy 4002.1)

- h. ¹TITTERUD, NANCY E. is to be employed as Senior Administrative Assistant, Pos. #P0003348, Extended Opportunity Program and Services, Saddleback College, C.S.E.A. Classified Bargaining Unit Salary Schedule Range 127, Step 1, 40 hours per week, 12 months per year, effective April 9, 2018. Employment in this position is contingent upon funding by Extended Opportunity Program and Services (EOPS).
- i. ULLRICH, KAREN H. is to be employed as Infant/Toddler Specialist, Pos. #P0012659, Child Development Center, Saddleback College, C.S.E.A. Classified Bargaining Unit Salary Schedule Range 122, Step 3, 27.5 hours per week, 12 months per year, effective April 2, 2018, in accordance with Article 17 of the C.S.E.A. contract. This position was approved by the Interim Chancellor on November 15, 2017.

- 2. The following individuals are to be employed as **Substitutes** in the classification noted below, on an if-and-as-needed basis. (Information Items – Pursuant to Section 70902(d) of the California Education Code)

<u>Name</u>	<u>Classification</u>	<u>Range/</u> <u>Step</u>	<u>Start Date</u>
² Aulakh, Jasvinder	Human Resources Assistant/DS	23.48	01/02/18-06/30/18
Daniels, Brittany	Disabled Student Program Specialist/SC	24.67	03/06/18-06/30/18
Estrada, Angel	Custodian/SC	19.27	03/14/18-06/30/18
Florentino, Samuel	Custodian/SC	19.27	03/06/18-06/30/18
Kavazov, Violeta	Financial Aid Specialist/SC	25.92	03/01/18-06/30/18
Tak, Neha	Graphic Designer/Production Technician/IVC	26.57	03/14/18-06/30/18
Vera, Norman	Custodian/IVC	19.27	03/26/18-06/30/18

- 3. The following individuals are to be employed as **Short-Term (Temporary)** positions for the **2017/2018 academic year**, on an if-and-as-needed basis, and shall work no more than 160 days in any fiscal year. (Information Items – Pursuant to Section 70902(d) of the California Education Code)

<u>Name</u>	<u>Position</u>	<u>Hourly</u> <u>Rate \$)</u>	<u>Start/End Date</u>
Abe, Michael	Project Specialist/SC	20.00	03/21/18-06/30/18
Adams, Kathleen	Project Specialist/IVC	30.00	03/28/18-06/30/18
Alwood, Aimee	TMD Aide/IVC	15.00	03/15/18-06/30/18
Apodac, Sanja	Project Specialist/SC	21.00	02/26/18-06/30/18
Contreras, Cesar	Adapted Kinesiology Aide/SC	12.50	03/15/18-06/30/18
Corrales, Javier	Project Specialist/SC	50.00	02/15/18-06/30/18
Crandal, Tyler	Coaching Aide/SC	25.00	03/21/18-06/30/18
Florentino, Efren	Project Specialist/SC	25.00	03/15/18-06/30/18
Garcia, Emily	Clerk/SC	16.00	03/20/18-06/30/18
Hughes, Jacob	Adapted Kinesiology Aide/SC	12.50	03/08/18-06/30/18

¹ Related to Melanie Kirsten Titterud, Counselor – PTF, Irvine Valley College.

² Related to Rajanpal Singh Dhillon, Senior Laboratory Technician Automotive, Saddleback College.

A. NEW PERSONNEL APPOINTMENTS - Continued

3. The following individuals are to be employed as **Short-Term (Temporary)** positions for the **2017/2018 academic year**, on an if-and-as-needed basis, and shall work no more than 160 days in any fiscal year. (Information Items – Pursuant to Section 70902(d) of the California Education Code)

Jennrich, Joshua	Project Specialist/SC	12.50	03/14/18-06/30/18
Kirkland, Andrew	Project Specialist/IVC	14.00	03/06/18-06/30/18
Mayoral, Michael	Coaching Aide/SC	25.00	03/21/18-06/30/18
Miller, Chase	Adapted Kinesiology Aide/SC	13.00	03/09/18-06/30/18
Molinard, Berkiel	Outreach Aide/SC	13.50	03/12/18-06/30/18
Naiknavare, Abhijeet	TMD Aide/SC	13.00	03/06/18-06/30/18
O'Berry, Matthew	Project Specialist/SC	12.50	03/14/18-06/30/18
Osman, Ahmed	TMD Aide/IVC	11.50	03/15/18-06/30/18
Parra, Antonio	Adapted Kinesiology Aide/SC	13.00	03/09/18-06/30/18
Perez, Yvonne	Project Specialist/DS	17.00	03/08/18-06/30/18
Reyes, Carla	Project Specialist/SC	20.00	03/07/18-06/30/18
Rojas Sierra, Francisco	Project Specialist/SC	20.00	03/21/18-06/30/18
Shultz, Haidon	Project Specialist/IVC	14.00	03/21/18-06/30/18
Sierra, Sergio	Project Specialist/SC	16.00	03/07/18-06/30/18
Simpson, Chloe	Project Specialist/SC	14.00	03/09/18-06/30/18
Straling, Louise	Project Specialist/IVC	55.00	03/26/18-06/30/18
Vaughn, Yvonne	Project Specialist/SC	12.50	03/14/18-06/30/18

4. The following individuals are to be employed as **Student Help (Temporary)**, Irvine Valley College and Saddleback College, on an if-and-as-needed-basis, for the **2017/2018 academic year**.

<u>Name</u>	<u>Start/End Date</u>
Edwards, Aaron	02/12/18-06/30/18
Kusto, Stephanie	02/15/18-06/30/18
Maganzani, Nicolo	03/02/18-06/30/18
Torres, Brenda	04/15/18-06/30/18
Vega, Courtney	02/15/18-06/30/18

A. NEW PERSONNEL APPOINTMENTS - Continued

5. The following individuals are to be employed on a temporary basis, as **Professional Expert, Community and Contract Education**, Irvine Valley College and Saddleback College, as defined in the California Education Code 88003, for the **2017/2018** academic year. Each individual's rate of pay not to exceed the amount as defined below. (Information Items – Pursuant to Section 70902(d) of the California Education Code)

<u>Name</u>	<u>Position</u>	<u>Not to Exceed (\$)</u>	<u>Start/End Date</u>
Amin, Zihad	Tutor/IVC	12.50	02/15/18-06/30/18
Brown, Jordaan	Model/SC	25.00	03/14/18-06/30/18
Cardenas Oscanoa, Jose	Tutor/SC	12.00	03/21/18-06/30/18
Etekal, Sasha	Tutor/IVC	12.00	02/07/18-06/30/18
Havlena, Kaitlyn	Tutor/SC	12.00	02/15/18-06/30/18
Hejrani, Reyhaneh	Tutor/IVC	11.50	03/03/18-06/30/18
Kusto, Stephanie	Tutor/SC	12.00	03/15/18-06/30/18
Oplt, Maria	Clinical Skills Specialist/SC	15.00	03/08/18-06/30/18
Rahbar, Shawdi	Clinical Skills Specialist/SC	20.00	03/26/18-06/30/18
Tenney, Kyle	Clinical Skills Specialist/SC	20.00	03/14/18-06/30/18

B. AUTHORIZATION TO ELIMINATE CLASSIFIED POSITIONS AND/OR POSITION NUMBERS

1. ³HUMAN RESOURCES OPERATIONS SUPERVISOR, a classified manager, Pos. #P0004952, Academic Administrators and Classified Administrators/Managers Salary Schedule Range 9, Office of Human Resources, District Services, seeks authorization to eliminate this full-time, 40 hours per week, 12 months per year position from its staff complement, effective May 31, 2018 or sooner. (Position approved: February 24, 2014)
2. PROGRAM STUDENT SERVICES SPECIALIST, SPECIAL FUNDED, Pos. #P0006575, C.S.E.A. Classified Bargaining Unit Salary Schedule Range 125, Division of Health Sciences and Human Services, Saddleback College, seeks authorization to eliminate this full-time, 40 hours per week, 12 months per year position from its staff complement, effective March 19, 2018. (Position approved: July 20, 2015, funded by the DOL/TACCCT Grant)
3. PROGRAM TECHNICIAN, CATEGORICAL, Pos. #P0005111, C.S.E.A. Classified Bargaining Unit Salary Schedule Range 122, Division of Health Sciences and Human Services, Saddleback College, seeks authorization to eliminate this part-time, 24 hours per week, 12 months per year position from its staff complement, effective March 19, 2018. (Position approved: December 15, 2014, funded by the TAACCCT grant)

³ Correction: The effective date is being corrected from "April 30, 2018 or sooner" on the January 22, 2018 Board Agenda to "May 31, 2018 or sooner."

C. AUTHORIZATION TO ESTABLISH AND ANNOUNCE A CLASSIFIED POSITION

1. ⁴VETERANS SERVICES CENTER MANAGER, CATEGORICAL, a classified manager, Academic Administrators and Classified Administrators/Managers Salary Schedule Range 5, Veterans Service Center, Irvine Valley College, seeks authorization to establish and announce this full-time, 40 hours per week, 12 months per year position to its staff complement, effective February 26, 2018. This position is partially categorical funded with employment contingent upon funding by the New Veterans Grant.

D. REORGANIZATION

1. DISTRICT SERVICES seeks authorization to reclassify, eliminate and replace with the following Classified positions, within their organization as defined by Title 5 Education Code, Section (a), (b), and (c) Recruitment 53021.
 - a. **RECLASSIFY EXECUTIVE ASSISTANT, OFFICE OF THE CHANCELLOR AND TRUSTEE SERVICES**, a classified manager, Pos. #P0004566, Office of the Chancellor, Academic Administrators and Classified Administrators/Managers Salary Schedule Range 8, full-time, 40 hours per week, 12 months per year;
TO MANAGER, OFFICE OF THE CHANCELLOR AND TRUSTEE SERVICES, a classified manager, Office of the Chancellor, Academic Administrators and Classified Administrators/Managers Salary Schedule Range 10, full-time, 40 hours per week, 12 months per year position, effective May 1, 2018. This position was approved by the Interim Chancellor on April 3, 2018.
 - b. **RECLASSIFY EXECUTIVE DIRECTOR OF BUSINESS SERVICES**, a classified manager, Pos. #P0007288, Business Services, Academic Administrators and Classified Administrators/Managers Salary Schedule Range 23, full-time, 40 hours per week, 12 months per year;
TO EXECUTIVE DIRECTOR OF PROCUREMENT, CENTRAL SERVICES AND RISK MANAGEMENT, a classified manager, Procurement, Central Services and Risk Management, Academic Administrators and Classified Administrators/Managers Salary Schedule Range 23, full-time, 40 hours per week, 12 months per year position, effective April 30, 2018.
 - c. **RECLASSIFY HUMAN RESOURCES OPERATIONS SUPERVISOR**, a classified manager, Pos. #P0004953, Office of Human Resources, Academic Administrators and Classified Administrators/Managers Salary Schedule Range 9, full-time, 40 hours per week, 12 months per year;
TO HUMAN RESOURCES OPERATIONS SUPERVISOR, a classified manager, Office of Human Resources, Academic Administrators and Classified Administrators/Managers Salary Schedule Range 11, full-time, 40 hours per week, 12 months per year position, effective May 1, 2018. Approved by the Interim Chancellor on April 3, 2018.

⁴ Correction: The position title is being corrected from "Veterans Services Center Manager" on the February 26, 2018 Board Agenda to "Veterans Services Center Manager, Categorical" and the funding source, "New Veterans Grant," is being added.

D. REORGANIZATION - Continued

1. DISTRICT SERVICES seeks authorization to reclassify, eliminate and replace with the following Classified positions, within their organization as defined by Title 5 Education Code, Section (a), (b), and (c) Recruitment 53021.
 - d. **RECLASSIFY** MANAGER, OFFICE OF THE CHANCELLOR AND TRUSTEE SERVICES, a classified manager, Pos. #P0004589, Office of the Chancellor, Academic Administrators and Classified Administrators/Managers Salary Schedule Range 12, full-time, 40 hours per week, 12 months per year;
TO DISTRICT DIRECTOR, CHANCELLOR AND BOARD OPERATIONS, a classified manager, Office of the Chancellor, Academic Administrators and Classified Administrators/Managers Salary Schedule Range 13, full-time, 40 hours per week, 12 months per year position, effective May 1, 2018. This position was approved by the Interim Chancellor on April 3, 2018.
 - i. **PROMOTE** GRACE GARCIA, ID #010452, from MANAGER, OFFICE OF THE CHANCELLOR AND TRUSTEE SERVICES, a classified manager, Pos. #P0004589, Office of the Chancellor, Academic Administrators and Classified Administrators/Managers Salary Schedule Range 12, Step 8, full-time, 40 hours per week, 12 months per year; to DISTRICT DIRECTOR, CHANCELLOR AND BOARD OPERATIONS, a classified manager, Office of the Chancellor, Academic Administrators and Classified Administrators/Managers Salary Schedule Range 13, Step 8, full-time, 40 hours per week, 12 months per year, effective May 1, 2018.

E. CHANGE OF STATUS

1. SADDLEBACK COLLEGE (SC): CLASSIFIED CHANGE IN EMPLOYMENT STATUS
(Information Items – Pursuant to Board Policy 4002.1)

<u>Name</u>	<u>Assignment Departed</u>	<u>Assignment Promotion</u>	<u>Range/ Step</u>	<u>Hours</u>	<u>Effective Date</u>
Dai, Fariba	P0003229, Senior Admissions and Records Specialist - Bilingual	P0003535, International Student Program Specialist	129/6	40	04/09/2018
Langford, Jim D.	P0004450, Laboratory Technician, Photography and Art	P0003324, Senior Laboratory Technician, Photography	130/2	29	03/12/2018

F. OUT OF CLASS ASSIGNMENTS – FOR POSITIONS THAT ARE VACANT DURING RECRUITMENT FOR PERMANENT APPOINTMENTS (LIMITED TO 960 HOURS PER FISCAL YEAR)

1. IRVINE VALLEY COLLEGE **placed** the following permanent Classified employees in temporary, out of class and/or interim assignments.

<u>Name</u>	<u>Permanent Assignment</u>	<u>Temporary Assignment</u>	<u>Range/ Step</u>	<u>Hours</u>	<u>Effective Date</u>
Cacho, Katrina Marie Nierva	P0009512, Matriculation Specialist	P0013137, Senior Matriculation Specialist	127/3	40	03/02/2018
Cordova, Mario R.	P0009511, Matriculation Specialist, Categorical	P0013138, Senior Matriculation Specialist	127/1	40	03/02/2018
⁵ Hanson, Christian	P0004294, Senior HVAC Technician	P0013136, Plant Engineer	134/5	40	03/01/2018
Meyer, John Frederick	P0004595, Police Operations Lieutenant	P0012696, Interim Chief of Police	16/1	40	12/30/2017

2. DISTRICT SERVICES **returned** the following permanent Classified employee from a temporary, out of class and/or interim assignment, back to their permanent assignment.

<u>Name</u>	<u>Permanent Assignment</u>	<u>Temporary Assignment</u>	<u>Range/ Step</u>	<u>Hours</u>	<u>Effective Date</u>
Peebles, La Nell R.	P0005094, HR Employer/Employee Relations Office Manager	P0012514, Executive Assistant to the Office of the Vice Chancellor	9/8	40	03/08/2018

G. OUT OF CLASS ASSIGNMENTS – FOR POSITIONS THAT ARE TEMPORARILY AVAILABLE DUE TO LEAVES OF ABSENCE, ETC.

1. IRVINE VALLEY COLLEGE **placed** the following permanent Classified employee in a temporary, out of class and/or acting assignment.

<u>Name</u>	<u>Permanent Assignment</u>	<u>Temporary Assignment</u>	<u>Range/ Step</u>	<u>Hours</u>	<u>Effective Date</u>
Osuna, Alfredo	P0003956, HVAC Technician	P0013259, Senior HVAC Technician	130/6	40	03/01/2018

⁵ Correction: College corrected from “Saddleback College” on the March 26, 2018 Board Agenda to “Irvine Valley College.”

H. RESIGNATION/RETIREMENT/CONCLUSION OF EMPLOYMENT

<u>Name</u>	<u>Position Title</u>	<u>Resignation Date</u>	<u>Retirement Date</u>
Kim, Merry Lee	Project Director, Career Technical Education, Categorical/IVC	05/31/2018	N/A
Miller, Barry G.	Senior Multimedia Technician/IVC	03/01/2018	03/02/2018
Stinson, Felicia Anne	Program Specialist, Special Funded/ATEP	05/31/2018	N/A

I. VOLUNTEERS

- The following individuals are to be approved as Volunteers for the 2017/2018 and 2018/2019 academic years.

Division of Advanced Technology and Applied Science, Saddleback College

Cherrison, Rachel Jacks, Mary Ketcham, Andrea
Palacios, Joe

College Foundation, Irvine Valley College

Arellano, Diego Doyev, Ori Kaito, Imai
Kim, Soren Nguyen, Alvin Nguyen, Casey
Obando, Jennifer Simpson, April Wang, Chloe

School of Guidance and Counseling, Irvine Valley College

Carralejo, Caitlyn Urbina, Robert Vazquez Gutierrez, Edwin

Division of Kinesiology and Athletics, Saddleback College

Agustin, Dominique Croft, Sheila Doan, Brittany
Heumann, Alex Marbury, Uniqua Naguit, Chris
Niven, Drew Palomares, Stephanie Pham, Allysa
Siu, Vivian Yi, Samuel

TO: Board of Trustees

FROM: Thomas M. Fallo, Interim Chancellor

RE: SOCCCD: Revised 2018-2019 IVC Tenure Track Hiring Authorization
+

ACTION: Approval

BACKGROUND

A priority in advancing the missions of Saddleback College and Irvine Valley College is to hire qualified full-time faculty at both colleges.

STATUS

Annually, Saddleback College and Irvine Valley College, develops lists of recommended full-time faculty positions for recruitment; which include proposed, newly created positions as well as positions that already exist but are currently vacant. The college presidents and academic senate presidents collaborate on the process to approve retiree replacements and new faculty positions based on accreditation requirements, program integrity, enrollments, and division/school/department justifications as follows:

- | | |
|---|--|
| 1. Program review | 8. Ability to backfill with adjunct |
| 2. Accreditation needs | 9. Review with deans programmatic needs and immediate urgencies |
| 3. Safety needs | 10. Review dept./course enrollments, efficiencies, needs |
| 4. Enrollment trend | 11. Consider adverse impact of not replacing retiree vacant position |
| 5. Ability to make load | 12. Retiree positions budgeted with appropriate LHE to backfill with adjunct as needed |
| 6. Program advancement | 13. Second review and prioritization for retiree replacements will occur in Sept. 2018 for fall 2019 replacement hires |
| 7. Consideration when the number of FT faculty is less than two | 14. Funding availability |

Irvine Valley College would like to present a REVISED full-time faculty hiring recommendation for the 2018-2019 academic year as shown in Exhibit A. With Board approval, the positions listed in red will be authorized for recruitment through academic year 2019-2020.

RECOMMENDATION

The Chancellor recommends that the Board of Trustees approve the revised IVC college faculty hiring list as shown in Exhibit A for the 2018-2019 academic year. Recruitment and selection of new faculty is contingent on funding and will proceed as recommended by the presidents and approved by the chancellor.

New = New position to be approved by the Board of Trustees
 Vacant = Previously approved position
Positions authorized for recruitment through academic year 2018-19
 Revised = New positions to be approved by the Board of Trustees. Categorically Funded by SSSP

TO: Board of Trustees

FROM: Thomas M. Fallo, Interim Chancellor

RE: SOCCCD: Annual Report on Fourth Year Probationary Faculty Recommended for Tenure

ACTION: Approval

BACKGROUND

Tenure is regulated by Education Code Section 87600 et seq. A contract faculty member normally serves under three probationary contracts. An employee is employed under a first probationary contract for one year (Education Code Section 87608), under a second probationary contract for one year (Education Code Section 87608.5), and under a third probationary contract for two years (Education Code Section 87609). The Education Code requires the District, before March 15th of the year the contract ends, to take one of two actions. The District may notify the employee before March 15th that it will not enter into a contract for the following academic year(s); or, it may notify the employee that he or she will be employed as a regular employee for all subsequent academic years.

STATUS

Exhibit A lists those employees who have satisfactorily completed the four-year tenure process. These sixteen (16) full-time faculty members are recommended for tenure to be effective on the first day of service of their fifth year.

RECOMMENDATION

The Chancellor recommends that the Board of Trustees approve for tenure the full-time faculty members listed in Exhibit A, effective the first day of service of their fifth year.

South Orange County Community College District
Annual Report on Fourth Year Probationary Faculty

PROBATIONARY FACULTY – Tenured Effective Fall 2018

<u>Name</u>	<u>Discipline</u>	<u>College</u>
Jodi Caggiano	Nursing	SC
Scott Fredrickson	Business/Entrepreneurship	SC
Julianna French	Communications Studies/Forensics	IVC
Carrie Goulding	English Composition	SC
Edgar Haley	Mathematics	SC
Jason Hole	Mathematics	SC
Carolina Kussoy	Computer Information Management	IVC
Anne Lawson	Nursing	SC
Christina Loeffler	Anthropology	IVC
Serena McClaine	Nursing	SC
J. Ryan McKeachie	Chemistry	SC
Brett Myhren	English Composition	SC
Shawn O'Rourke	Speech/Forensics	SC
Erin O'Shea	Art (2D/Design/Drawing)	SC
Bruno Passarelli	Biology	SC
Lindsay Steinriede	Kinesiology	SC

TO: Board of Trustees

FROM: Tim Jemal, Board President

RE: SOCCCD: Employment Agreement – Kathleen F. Burke, Chancellor

ACTION: Approval

BACKGROUND

The Board has offered the position of Chancellor of the South Orange County Community College District to Dr. Kathleen F. Burke, subject to public approval of an employment agreement. Dr. Burke is currently the President of Los Angeles Pierce College in the Los Angeles Community College District, and has previously served in a wide-range of administrative and faculty assignments over the course of her career. Dr. Burke also served as a member of the Board of Trustees of the Glendale Community College District.

STATUS

The agreement will cover the period from July 1, 2018 to June 30, 2021. Initial salary shall be \$350,000 plus the usual benefit package provided to District academic administrators, and various allowances.

RECOMMENDATION

The Board President recommends adoption of the accompanying Agreement for Employment of Dr. Kathleen F. Burke as Chancellor, South Orange County Community College District, effective July 1, 2018 through June 30, 2021, as shown in Exhibit A.

AGREEMENT FOR EMPLOYMENT
OF CHANCELLOR
BETWEEN
THE SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
AND
DR. KATHLEEN F. BURKE

THIS EMPLOYMENT AGREEMENT (hereinafter "Agreement") is made and entered into this 30th day of April, 2018, by and between the Governing Board of the South Orange County Community College District (hereinafter referred to as either the "District" or "Board, as appropriate) and Dr. Kathleen F. Burke ("Dr. Burke" or the "Chancellor").

IT IS HEREBY AGREED AS FOLLOWS:

1. Chancellor. Dr. Burke is hereby employed for a period of time commencing on July 1, 2018, and ending on June 30, 2021, as the Chancellor. The Chancellor is an academic employee as defined in Education Code section 87001(a), and an educational administrator or student services administrator as defined in Education Code section 87002(b), and a management employee as defined by Government Code section 3540.1(g).

2. General Terms and Conditions of Employment. This Agreement is subject to all applicable laws of the State of California, the rules and regulations of the Board of Governors of the California Community Colleges, and the rules, regulations, policies, and procedures of the District, all of which shall be made a material part of the terms and conditions of this Agreement as if set forth in full. This agreement shall prevail over any conflicting District rules, regulations, policies or procedures.

3. Powers and Duties.

A. The Chancellor shall perform all of the powers and duties of the position of Chancellor, Chief Executive Officer, and Secretary to the Board of Trustees. She shall further efficiently and effectively manage the programs and operations of the District. The Chancellor shall be responsible for overseeing and directing the administrative and leadership staff, including instruction, personnel, and business affairs, which, in her judgment, best serve the District, subject to approval by the Board of Trustees. The Chancellor shall be responsible for overseeing and directing all other personnel matters, including selection, assignment, evaluation, and transfer of employees, subject to approval by the Board of Trustees.

B. The Chancellor shall additionally perform the following duties:

1) Provide leadership and direction to ensure that the laws and policies of the District are carried out;

2) Review the policies adopted by the Board of Trustees and make appropriate recommendations to the Board of Trustees;

- 3) Periodically evaluate employees as provided for by California law, Board policy, or employment agreement;
- 4) Advise the Board of Trustees of all possible sources of funds which may be available to implement present or contemplated District programs;
- 5) Regularly and timely inform the Board of Trustees of the fiscal status of the District;
- 6) Establish and maintain an appropriate community relations program; and
- 7) Other duties as assigned or directed by the Board of Trustees.

4. Salary. Salary paid to the Chancellor shall be according to the Academic and Classified Administrators/Classified Managers Salary Schedule: \$350,000. The salary shall be paid in 12 equal monthly installments with proration for a period of less than a full year of service. The Board reserves the right to increase the Chancellor's salary from time to time based on performance evaluations and accomplishment of Board goals. Any adjustment in salary during the term of this Agreement shall not be interpreted as a new agreement or operate as an extension or renewal of this Agreement.

5. Professional Schedule and Vacation. The Chancellor shall be required to render 12 months of full and regular service (approximately 243 days) to the District during each annual period covered by this Agreement, or any successor, exclusive of holidays provided in the California Education Code and any additional local holidays granted by the Board to 12-month administrative employees. The Chancellor shall accrue one day of sick leave for each full month of employment during the term of this Agreement. The Chancellor shall also accrue two (2) days of vacation with pay for each full month of employment during the term of this Agreement. The Chancellor may accrue vacation days up to a maximum of forty-eight (48) days. Once the Chancellor reaches this maximum amount she will cease to accrue additional vacation benefits until her balance falls below the maximum amount. Upon termination or expiration of this Agreement, the Chancellor shall be entitled to compensation for unused and accrued vacation days at her then current base salary rate for no more than that amount of unused vacation that may be accrued under this Agreement. All vacation time must be scheduled in advance and approved by the president of the Board of Trustees.

6. Performance Evaluations.

A. The Board of Trustees will provide the Chancellor with periodic opportunities to discuss the Board/Chancellor relationship.

B. The Board of Trustees will set the Chancellor's goals for each 12-month period. The Chancellor's performance in achieving those goals and carrying out her other duties will be evaluated by the Board of Trustees each year. The evaluation will be discussed in closed session. As a result of this evaluation process, the Board of Trustees will prepare a written statement of its evaluation of the Chancellor's performance. Following each evaluation, the Board shall compile an updated set of goals for the Chancellor for the next 12-month period.

7. Expenses and Required Memberships.

A. The District shall reimburse the Chancellor, as actually budgeted, and in accordance with District policy and procedures, for all actual and necessary expenses incurred in attending meetings, conferences, and other activities required of the Chancellor in the performance of her duties, and in promoting the interests of the District before various government and constituency groups, and in the community.

B. In addition to any reimbursement provided under section 7.1, above, the District will reimburse the Chancellor for travel expenses outside the District in accordance with District policies and procedures. The District shall provide the Chancellor with a monthly stipend of \$625 to cover use of a personal automobile within Orange County.

C. The District shall furnish the Chancellor with a computer and printer for the Chancellor's use at home during the term of this Agreement. The Chancellor shall maintain internet service and a dedicated telephone line (landline) at her residence, and shall additionally obtain a cellular telephone and service from a carrier of her choice. A monthly allowance of \$100 will be provided to cover telephone/internet expenses. A monthly allowance of \$165 will be provided to cover cellular telephone expenses. The Chancellor shall also receive a one-time \$10,000 relocation stipend, payable in September of 2018.

8. Fringe Benefits. The District shall provide to the Chancellor and her spouse and eligible dependents, all health and welfare benefits which presently include health, medical, dental, and vision insurance, as are granted to the District's 12-month administrative employees including any applicable deductibles and contributions that are provided to the District's 12-month administrative employees. It is agreed and understood that these fringe benefits may be amended and modified or deleted in their entirety from time to time as determined by the Board of Trustees. Notwithstanding any such amendments or modifications, the Chancellor, her spouse, and eligible dependents shall receive the same health and medical benefit package including any applicable deductibles and contributions that are provided to the District's 12-month administrative employees.

9. Amendment, Termination, or Non-renewal.

A. This Agreement may be amended by mutual written agreement between the parties.

B. Non-renewal of this Agreement shall be in accordance with Education Code sections 72411, 72411.5 and 87458. If the Board determines to exercise its right to not renew this Agreement, the Board shall send the Chancellor written notice of non-renewal by the December 31st immediately preceding the termination date of this Agreement, or any amendment thereto. If the Board provides such written notice to the Chancellor, this Agreement will terminate effective at the close of business on the next succeeding June 30. Such renewal or non-renewal shall be at the sole discretion of the Board acting with or without cause. If the Board fails to provide notice of nonrenewal by the December 31st immediately preceding any termination date of this Agreement, this Agreement shall remain in effect for one additional year from the date this Agreement would have otherwise terminated. The procedures for dismissal set forth in Education Code section 87660 et seq. and section 87732 et seq. shall not apply to non-renewal of this Agreement.

C. Notwithstanding any other provision of this Agreement relating to termination or nonrenewal, this Agreement may be terminated by the Board prior to its expiration as set forth in this Section 9.C. Prior to exercising its right to early termination of this Agreement, the Board, shall provide the Chancellor with a written statement which includes notice of the proposed action and a reasonably detailed statement of the reasons for the action. Reasons for early termination include the grounds set forth in Education Code section 87732, or other conduct constituting a material breach of the terms of this Agreement. However, the procedures for dismissal set forth in Education Code section 87660 et seq. and section 87732 et seq. shall not apply to termination of this Agreement. The Chancellor shall be entitled to meet with the Board in closed session to state why the Board should not terminate the Agreement. The Chancellor may, at her own expense, be represented at this meeting by counsel of her choice. If the Board determines to terminate this Agreement pursuant to this Section, the Board shall, after meeting with the Chancellor, provide the Chancellor with its final decision in writing. If the Board determines to terminate this Agreement pursuant to this section, the Chancellor shall not be entitled to any additional procedural protections. Upon issuance of the Board's written decision pursuant to this section, the Chancellor shall immediately cease to receive the compensation, benefits and allowances set forth in this Agreement.

D. Notwithstanding any other provision of this Agreement relating to termination or nonrenewal, the Board shall have the option to terminate this Agreement prior to its expiration by providing the Chancellor with a written notice of termination, as set forth in this Section 9.D. If the Board elects to terminate this Agreement pursuant to this section, the Chancellor shall receive an amount equivalent to not more than eighteen (18) months of salary and benefits or an amount equal to the salary and benefits remaining on the contract, whichever is less. Any early termination pursuant to this Section shall not include any other noncash items, and the Chancellor's right to any allowances set forth herein shall end upon the Board's sending of the notice specified in this Section. This Agreement incorporates by reference and is subject to the provisions of California Government Code section 53260.

E. Notwithstanding any other provision of this Agreement, and as mandated by Government Code section 53243 et seq., in the event the Chancellor is convicted of a crime constituting "abuse of office," the Chancellor shall reimburse the District to the fullest extent mandated by Government Code section 53243 et seq. (i.e. for paid leave, criminal defense expenditures, or any cash settlement). In the event of such conviction, the District shall make no payments barred by Government Code section 53243 et seq.

10. Entire Agreement. This Agreement is an integrated agreement and constitutes the entire agreement between the parties pertinent to the subject matter hereof. It supersedes all prior agreements and understandings of the parties in connection herewith. It is the product of arms-length negotiations between the parties and shall not be interpreted in favor of either party or against the other party on account of such party drafting any of the provisions of this Agreement.

11. Headings. The headings in this Agreement are inserted for convenience of reference and shall not be considered in the construction of the provisions of this Agreement.

12. Applicable Law. This Agreement is drawn to be effective in, and shall be construed in accordance with the laws of, the State of California.

13. Savings Clause. If any provision of this Agreement is held to be contrary to law by a court of competent jurisdiction, such provision shall not be deemed valid or binding except to the extent permitted by law, but all other provisions shall continue to remain in full force and effect.

IN WITNESS WHEREOF, the parties hereto have duly approved and executed this Agreement on the day and year above written.

FOR THE GOVERNING BOARD OF THE
SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

Timothy Jemal
President, Board of Trustees

Dated _____

FOR DR. KATHLEEN F. BURKE

Dr. Kathleen F. Burke

Dated _____

TO: Board of Trustees

FROM: Thomas M. Fallo, Interim Chancellor

RE: Staff Response to Public Comments from Previous Board Meeting

ACTION: None

BACKGROUND

Members of the public may address the Board on any item on the closed or open session agenda following "Procedural Matters" or during consideration of the item. Items not on the agenda that are within the subject matter jurisdiction of the Board may also be addressed at that time.

At the Board of Trustees organizational meeting on December 12, 2016, the Board requested that a standing monthly item be included on the agenda to allow for staff to respond to public comments from the previous board meeting.

STATUS

A public comment response from staff was not requested during last month's board meeting.

TO: Board of Trustees

FROM: Thomas M. Fallo, Interim Chancellor

RE: Saddleback College and Irvine Valley College: Speakers

ACTION: Information

BACKGROUND

Outside speakers may be invited by administrators, faculty members, or recognized student groups to speak at events open to the public.

STATUS

Administrative Regulation 6140 requires that the Board of Trustees be notified, at each board meeting, of speakers who have been invited to speak and/or who have spoken at the colleges since the last board meeting. Exhibit A lists invited speakers and other pertinent information.

Item Submitted By: *Dr. Jim Buysse, Acting President, Saddleback College*
Dr. Glenn R. Roquemore, President, Irvine Valley College

SPEAKERS APPROVED BY CHANCELLOR/COLLEGE PRESIDENT

SADDLEBACK COLLEGE

<i>Presentation Date/Time</i>	<i>Location</i>	<i>Faculty Member</i>	<i>Course Title/Activity</i>	<i>Speaker</i>	<i>Topic</i>
3/29/2018 7:00 PM	HS 105	Jason Dale	HS 187	Anthony Caballero	Federal Agent Policies
4/4/2018 5:45 PM – 7:00 PM	BGS 254	Jane Medling	Accounting Society Club	Nahal Shafagh Becker, CPA	Current CPA Requirements
4/4/2018 7:00 PM – 8:30 PM	HS 145	Barbara Huggins	N171 Psych-Mental Health Nursing	Dell Lisi	Tx for Prevention: Drug Abuse Trends in Orange County
4/7/2018 9:00 AM	BGS 232	Jeff Greenberg	BUS 237 Financing Ent Bus	Dylan Balsz	Meet Former Student Now for Successful Entrepreneur
4/9/2018 10:30 AM – 11:45 AM	BGS 352	Beth Holder	Psych 37	Jamie Swanson	Gender Dysphoria
4/10/2018 5:30 PM – 8:30 PM	SM 313	Jennifer Jalalat	Young Democrats Club	Stephen Bartram	Brady Campaign Against Gun Violence
4/10/2018 5:30 PM – 8:30 PM	SM 313	Jennifer Jalalat	Young Democrats Club	Doug Applegate / Omar Siddiqui	Gun Violence Forum
4/10/2018 5:30 PM – 8:30 PM	SM 313	Jennifer Jalalat	Young Democrats Club	Marggie Castellano, CA Senate D-36 2018	Gun Violence Forum
4/10/2018 5:00 PM – 6:00 PM	SCI 211	Sam Abbas	Pre-Medical Society Club	Ursula Worsham, Director of Admission at UCI	UCI Medical School Application Process
4/10/2018 5:30 PM – 8:30 PM	SM 313	Jennifer Jalalat	Young Democrats Club	Scott Rhinehart, 73 rd Assembly	Gun Violence Forum
4/11/2018 1:30 PM	VIL 31-1	Morgan Barrows	Green Living	Fred Adjarian	Contaminants of Emerging Concern in our Water
4/17/2018 2:00 PM	VIL 31-1	Morgan Barrows	Green Living	Biran Hale	Composting / Vermicomposting
4/18/2018 11:00 AM – 12:30 PM	HS 134	Anne Lawson	Nursing	Don Johnson	Mental Health
4/18/2018 11:00 AM – 12:30 PM	HS 134	Anne Lawson	Nursing	Joshua Guliuzza	Travel Nursing
4/18/2018 11:00 AM – 12:30 PM	HS 134	Anne Lawson	Nursing	Sara Genzel	OC Global

4/18/2018 11:00 AM – 12:30 PM	HS 134	Anne Lawson	Nursing	Kris Machingo	Mission Hospital
4/21/2018 9:00 AM	BGS 232	Jeff Greenberg	BUS 237 Financing Ent Bus	Sylvia Gutierrez	Meet Someone From the SBA
4/24/2018 1:30 PM	VIL 31-1	Morgan Barrows	Green Living	Jeremy Samson	Rainwater Harvesting / Rain Gardens
4/28/2018 9:00 AM	BGS 232	Jeff Greenberg	BUS 237 Financing Ent Bus	Michael Beaudoin	Meet a Venture Capitalist
5/5/2018 9:00 AM	BGS 232	Jeff Greenberg	BUS 237 Financing Ent Bus	Bill Waldo	Meet an Angel Investor
5/10/2018 1:15 PM – 2:30 PM	Laguna Woods Village Clubhouse 4	Laura Hoffman	PHOT 50XB	Tyree Phillips	Introduction to Adobe Lightroom
5/12/2018 9:00 AM	BGS 232	Jeff Greenberg	BUS 237 Financing Ent Bus	Bart Greenberg	Meet an M&A Lawyer

IRVINE VALLEY COLLEGE

<i>Presentation Date/Time</i>	<i>Location</i>	<i>Faculty Member</i>	<i>Course Title/Activity</i>	<i>Speaker</i>	<i>Topic</i>
4/3/18 2:00pm	LA 102	Jodi Titus	GEOL 10H Introduction to Weather and Climate	Zach Labe	Arctic Climate
4/5/18 12:30pm	PAC ASIVC Lounge	June McLaughlin, Maria Nunez	Academic and Classified Senates	Jenny Choe, Waddell & Reed Financial Advisors	New Tax Laws and How They Affect You
4/10/18 6:30pm	BSTIC 115	Michael Salviani	CIM 284 Connecting Networks	Johnny Tsao, Shervin Shaffie	Cisco Networking/Career
4/17/18 11:00am	SSC Quad	Anissa Heard-Johnson	Student Life	Sarah Mason Kevin Guillen Maxwell Monroe Dannie Cesena	LGBTQI Panel Discussion
4/23/18 11:00am	A213	Ted Weatherford	HLTH 1 Health Education	Robert Waddington	Commercially Sexually Exploited Children Awareness & Identification
4/24/18 2:00pm	LA 102	Jodi Titus	GEOL 10H Introduction to Weather and Climate	Todd Hall	National Weather Service
4/24/18 1:00pm	SSC 230	Elizabeth Cipres	Sexual Assault Awareness Week	Dawn Foor	Sexual Assault Prevention

<i>Presentation Date/Time</i>	<i>Location</i>	<i>Faculty Member</i>	<i>Course Title/Activity</i>	<i>Speaker</i>	<i>Topic</i>
4/24/18 1:45pm	SSC 230	Jennette Lona	COUN 1 Academic Planning	Dave Klugg	Situational Awareness
4/25/18 6:00pm	BSTIC 119	Yelena Raysky	COUN 102 Career & Life Planning	Jeremy Sevcik	Discussion on Careers in the Business Field
4/25/18 12:00pm and 2:30pm	SSC 230	Julie Martinez	Re-Entry Counseling	Michelle Goyette	Brandman University Information Session
4/25/18 1:30pm	PAC Lobby	Elizabeth Cipres	Sexual Assault Awareness Week	Taylor Dang	Title IX Training
4/26/18 11:00am	LA 201	Erin Pollard	COUN 6 Academic, Career and Life Success	Carolyn Inmon	Seven Characters of Abuse

TO: Board of Trustees

FROM: Thomas M. Fallo, Interim Chancellor

RE: Saddleback College and Irvine Valley College: Guided Pathways Work Plan

ACTION: Information

BACKGROUND

The State of California has allocated \$150 million in one-time funds to support the launch of Guided Pathways as a framework for college transformation statewide. Guided Pathways is a college-wide redesign to make colleges more student centered. To receive their allocations, colleges were asked to submit the California Community Colleges Guided Pathways Self-Assessment Tool in December 2017 and an Action Plan, Implementation Timeline, and Allocation Summary, collectively called a Guided Pathways Work Plan, in March 2018. Allocations will be distributed in April 2018. The Saddleback College Year 1 allocation is \$322,487 and its total five-year allocation is \$1,329,948. The Irvine Valley College (IVC) Year 1 allocation is \$241,399 and its total five-year allocation is \$965,597.

STATUS

The Guided Pathways Work Plan outlines the college's next steps and expected scale of adoption for each of the 14 key elements of the college's Guided Pathways Self-Assessment. The timeframe for the current work plan is Spring 2018 through Summer 2019. The state will require colleges to submit revised and updated work plans annually during the five-year funding period.

The Saddleback Guided Pathways Work Plan (Exhibit A) was informed by the self-assessment completed in Fall 2017 and aligns with the College's Strategic Plan. The development of the Work Plan entailed monthly meetings that included faculty, staff and administrators representing a cross section of the college. The representative group identified key elements to focus on for the duration of the plan, including the implementation of AB 705. Once the Work Plan draft was complete, it was presented to Faculty Senate, Classified Senate and Consultation Council for feedback, refinements and endorsement.

The IVC Guided Pathways Work Plan (Exhibits B and C) was drafted and refined by the Guided Pathways Oversight Work Group, with input and support from the Academic Senate, the Strategic Planning and Accreditation Committee, the Institutional Effectiveness Committee, the Academic Planning and Technology Committee, the Student Success, Access, Matriculation, Marketing and Outreach Committee, and other campus groups.

Item Submitted By: *Dr. Jim Buysse, Saddleback College Acting President and Dr. Glenn Roquemore, Irvine Valley College President*



PLAN. INVEST. TRACK.

Fund: Guided Pathways, Year: Spring 2018-Summer 2019 Produced: Mar 29, 2018, 4:07 PM PDT

Saddleback College - Guided Pathways

Description

COLLEGE: Saddleback College**PLAN TIMEFRAME:** Spring 2018-Summer 2019**READ DEADLINES AND THE GUIDED PATHWAYS DOCUMENTATION AND GOALS:** Yes

Project Contacts

Point of Contact

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Alternate Point of Contact

Not Complete

Certifying Contacts

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President, Academic Senate

Dan Walsh
President, Academic Senate
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1 (949) 582-4398

Timeline

KEY ELEMENTS	SPRING 2018 - SUMMER 2019	FALL 2019 - SUMMER 2020	FALL 2020 - SUMMER 2021	FALL 2021 - SUMMER 2022
INQUIRY (1 - 3)				
1. Cross Functional Inquiry	✓			
2. Shared Metrics	✓			
3. Integrated Planning	✓			
DESIGN (4 - 8)				
4. Inclusive Decision-Making Structures	✓			
5. Intersegmental Alignment	✓			
6. Guided Major and Career Exploration	✓			
7. Improved Basic Skills	✓			
8. Clear Program Requirements	✓			
IMPLEMENTATION (9 - 14)				
9. Proactive and Integrated Student Supports		✓		
10. Integrated Technology Infrastructure	✓			
11. Strategic Professional Development	✓			
12. Aligned Learning Outcomes		✓		
13. Assessing and Documenting Learning		✓		
14. Applied Learning Outcomes		✓		

Inquiry

1. CROSS FUNCTIONAL INQUIRY

College constituents (including staff, faculty across disciplines and counselors, administrators, and students) examine research and local data on student success and discuss overarching strategies to improve student success.

College engages in broad, deep and inclusive discussion and inquiry about the Guided Pathways approach, framework and evidence.

CURRENT SCALE OF ADOPTION: Early Adoption

ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME: Early Adoption

MAJOR ACTIVITIES: Spring 2018 Form Guided Pathway Committee, ensure participation of students Fall 2018 Incorporate into existing governance structures Spring 2019 Incorporate into existing governance structures

EXISTING EFFORTS: Governance retreat Assessment of governance model

MAJOR OUTCOMES: Incorporate new committee in governance structure to address guided pathways implementation A comprehensive list of current activities relevant to student engagement distributed annually to all campus governance groups and housed on SharePoint. All workgroups and students are represented at key committees and workgroups, and discussions are informed with data pertaining to student success.

2. SHARED METRICS

College is using clearly identified benchmarks and student data to track progress on key activities and student academic and employment outcomes. Those benchmarks are shared across key initiatives.

CURRENT SCALE OF ADOPTION: Early Adoption

ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME: Early Adoption

MAJOR ACTIVITIES: Spring 2018 Review student achievement and learning data Fall 2018 Align presentation of data with the GP framework Spring 2019 Review Key Performance Indicators using GP Areas of Interest

EXISTING EFFORTS: -Compiled surveys and reviews of matriculation placement, counseling practices, and retention and completion data. -Annual Review College's Student Success Score Card

data -Analyze surveys of probation, completion, and retention data -CCSSE will be deployed across campus in 2018. Using CCSSE data, perform a comprehensive review of current activities at the college through which significant student engagement takes place. -Held initial code alignment event with the CCCCO and WestEd and received feedback for 5 CTE programs. Use initial work to complete the code alignment and gainful employment clean-up for all CTE programs.

MAJOR OUTCOMES: -Data will be accurately represented in MIS and the LaunchBoard, as well as for gainful employment with all TOP, CIP, SOC to SAM codes corrected and implemented by campus faculty and the code alignment team. -A comprehensive review of the current baseline which identifies specific needs and gaps related to student success

3. INTEGRATED PLANNING

College-wide discussions are happening with all stakeholders and support/commitment has been expressed by key stakeholders to utilize the Guided Pathways framework as an overarching structure for the college's main planning and resource allocation processes, leveraging existing initiatives and programs.

CURRENT SCALE OF ADOPTION: Early Adoption

ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME: Early Adoption

MAJOR ACTIVITIES: Spring 2018 & Fall 2018 -Identify and approve areas of interest -Crosswalk existing organization structure (i.e. divisions) and finding sources with the areas of interest Spring 2019 Incorporate GP areas of interest into existing planning efforts

EXISTING EFFORTS: Integrated plan for SEP, SSSP and BSI completed by the college-wide Student Success Council - Utilize a tracking mechanism for reviewing all projects supported by the

three programs, to ensure efficiencies and avoid redundancies. - Integrate into the college's Strategic Plan.

MAJOR OUTCOMES: -Planning by guided pathways areas of interest.

Design

4. INCLUSIVE DECISION-MAKING STRUCTURES

College has identified key leaders that represent diverse campus constituents to steer college-wide communication, input and decisions regarding the Guided Pathways framework.

Constituents have developed transparent cross-functional work-teams to provide the Guided Pathways effort with momentum and regularly provide opportunities for broad college-wide input. In addition, this plan strategically engages college governance bodies college-wide.

CURRENT SCALE OF ADOPTION: Early Adoption

ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME: Early Adoption

MAJOR ACTIVITIES: Spring 2018 & Fall 2018 -Identify and approve areas of interest -Crosswalk existing organization structure (i.e. divisions) with the areas of interest Deans/Chairs lead efforts to complete program sequence/pairing. Spring 2019 Incorporate GP areas of interest into existing college planning and resource allocation structures

EXISTING EFFORTS: -The college has prioritized the Guided Pathways framework, and every committee and workgroup has begun to use the framework to plan and execute work at the college.

-The college student success committee is participating in the guided pathways framework activities to leverage the existing structure and experience of the group.

MAJOR OUTCOMES: -The faculty will lead the curricular efforts in areas of concentration and course sequencing - The career focused leaders will work with faculty to integrate jobs, salaries, living wage, certification, and career competencies into each pathway and make these visible to incoming students - The web and IT tools will include easy access to pathways for incoming students, career, online nudges, progress reports from faculty, and process information for students so that they can more easily be informed during critical times such as onboarding or transferring. - Faculty, administrators and classified staff will use the guided pathways framework to prioritize course scheduling and facilities to commit to required courses in a pathway sequence.

5. INTERSEGMENTAL ALIGNMENT

College engages in systematic coordination with K-12, four-year institutions and industry partners to inform program requirements.

CURRENT SCALE OF ADOPTION: Scaling in Progress

ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME: Scaling in Progress

MAJOR ACTIVITIES: Spring 2018 -Design Multiple Measures Assessment (MMA) matrix & process -Clarify the path through K-12 partnerships, counseling, career assessment tools Fall 2018 Use of MAP and multiple measures for placement Build additional pre-college programs Spring 2019 Assess student achievement using MMA Discuss/develop CCAP agreements

EXISTING EFFORTS: - The college currently offers an introduction to College course (Counseling 100) at our local high schools. As well as up to 10 hours of counseling per week. - The college

has a very strong Articulation and Career Pathways program and has implemented a cross-institutional data system (CATEMA). - Our nursing program has 11 agreements currently with 4-year institutions. -The college is implementing multiple measures working with the college faculty, counselors and high school partners.

MAJOR OUTCOMES: - The college will increase student success on the KPI's for Guided Pathways over the five year period of the plan. The outcomes are expected to change for the number of full-time students, and students taking transfer level Math and English in their first year. All metrics will be monitored from the benchmark 2017 year. -Increased inward articulation in CTE areas

6. GUIDED MAJOR AND CAREER EXPLORATION

College has structures in place to scale major and career exploration early on in a student's college experience.

CURRENT SCALE OF ADOPTION: Early Adoption

ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME: Scaling in Progress

MAJOR ACTIVITIES: Spring 2018 & Fall 2018 -Identify and approve areas of interest -Crosswalk existing organization structure (i.e. divisions) with the areas of interest Spring 2019 Develop program for undeclared students

EXISTING EFFORTS: - Use of advanced technology (MAP) for student education planning. Every student has a MAP by the end of their third semester and/or completed 15 degree applicable

units. MAP is being further developed to prefill with designed pathways and helping students who start out as undecided. - Utilize inventory of all programs and certificates to determine: • Number of programs/completers in target occupations • Number of programs /completers in OC priority, emergent, and cross-cutting sectors. - Leverage and enhance existing efforts such as Career Coach, OC CareerCafe, and the Majors Fair. - Utilize Trending Now workshops to help students understand available career paths and establish faculty connections. Support career exploration through partnerships with local industry and on campus pathway events. Leverage Counseling 100 courses & Counseling appointments to provide guidance to students on major & career selection.

MAJOR OUTCOMES: Students would acquire deeper career knowledge prior to entering college through career exploration leveraging Dual Enrollment, Articulation, Counseling 100, and Here to Career to gain focus on a field of study to enter into through higher education. - Students would see a counselor as an incoming freshman with an area of concentration and pathway choice prepared for college level work toward a chosen field of work. - Students will choose a major/pathway upon completion of 15 units with the help of a counselor. -updated website/info for students based on crosswalk -College-wide procedures for the retention of at-risk or probationary students - Students will choose a pathway and initial career focus by the time they complete 15 degree applicable units (recommended second semester).

7. IMPROVED BASIC SKILLS

College is implementing evidence-based practices to increase access and success in college and/or transfer-level math and English.

CURRENT SCALE OF ADOPTION: Early Adoption

ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME: Early Adoption

MAJOR ACTIVITIES: Spring 2018-Spring 2019 Curriculum development and implementation

EXISTING EFFORTS: Implementation of MMAP (multiple measures) for Math and English placement. - Create a Workgroup to implement AB 705 by Fall 2019. - Development of co-requisite courses for our basic skills offerings in all basic skills departments. - Placement of non-STEM students in Math 103, supporting transfer with no Intermediate Algebra required. - BSSOT grant (Level Up Basic Skills) to help the development of Basic Skills optimization. - Perform a comprehensive review of current student needs, capture rates, and achievement gaps for face- to-face and online instruction. - Collaborate with BSI Committee to implement campus-wide strategies related to developmental learning. - Develop and implement a comprehensive follow-up and retention plan for those students who have been identified as "at risk" and/or are on academic probation. - Support the increased use of accelerated curriculum models for face-to-face and online instruction. - Establish institutional protocols for the use of Early Alert/Progress Report.

MAJOR OUTCOMES: First time/full time college student's complete transfer level Math and English courses in the first year of college. - The college has fully integrated multiple measures and optimized onboarding to get students on their chosen pathway. - Deployment of Smart Scheduling integrated with designed course sequences and areas of concentration. - New offerings in Math and English (contextualized) to align with chosen field of study/areas of interest -An increase in the success percentages within the Remedial section of The Student Success ScoreCard - Models for accelerated courses

8. CLEAR PROGRAM REQUIREMENTS

College is clarifying course sequences for programs of study (including key milestones) and creating predictable schedules so that students can know what they need to take, plan course schedules over an extended period of time, and easily see how close they are to completion. College offers courses to meet student demand.

In order to meet these objectives, college is engaging in backwards design with desired core competencies and/or student outcomes in mind (including time-to-goal completion and enhanced access to relevant transfer and career outcomes).

CURRENT SCALE OF ADOPTION: Early Adoption

ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME: Early Adoption

MAJOR ACTIVITIES: The college has pilot program in HIT, MLT, Human Services and Nursing that have course sequences. We are using MAP which provides the technology behind Ed Plans

integrating the catalog, and ASSIST with face to face counseling. - The college began the process of code alignment to be able to accurately report the outcome data for all CTE programs to the CCCC.

EXISTING EFFORTS: The college has pilot program in HIT, MLT, Human Services and Nursing that have course sequences. We are using MAP which provides the technology behind Ed Plans

integrating the catalog, and ASSIST with face to face counseling. - The college began the process of code alignment to be able to accurately report the outcome data for all CTE programs to the CCCC.

MAJOR OUTCOMES: -program sequence/pairings posted on website and online catalog -incorporate sequence/pairing into schedule planning efforts

Implementation

9. PROACTIVE AND INTEGRATED STUDENT SUPPORTS

College provides academic and non-academic support services in a way that is proactive and aligned with instruction, so that all students are explicitly engaged in these services.

This item will not be addressed in the current time period. Please refer to the timeline above for more information.

10. INTEGRATED TECHNOLOGY INFRASTRUCTURE

College has the technology infrastructure to provide tools for students as well as instructional, counseling, and student support faculty and staff to support planning, tracking, and outcomes for Guided Pathways.

CURRENT SCALE OF ADOPTION: Scaling in Progress

ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME: Scaling in Progress

MAJOR ACTIVITIES: Spring 2018-Fall 2018 Enhance existing IT tools: MySite, MMAP, Sherpa Spring 2019 Incorporate Areas of Interest

EXISTING EFFORTS: The college utilizes many data tools to integrate technology with student success including: Mysite, MAP, Progress Report, MAP and Sherpa. Existing work groups are in place to update the technology tools to align with guided pathways. - The college has held training on the LaunchBoard and will continue to use the data in key meetings to understand and improve on the KPI's for Guided Pathways. - District-wide technologies have been developed to support in the tracking and implementation of these goals (such as Sherpa, the Student Success Dashboard, My Academic Plan, and Progress Report).

MAJOR OUTCOMES: - Students will easily find pathways and maps on the college website. -During registration, they use a tool to get instructions on the process and see the remaining steps. The key college processes for students are optimized using this new tool. Students see the related careers, salaries and job openings in the region related to the pathways. -Students explore careers using Here to Career and visiting a counselor to aid in selection of a full-time pathway. Students register in the required classes which are prioritized if they are required on a pathway sequence. At counseling they receive a MAP detailing their personal ed. plan and are properly placed using MMAP (multiple measures). The students receive notices through Sherpa and Progress Report to keep them on their path, as the college provides real-time interventions. The student knows when they are close to or complete an academic award through integration of a degree audit tool, and those awards that are completed are all reported to the Chancellor's office. -Preset MAPs for course sequence and pairing for new students.

11. STRATEGIC PROFESSIONAL DEVELOPMENT

Professional Development (PD) is strategically, frequently, and consistently offered for staff, faculty and administrators and aligned with the college's strategic goals, needs and priorities identified in integrated plans, program review, and other intentional processes.

CURRENT SCALE OF ADOPTION:

ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME: Early Adoption

MAJOR ACTIVITIES: Spring 2018 & Fall 2018 -Identify and approve areas of interest -Crosswalk existing organization structure (i.e. divisions) with the areas of interest Spring 2019 -Develop PD aligned to GP Areas of Interest -Provide PD opportunities at flex

EXISTING EFFORTS: -Professional development week each semester - Working professional development work group Dedicated faculty training center - Online staff development tools (e.g. Lynda.com) are available to all employees.

MAJOR OUTCOMES: -Professional development will align with the Guided Pathways framework. -Evidence from the Guided Pathways outcomes will be identified and professional development will align with strengthening the college toward the guided pathway outcomes. -Program reviews will include identification of training and how it aligns with the college mission and Guided Pathways vision.

12. ALIGNED LEARNING OUTCOMES

Learning outcomes are aligned with the requirements targeted by each program and across all levels (i.e., course, program, institutional) to ensure students' success in subsequent educational, employment, and career goals.

This item will not be addressed in the current time period. Please refer to the timeline above for more information.

13. ASSESSING AND DOCUMENTING LEARNING

The college tracks attainment of learning outcomes and that information is easily accessible to students and faculty. Consistent and ongoing assessment of learning is taking place to assess whether students are mastering learning outcomes and building skills across each program and using results of learning outcomes assessment to improve the effectiveness of instruction in their programs.

This item will not be addressed in the current time period. Please refer to the timeline above for more information.

14. APPLIED LEARNING OUTCOMES

Students have ample opportunity for applied/contextualized learning and practice. Opportunities have been coordinated strategically within and/or amongst programs.

This item will not be addressed in the current time period. Please refer to the timeline above for more information.

Performance Indicators

PARTICIPATION

KEY PERFORMANCE INDICATORS

CURRENT KPI DATA

Average number of credits attempted in year one

21.58761062

Average number of degree-applicable credits attempted in year one

19.00421456

College-level course success rate

0.764954

Full-time students

1679

Number of students

4377

Persisted from term one to term two

3185

TRANSFERRABLE MATH & ENGLISH COMPLETION

KEY PERFORMANCE INDICATORS

CURRENT KPI DATA

Successfully completed both transfer-level English and math in year one

498

KEY PERFORMANCE INDICATORS	CURRENT KPI DATA
Successfully completed transfer-level English in year one	1428
Successfully completed transfer-level math in year one	647

FIRST TERM MOMENTUM

KEY PERFORMANCE INDICATORS	CURRENT KPI DATA
Attempted 15+ college credits in first term	862
Successfully earned 12+ college credits in first term	799
Successfully earned 15+ college credits in first term	308
Successfully earned 6+ college credits in first term	2188

Budget Totals

Total Budget

\$332,487

Code	Amount	Percent of Budget
1000 - Instructional Salaries	\$92,876	27.93%
2000 - Non-Instructional Salaries	\$45,693	13.74%
3000 - Employee Benefits	\$30,754	9.25%
4000 - Supplies and Materials	\$10,000	3.01%
5000 - Other Operating Expenses and Services	\$153,164	46.07%
Saddleback College Total	\$332,487	100%

Efforts & Support

EFFORTS: Beginning in Fall 2017, Saddleback College adopted the statewide MMAP Grid to assist in the placement of California high school graduates. The California high school transcript is accepted for both direct and non-direct matriculants.

CHANCELLOR'S OFFICE SUPPORT: The CCCCO could work on refinement of CCC apply incorporating areas of interest to help reduce the melt rate between students registering for the college and applying for courses.

Certification

CHANCELLOR/PRESIDENT
Gregory Anderson ganderson@saddleback.edu
APPROVED
Mar 29, 2018
PRESIDENT, ACADEMIC SENATE
Dan Walsh

President, Academic Senate
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APPROVED

Mar 26, 2018



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California Community Colleges Guided Pathways (CCC GP) Action Plan, Implementation Timeline, and Allocation Summary

Introduction

The State of California's \$150 million one-time investment in the Guided Pathways framework has provided an opportunity for colleges to launch Guided Pathways as a framework for college transformation. As part of this investment, each college will receive support to begin an intensive five-year planning and implementation process to rethink and redesign their institutions to be more student-centered. To begin this cultural and institutional transformation to make our colleges student-ready, each college was invited to complete and submit the [California Community College Guided Pathways Self-Assessment Tool](#) (Self-Assessment). The California Community Colleges Guided Pathways Action Plan, Timeline, and Allocation Summary (Work Plan) outline how the college will advance its work for each of the 14 key elements of the Self-Assessment. Completion of these documents will be needed to access available funding.

Purpose

This Work Plan provides a template for each college to outline next steps to advance toward or maintain full scale adoption on each of 14 Self-Assessment elements. Note that full scale adoption is not expected for every college on every element within the five-year time frame. Rather, each college, given its current adoption stages based on the completed Self-Assessment, should outline a plan and realistic outcomes for the time period between spring 2018 and summer 2019. College Work Plans covering this first phase of planning only need to address only those areas addressing planned activities. As a result, all 14 items are unlikely to include planning efforts and will vary college by college. The Chancellor's Office recognizes that these plans may also change as implementation efforts evolve. Those changes may be noted in future planning reports. The guided pathway effort will take time to implement, and these documents will cover just the first phase of what will be at least five years of planning and activity in order to achieve full adoption.

Use

Each completed Work Plan will be reviewed by Wednesday, May 30, 2018 by a team of reviewers who will supply feedback on the plan intended to support implementation efforts. A rubric will be developed to allow each reviewer to gather similar information from each college work plan to inform future capacity building support including resource materials, field guides, and online learning modules that will provide resources to support Guided Pathways inquiry, design, and implementation. A summary of the information gleaned from the college plans will be completed to provide context for the statewide guided pathways movement overall. This summary will also be provided to the legislature to support inquiries regarding statewide implementation.

Overview

The Work Plan covers Phase I (spring 2018-summer 2019) of the California community colleges guided pathways effort. Mirroring the Self-Assessment, an action plan template is provided for three categories— inquiry, design, and implementation—with a row for each of the Self-Assessment elements. It is not expected that colleges will be undertaking work on all of the elements during this Phase I time frame. For Phase I, the colleges should select which elements will be the primary focus during this first phase, and provide action plans for these. Many colleges will be at the inquiry stage and will not begin design or implementation efforts at this time. However, colleges who have already engaged in efforts regarding specific elements may continue focus efforts in these areas. For each of these elements, a local cross-functional team is asked to outline and vet plans to advance along the scale of adoption. Efforts and programs that will be aligned and integrated to support the work on each element should be noted.

Deadline

The completed Work Plans must be submitted via the online portal by Friday, March 30, 2018. Until the online portal is made available, colleges may use this Word document for preparing individual submissions.

Funding

If a Self-Assessment was completed and submitted by Saturday, December 23, 2017 and college representatives attended an IEPI workshop dedicated to the self-assessment process, the college's submission of a completed Work Plan will trigger the first [allocation payment](#). The payments will be released by Monday, April 30, 2018.

Follow-Up

The Work Plan is a living document that will be updated periodically along with the Self-Assessment to document the college's process and progress for adopting a Guided Pathways framework. Colleges have the option to update their Work Plan at any time. However, an updated version of the Work Plan and the Self-Assessment will be due annually. The completion and submission of an updated Work Plan and Self-Assessment will trigger the second allocation payment. These payments are expected to be released in late spring every year through 2022.

INSTRUCTIONS FOR COMPLETION OF THE CALIFORNIA COMMUNITY COLLEGES GUIDED PATHWAYS ACTION PLAN, TIMELINE, AND ALLOCATION SUMMARY (Note that these instructions include directions that will appear in the online portal that do not appear in the Word version)

Plan

STEP 1: Print or download the college's completed Self-Assessment.

STEP 2: Select your college from the dropdown menu at the top of the Action Plan page.

STEP 3: Ensure that the pre-populated Scales of Adoption are correct for each element based on the completed Self-Assessment. If not, please contact guidedpathwaysinfo@cccco.edu.

STEP 4: Outline plans—strategies, approaches, policies, activities, actions—that will move the college toward the next stage(s) of adoption for each key element described in the Self-Assessment tool. If your college will not address a particular element in during this Phase I, please select from the available dropdown menu: "Will not address during this time period." If that is selected, there is no need to outline plans, strategies or actions for this element. The timeline (see STEP 8) will provide an opportunity to indicate when you will anticipate incorporating the remaining elements into your plan.

STEP 5: List the initiatives, programs, funding streams, and efforts that will be aligned and integrated to make progress for those elements that will be addressed in this Phase I timeframe.

STEP 6: Indicate what success will look like—how these plans are anticipated to benefit the institution and its students--as a result of these efforts for each element to be addressed in this Phase I time frame? To what extent will efforts impact the college structure, culture, or key performance indicators?

STEP 7: Select the change in the scale of adoption anticipated during the selected timeframe using the dropdown menu.

Implementation Timeline

STEP 8: Complete the GANTT chart to indicate the timeframe during which you would anticipate addressing each of the 14 key elements included in the CCC GP Self-Assessment. It is assumed that you will provide plans and strategies for those most germane to your college's current stage, but that you will be forecasting when you are most likely to address the remaining elements over the five-year timeframe. This can be revisited in future plans as your work progresses.

Key Performance Indicators

STEP 9: Review current KPI data. The KPI data will be automatically updated each planning period to invite reflection and inform future planning.

Allocation Summary

STEP 10: Estimate the anticipated percentage of the CCC GP allocation to be used for the various activities and expenses. The amounts will pre-populate automatically from the percentages indicated based on the college's allocation for this time period.

Irvine Valley College: Guided Pathways Work Plan, Spring 2018-Summer 2019

College: IRVINE VALLEY COLLEGE

Timeframe: Spring 2018-Summer 2019

Inquiry: Engaging campus stakeholders in actionable research and with local data; creating consensus about main issues and broad solutions					
Key Elements of Self-Assessment (1-3)	Current Scale of Adoption	Outline plan for <u>each</u> self-assessment element that will be addressed in this time period.	What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element?	Outcomes: Indicate what success will look like as a result of these efforts.	<ul style="list-style-type: none"> No change Pre-adoption Early Adoption Scaling in Progress Full Scale
<p>1. Cross Functional Inquiry - College constituents (including staff, faculty across disciplines and counselors, administrators, and students) examine research and local data on student success and discuss overarching strategies to improve student success.</p> <p>College engages in broad, deep and inclusive discussion and inquiry about the Guided Pathways</p>	Scaling in Progress	<p>A lot of progress has been made over the Summer 2017 and Fall 2017 regarding cross-functional teams and college-wide discussion about Guided Pathways (GP). However, these discussions are not yet completely systematic.</p> <p>Hearing student voice through focus groups and surveys and addressing some faculty concerns related to GP are important next steps.</p> <p>Ensuring that staff who provide student support services understand how wrap-around services will be integral to the success of GP is in progress.</p>	<p>Roadshows to college-wide constituent groups to present data and field questions regarding GP in progress (over 500 IVC faculty, staff, and students have attended as of November 2017).</p> <p>Board presentation of GP in collaboration with Saddleback completed in July 2017.</p> <p>Attended all six AACC institutes.</p> <p>Attended local and statewide workshops, including the CA IEPI workshops in September 2017 and February 2018.</p>	<p>Increased campus involvement in GP.</p> <p>Increased cooperation with sister college.</p> <p>Increased student engagement and awareness of the GP development process.</p>	Scaling in Progress

CCC GP Action Plan, Timeline, and Allocation Summary

Reviewed by: IEPI Team 2/12, Senate GP Workgroup 2/13, SPAC 2/14, Academic Senate 2/15, 3/1, GPWOG 2/28, 3/14, Instructional Council 3/5, APTC 3/6, SSAMMO 3/13

Approved by: Academic Senate 3/1, SPAC 2/14, SSAMMO 3/13, GPOWG 3/14

Irvine Valley College: Guided Pathways Work Plan, Spring 2018-Summer 2019

Inquiry: Engaging campus stakeholders in actionable research and with local data; creating consensus about main issues and broad solutions					
Key Elements of Self-Assessment (1-3)	Current Scale of Adoption	Outline plan for <u>each</u> self-assessment element that will be addressed in this time period.	What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element?	Outcomes: Indicate what success will look like as a result of these efforts.	<ul style="list-style-type: none"> • No change • Pre-adoption • Early Adoption • Scaling in Progress • Full Scale
approach, framework and evidence.			Included students and Student Services staff in the GP Oversight Workgroup.		
2. Shared Metrics - College is using clearly identified benchmarks and student data to track progress on key activities and student academic and employment outcomes. Those benchmarks are shared across key initiatives.	Early Adoption	<p>Continue to utilize Scorecard metrics of student success such as transfer-level achievement rates, completion rates, and CTE outcomes.</p> <p>Continue to participate in AACC Guided Pathways/ Community College Research Council (CCRC) data sharing.</p>	<p>College Strategic Plan and Integrated Plan utilize Key Performance Indicators from the Scorecard to track progress.</p> <p>The college participates in AACC Guided Pathways data sharing with the CCRC. This protocol requires the college to share KPIs at regular intervals and conduct an annual "Scale of Adoption" Assessment.</p>	<p>More effective and consistent sharing of data across initiatives and constituent groups.</p> <p>Increase visibility and ease of access to: KPIs, progress towards set goals, and disaggregation of metrics.</p> <p>Improved collection and measurement of data on employment outcomes.</p>	Scaling in progress

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3. Integrated Planning - College-wide discussions are happening with all stakeholders and support/commitment has been expressed by key stakeholders to utilize the Guided Pathways framework as an overarching structure for the college's main planning and resource allocation processes, leveraging existing initiatives and programs.	Scaling in progress	The college's Integrated Plan, which demonstrates strong collaboration amongst the Basic Skills Initiative, Student Equity Plan and the Student Success and Support Plan initiatives, is a great example of true support between constituency groups and collaboration between Saddleback and IVC. The Integrated Plan received commendations from the Board of Trustees on how it was presented, the content and goals of the plan, and the collaborative spirit between the two colleges.	<p>Collaboration of Student Equity, SSSP, BSI and faculty, student services, and research in creating the Integrated Plan.</p> <p>GP pillars and Strategic Plan objectives are included in Integrated Plan.</p> <p>Action steps and objectives related to GP are now included in the college's Strategic Plan. They are: "Become a Guided Pathways College," "Implement Institution-Wide Guided Pathways," "Develop a Guided Pathways marketing and communication plan," and use data from the Community College Survey of Student Engagement (CCSSE) in the Guided Pathways initiative.</p>	<p>Inclusion of Strong Workforce Program in all planning documents.</p> <p>Sharing of information on Strategic Plan and Integrated Plan beyond the members that are involved.</p> <p>Large-scale dissemination of goals and progress on goals.</p> <p>The Integrated Plan will be more widely disseminated at the college.</p> <p>Creation of interactive data visualizations related to KPIs, targets, and progress towards goals that can facilitate</p>	Scaling in Progress

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Approved by: Academic Senate 3/1, SPAC 2/14, SSAMMO 3/13, GPOWG 3/14

Irvine Valley College: Guided Pathways Work Plan, Spring 2018-Summer 2019

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			The Integrated Plan was shared with staff and faculty within the Student Services Division at the bi-semester All Staff and Faculty Meetings and was commended by the Board of Trustees.	the dissemination of data.	

Irvine Valley College: Guided Pathways Work Plan, Spring 2018-Summer 2019

Design: Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways					
Key Elements of Self-Assessment (4-8)	Current Scale of Adoption	Outline plan for <u>each</u> self-assessment element that will be addressed in this time period.	What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element?	Outcomes: Indicate what success will look like as a result of these efforts.	Anticipated Change in Scale of Adoption During Timeframe
<p>4. Inclusive Decision-Making Structures - College has identified key leaders that represent diverse campus constituents to steer college-wide communication, input and decisions regarding the Guided Pathways framework.</p> <p>Constituents have developed transparent cross-functional work-teams to provide the Guided Pathways effort with momentum and regularly provide opportunities for broad college-wide input.</p>	Scaling in Progress	<p>Further refinement of core groups already formed, including the Guided Pathways (GP) Oversight Workgroup, the Academic Senate GP workgroup, and the GP Pioneers.</p> <p>Add additional representatives from different schools and include more student collaborators, more staff and more admin. Include support offices, such as DSPS, Veterans—on the senate workgroup.</p> <p>Periodically structure and role of each group, including Pioneers. Further refinement of roles and charges of each group.</p>	<p>Formation of a cross-functional GP Oversight Work Group with representation from students, faculty, classified staff, and administrators.</p> <p>Appointment of two faculty GP coordinators.</p> <p>Academic Senate GP Workgroup.</p> <p>Pathways Pioneers—an advisory group of faculty and administrators with formal training in Guided Pathways.</p> <p>A dean has been assigned to facilitate GP efforts on campus.</p>	<p>Representation from each school/department on the Senate GP Work Group.</p> <p>The willingness of all groups to work collaboratively together.</p> <p>Consistent incorporation of a student-centered perspective when making decisions college-wide. Consistently asking the question, “What is good for the students?”</p> <p>We will have made progress, but recognize that we will continue to revise and adapt processes as GP evolves and develops at the college.</p>	Scaling in Progress

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In addition, this plan strategically engages college governance bodies college-wide.		Creation of dedicated student advisory group for GP.			
5. Intersegmental Alignment - (Clarify the Path) College engages in systematic coordination with K-12, four-year institutions and industry partners to inform program requirements.	Scaling in Progress	On-going and intentional dialogue about how Guided Pathways (GP) supports student success and early completion for additional students in dual enrollment, transfer programs, and CTE. Continue discussions with the Orange County Department of Education (OCDE) on how to create seamless high school to college pathways. Continue dialog with University of California, Irvine (UCI), on pathways	Existing K12 Programs: Early College Program, College and Career Access Pathways (CCAPs), College Readiness programs in Math and Writing in Irvine Unified School District (IUSD), Engineering Showcase for IUSD, Taking outreach teams to the high schools and keeping an intense outreach schedule. The OCDE has reached out to the college to dialog about creating high school to college pathways.	Scaling these or similar programs to additional students.	Scaling in Progress

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		from the college to the university.	<p>Cohort models which lead to distinct degree and career outcomes.</p> <p>4-Year Schools: IGETC, transfer/articulation agreements, TAGs, ADTs, C-IDs, Honors TAP, Engineering TAG. UCI has appointed a vice chancellor for Pathways Programs and has reached out to dialog with the college.</p> <p>Industry: Biotech, CTE Advisories, Projects funded by Deputy Sector Navigators (DSNs)</p>		
6. Guided Major and Career Exploration - (Help Students Choose and Enter a Pathway) College has structures in place to scale major and career exploration	Early Adoption	Drafting of discipline maps exist and are being discussed in Faculty GP Work Group and in the Roadshows to all constituents, including faculty, staff, and students.	<p>Discussion of Interest Areas (Metamajors) is ongoing but they are currently on hold while faculty work on discipline specific mapping.</p> <p>Interest clusters will be revisited after further mapping work.</p>	<p>Additional targeted services for undecided students.</p> <p>Additional career exploration activities for students.</p>	Early Adoption

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Irvine Valley College: Guided Pathways Work Plan, Spring 2018-Summer 2019

Design: Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways					
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early on in a student's college experience.		<p>Solicited feedback from students.</p> <p>Drafts of interest clusters/metamajors exist.</p> <p>Develop targeted services for undecided students.</p> <p>Develop additional career exploration activities for students and explore ways to scale existing programs.</p>	CTE Summer Bridge, Student job shadowing, and faculty externships with industry.	<p>Program Mapping: increase the number of program maps in disciplines.</p> <p>Refinement of Interest Clusters/Metamajors</p>	
7. Improved Basic Skills - (Help Students Choose and Enter a Pathway; Ensure Students are Learning) College is implementing evidence-based practices to increase access and success in college and/or	Scaling in Progress	<p>WR: Increase transfer level co-req writing sections, eliminate 1-level-below-transfer WR 201; Continuing faculty training efforts to consistency provide quality accelerated pedagogy across all sections.</p> <p>MATH: Create statistics and intermediate algebra co-req.</p>	<p>College has made a lot of progress with implementing evidence based multiple measures at scale and developing accelerated, compressed, and co-req options for students in WR and MATH.</p> <p>College has identified areas where District IT can provide</p>	<p>Increased student opportunity to take transfer-level WR and MATH classes their first year.</p> <p>Increased numbers of students completing transfer level English and math courses in their first year.</p>	Scaling in Progress

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transfer-level math and English.		<p>Increase accelerated statistics course offerings.</p> <p>ESL: Continue developing ESL co-req model.</p> <p>Multiple Measures: already full scale. Will continue. Collect quantitative data on current implementation.</p> <p>Work with District IT to build or upgrade functionality to allow scaling of acceleration pilots.</p>	system upgrades to allow for scaling of acceleration.	<p>Upgraded IT functionality to support full-scale acceleration models will be in place.</p> <p>Multiple Measures: Based on data, adjustments to method of implementation will be in place, if needed.</p>	
8. Clear Program Requirements - (Clarify the Path) College is clarifying course sequences for programs of study (including key milestones) and creating predictable schedules so that students can know	Early Adoption	<p>Conduct workshops and other faculty professional development surrounding pathways mapping and Guided Pathways (GP) awareness in general.</p> <p>Continue the process of Reviewing, updating and evaluating the college's program review process in</p>	<p>Program review guidelines are being reviewed by IEC.</p> <p>Professional development activities on GP and program mapping have been scheduled in Spring 2018.</p> <p>The college is focusing on program mapping and then</p>	<p>Programs will have drafted program maps for their major courses.</p> <p>Meaningful evaluation and feedback will occur for programs undergoing program review.</p> <p>AURs will incorporate information from</p>	Early Adoption

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what they need to take, plan course schedules over an extended period of time, and easily see how close they are to completion. College offers courses to meet student demand. In order to meet these objectives, college is engaging in backwards design with desired core competencies and/or student outcomes in mind (including time-to-goal completion and enhanced access to relevant transfer and career outcomes).		the Institutional Effectiveness Committee (IEC). Program reviews will be utilized to inform Administrative Unit Reviews (AURs).	will revisit metamajors/ interest clusters.	program reviews, resulting in consistent analysis of area performance and needs. Increased professional development opportunities centered on GP.	

Irvine Valley College: Guided Pathways Work Plan, Spring 2018-Summer 2019

Implementation: Adapting and implementing the key practices and components of Guided Pathways to meet student needs at scale					
Key Elements of Self-Assessment (9-14)	Current Scale of Adoption	Outline plan for <u>each</u> self-assessment element that will be addressed in this time period.	What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element?	Outcomes: Indicate what success will look like as a result of these efforts.	Anticipated Change in Scale of Adoption During Timeframe
9. Proactive and Integrated Student Supports - (Help Students Stay on the Path) College provides academic and non-academic support services in a way that is proactive and aligned with instruction, so that all students are explicitly engaged in these services.	Early Adoption	College is at full implementation of Progress Report System, but will be making modification of system to improve the quality and variety of the feedback to students. Improve coordination and frequency of messages/nudges to students—to help reduce redundancy and improve effectiveness of the message. Increase the number of students participating in Laser Week Orientation and Fast Fridays. Explore models of discipline specific mentoring and advising.	Implemented comprehensive, at-scale academic planning requirement called “My Academic Plan” (MAP). District IT is working on new “SmartSchedule” that can include progress information and courses in a student's plan. Discipline Faculty Mentors were established from 2015-2017. Program is currently being evaluated and reassessed. Degree Audit went live in Fall 2017 and can be scaled moving forward. Proactive and integrated student supports are already active with some programs, such as EOPS, some cohort	Expanded outreach services in preparation for GP-related outreach. Improved Progress Report messaging. Increased Progress Report usage among faculty. Continued full scale MAP. Increased implementation of the following: <ul style="list-style-type: none"> Targeted communication to students who have completed 30, 45 and 60 units Specific messaging about specific services to students during their first semester (or first year) 	Scaling in Progress

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			<p>models, and the Veteran's Center.</p> <p>IVC implemented an early alert system called EESI (Extremely Early Support Innovation) Program.</p> <p>Student Services has created an Outreach Department instead of having one Outreach Specialist. The work of this department is necessary to work cohesively with K-12. This department is in the process of establishing a Welcome Center at the college.</p> <p>Laser Week Orientation and Fast Fridays are designed to speed student intake and increase student engagement</p>	<ul style="list-style-type: none"> Increased promotion of services for undecided students Increased promotion of services based on students MAP major & Ed Goal <p>Increased student participation in Laser Week Orientation and Fast Fridays.</p>	

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10. Integrated Technology Infrastructure - (Help Students Choose and Enter a Pathway; Help Students Stay on the Path) College has the technology infrastructure to provide tools for students as well as instructional, counseling, and student support faculty and staff to support planning, tracking, and outcomes for Guided Pathways.	Early Adoption	Continued use and development of internal Guided Pathways (GP) website (SharePoint) Develop an external GP website Continue Degree Audit pilot phase to prepare for full implementation in Fall 2018 Continue to develop SmartSchedule to integrate with GP Explore upgrading the college's academic planning tool, "My Academic Plan" (MAP) to incorporate GP. Explore the development of an Canvas page	IT is working on Smart Schedule. Version 3.0 will have features that support planning of courses based on MAP Degree Audit System in pilot phase which will help monitoring of progress towards degrees/outcomes The GP SharePoint site provides a document repository for all GP-related documents and presentations.	A more robust internal website that provides information to faculty The external website will outline the guided pathways benefits for our students. Full implementation of Degree Audit Progress made in integrating SS with GP Progress made in upgrading MAP to incorporate GP College-wide use of a Canvas page dedicated to GP. Progress made on "virtual commons" concept development.	Scaling in Progress

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		dedicated to Guided Pathways Explore development of “virtual commons” to support student engagement.			
11. Strategic Professional Development - (Help Students Stay on the Path; Ensure Students are Learning) Professional Development (PD) is strategically, frequently, and consistently offered for staff, faculty and administrators and aligned with the college’s strategic goals, needs and priorities identified in	Scaling in Progress	Guided Pathways (GP) Summit Spring 2018 Send a team to LFM Leadership Academy Send teams to IEPI GP Workshops Plan for 2018-2019 GP activities on campus	Fall 2017 and Spring 2018 Flex Weeks, including the IVC President’s Welcome on GP, opportunities to play “The Completion Game”, opportunities to begin pathways mapping and other GP discussions. Funding for PD opportunities within the guidelines of SSSP, BSI, and Student Equity. Faculty and staff regularly attend conferences such as Student Success, CAP, NADE, and CADE/ALP.	Continued increase in participation of faculty, staff, and administrators in GP-related professional development. Expand World of Work training to 40 CTE faculty, including CTE counselors.	Scaling in Progress

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integrated plans, program review, and other intentional processes.			Began World of Work training, Perkins-funded professional development for CTE counselors and faculty.		
12. Aligned Learning Outcomes - (Ensure Students are Learning) Learning outcomes are aligned with the requirements targeted by each program and across all levels (i.e., course, program, institutional) to ensure students' success in subsequent educational, employment, and career goals.	Early Adoption	<p>Complete loop of collecting evidence on how learning outcomes are implemented.</p> <p>Work on scaling the collection of SLOs systematically at the student level.</p> <p>Conduct professional development on why SLO alignment and assessment are important.</p> <p>Continued to ensure that course SLOs, Program SLOs and Institutional SLOs are aligned.</p>	<p>All departments and faculty are required to assess a minimum of 1 SLO per scheduled course.</p> <p>All programs have SLOs aligned with course SLOs and institutional SLOs.</p>	<p>Increased implementation of SLO disaggregation by more departments at the college.</p> <p>Increased professional development surrounding SLOs</p> <p>Increased examination of the relationship between SLOs and program maps.</p>	Scaling in Progress

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		Align course SLOs to program maps or pathways.			
13. Assessing and Documenting Learning - (Ensure Students are Learning) The college tracks attainment of learning outcomes and that information is easily accessible to students and faculty. Consistent and ongoing assessment of learning is taking place to assess whether students are mastering learning outcomes and building skills across each program and using results of learning outcomes assessment to improve the	Early Adoption	Schedule professional development activities to enhance faculty proficiency in outcomes assessments. Improve reporting of outcomes assessment results. Continue to ensure that all faculty include learning outcomes in their syllabi. Continue work with District IT to develop a system to guarantee universal student access to syllabi in their classes.	All departments and faculty are required to assess a minimum of 1 SLO per scheduled course. Evaluating and assessing SLOs are part of the accreditation process and are a distinct focus for our midterm report. However, since SLO attainment is not collected at the student level in all departments, this information has not been made available to students outside of the classroom (e.g. in the MySite student portal).	Increase attendance at SLO professional development activities. Full reporting of SLO assessment results (accreditation requirement). A system will be in place to ensure that all students have access to the syllabus for each class (accreditation requirement).	Scaling in Progress

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Key Elements of Self-Assessment (9-14)	Current Scale of Adoption	Outline plan for <u>each</u> self-assessment element that will be addressed in this time period.	What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element?	Outcomes: Indicate what success will look like as a result of these efforts.	Anticipated Change in Scale of Adoption During Timeframe
effectiveness of instruction in their programs.					
14. Applied Learning Outcomes - (Ensure Students are Learning) Students have ample opportunity for applied/contextualized learning and practice. Opportunities have been coordinated strategically within and/or amongst programs.	Early Adoption	<p>Expand and update CWE offerings and the district CWE plan</p> <p>Expand vocational programs that allow meaningful work experience</p> <p>Provide Professional Development for faculty and staff regarding applied learning outcomes.</p> <p>Explore additional opportunities to expand and scale inter-segmental career exploration that bridges K12, college and UC/CSUs.</p>	<p>IVC has an excellent Career and Transfer Center and some programs such as CTE offer these opportunities.</p> <p>IVC also offers mentoring opportunities through the Discipline Faculty Mentor and the Mentor Me! Program, established to connect students with experts in the field.</p> <p>Each year the Career Center hosts "Soft Skills", Resume Review, and Mock Interview workshops for all students. The Mock Interview sessions consist of morning workshops and afternoon interviews with panels made up of local business leaders.</p>	<p>Increased attendance at Professional Development for faculty and staff regarding applied learning outcomes.</p> <p>Increased attendance of students at applied learning and practice opportunities at the college.</p> <p>Progress made on developing a database of faculty with industry/applied expertise to use as a student resource.</p>	Early Adoption

Irvine Valley College: Guided Pathways Work Plan, Spring 2018-Summer 2019

Implementation: Adapting and implementing the key practices and components of Guided Pathways to meet student needs at scale					
Key Elements of Self-Assessment (9-14)	Current Scale of Adoption	Outline plan for <u>each</u> self-assessment element that will be addressed in this time period.	What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element?	Outcomes: Indicate what success will look like as a result of these efforts.	Anticipated Change in Scale of Adoption During Timeframe
		<p>Continue to implement CTE outcomes survey.</p> <p>Explore development of a database of faculty with industry/applied expertise to use as a student resource.</p>	<p>Established Career and Transfer Center</p> <p>Some CTE programs offer opportunities for applied learning outcomes</p> <p>Some disciplines offer Cooperative Work Experience (CWE).</p> <p>In Spring 2018, began World of Work training, a Perkins-funded professional development activity for CTE counselors and faculty.</p> <p>College currently conducts an annual CTE outcomes survey.</p>		

Please complete the following GANTT chart to **indicate the timeframe during which you would anticipate incorporating each of the 14 key elements** included in the CCC GP Self-Assessment **into your plan**. Use the PAINT function by selecting the appropriate cells and then click on the Paint dropdown menu to select a color to fill in the cells. Please use **blue** for Inquiry, **green** for Design, and **orange** for Implementation elements.

Key Elements	Spring 2018-Summer 2019	Fall 2019-Summer 2020	Fall 2020-Summer 2021	Fall 2021-Summer 2022
EXAMPLE 1. Cross-functional inquiry				
EXAMPLE 5. Intersegmental alignment				
EXAMPLE 14. Applied learning opportunities				
Inquiry (1-3)				
1. Cross-functional inquiry				
2. Shared metrics				
3. Integrated planning				
Design (4-8)				
4. Inclusive decision-making				
5. Intersegmental alignment				
6. Guided major and career exploration opportunities				
7. Improved basic skills				
8. Clear program requirements				
Implementation (9-14)				
9. Proactive and integrated student supports				
10. Integrated technology infrastructure				
11. Strategic professional development				
12. Aligned learning outcomes				
13. Assessing and documenting learning opportunities				
14. Applied learning opportunities				

CCC GP Implementation Timeline

CCC GP Action Plan, Timeline, and Allocation Summary

Reviewed by: IEPI Team 2/12, Senate GP Workgroup 2/13, SPAC 2/14, Academic Senate 2/15, 3/1, GPWOG 2/28, 3/14, Instructional Council 3/5, APTC 3/6, SSAMMO 3/13

Approved by: Academic Senate 3/1, SPAC 2/14, SSAMMO 3/13, GPOWG 3/14

CCC GP Key Performance Indicators

Key Performance Indicators	Current KPI Data	Spring 2018-Summer 2019	Fall 2019-Summer 2020	Fall 2020-Summer 2021	Fall 2021-Summer 2022
PARTICIPATION					
Number of students	2,133				
Average number of credits attempted in year one	25				
Average number of degree-applicable credits attempted in year one	21				
Full-time students	49%				
Persisted from term one to term two	80%				
College-level course success rate	75%				
TRANSFERRABLE MATH & ENGLISH COMPLETION					
Successfully completed transfer-level math in year one	31%				
Successfully completed transfer-level English in year one	29%				
Successfully completed both transfer-level English and math in year one	18%				
FIRST TERM MOMENTUM					
Successfully earned 6+ college credits in first term	53%				
Successfully earned 12+ college credits in first term	20%				
Successfully earned 15+ college credits in first term	8%				
Attempted 15+ college credits in first term	23%				

CCC GP Guided Pathways Allocations

Please estimate the anticipated percentage of the CCC GP allocation to be used for the various activities and expenses. The amounts will pre-populate automatically from the percentages you indicate based on your college's overall allocation for this time period.				
Sample Categories	\$241,399.00			
	Summer 2018-Summer 2019			
	Anticipated %	Anticipated amount	Actual %	Actual amount
Personnel or Release Time				
Faculty Participation and Leadership	35%	\$84,100.00		
Administrative Support	10%	\$24,139.00		
Professional Development				
Summits, Training, Conference Attendance, Workshops (for IVC personnel and students)	28%	\$67,000.00		
Software				
Technology/College	4%	\$10,000.00		
Technology/District	4%	\$10,000.00		
Other				
Marketing & Materials	4%	\$10,000.00		
Research (Incentives, Student Focus Groups)	5%	\$12,000.00		
Contingency Reserve	10%	\$24,140.00		
TOTAL	100%	\$241,399.00		

Required per EC Section 88922 (c)

Briefly describe the college's efforts on the following issue:

<p>The inclusion of high school grades into the assessment/placement process</p>	<p>Irvine Valley College is at scale using multiple measures placement for all students assessing in Math and English. The process involves evaluating high school transcripts in addition to assessment results. The college is currently evaluating its model utilizing student success and throughput data and may make adjustments to the model, if needed. In addition, the college is evaluating its current process in light of AB705, and may make adjustments to the model, if needed.</p>
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Based on the college's planning and self-assessment dialogue and activity, what support could the Chancellor's Office provide to expand or support the next steps (optional question):

<p>Our students need more seamless articulation and transfer from community colleges to the UCs and CSUs. CCC Apply should also be reformed and simplified to make it easier for students to enter our colleges.</p>
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PLAN. INVEST. TRACK.

Fund: Guided Pathways, Year: Spring 2018-Summer 2019 Produced: Apr 9, 2018, 4:37 PM PDT

Irvine Valley College - Guided Pathways

Description

COLLEGE: Irvine Valley College**PLAN TIMEFRAME:** Spring 2018-Summer 2019**READ DEADLINES AND THE GUIDED PATHWAYS DOCUMENTATION AND GOALS:** Yes

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President, Academic Senate

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Timeline

KEY ELEMENTS	SPRING 2018 - SUMMER 2019	FALL 2019 - SUMMER 2020	FALL 2020 - SUMMER 2021	FALL 2021 - SUMMER 2022
INQUIRY (1 - 3)				
1. Cross Functional Inquiry	✓	✓	✓	✓
2. Shared Metrics	✓	✓	✓	✓
3. Integrated Planning	✓	✓	✓	✓
DESIGN (4 - 8)				
4. Inclusive Decision-Making Structures	✓	✓	✓	✓
5. Intersegmental Alignment	✓	✓	✓	✓
6. Guided Major and Career Exploration	✓	✓	✓	✓
7. Improved Basic Skills	✓	✓	✓	✓
8. Clear Program Requirements	✓	✓	✓	✓
IMPLEMENTATION (9 - 14)				
9. Proactive and Integrated Student Supports	✓	✓	✓	✓
10. Integrated Technology Infrastructure	✓	✓	✓	✓
11. Strategic Professional Development	✓	✓	✓	✓
12. Aligned Learning Outcomes	✓	✓	✓	✓
13. Assessing and Documenting Learning	✓	✓	✓	✓
14. Applied Learning Outcomes	✓	✓	✓	✓

IVC Guided Pathways Work Plan

Inquiry**1. CROSS FUNCTIONAL INQUIRY**

College constituents (including staff, faculty across disciplines and counselors, administrators, and students) examine research and local data on student success and discuss overarching strategies to improve student success.

College engages in broad, deep and inclusive discussion and inquiry about the Guided Pathways approach, framework and evidence.

CURRENT SCALE OF ADOPTION: Scaling in Progress

ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME: Scaling in Progress

MAJOR ACTIVITIES: A lot of progress has been made over the Summer 2017 and Fall 2017 regarding cross-functional teams and college-wide discussion about Guided Pathways (GP). However, these discussions are not yet completely systematic. Hearing student voice through focus groups and surveys and addressing some faculty concerns related to GP are important next steps. Ensuring that staff who provide student support services understand how wrap-around services will be integral to the success of GP is in progress.

EXISTING EFFORTS: Roadshows to college-wide constituent groups to present data and field questions regarding GP in progress (over 500 IVC faculty, staff, and students have attended as of

November 2017). Board presentation of GP in collaboration with Saddleback completed in July 2017. Attended all six AACC institutes. Attended local and statewide workshops, including the CA IEPI workshops in September 2017 and February 2018. Included students and Student Services staff in the GP Oversight Workgroup.

MAJOR OUTCOMES: Increased campus involvement in GP. Increased cooperation with sister college. Increased student engagement and awareness of the GP development process.

2. SHARED METRICS

College is using clearly identified benchmarks and student data to track progress on key activities and student academic and employment outcomes. Those benchmarks are shared across key initiatives.

CURRENT SCALE OF ADOPTION: Early Adoption

ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME: Scaling in Progress

MAJOR ACTIVITIES: Continue to utilize Scorecard metrics of student success such as transfer-level achievement rates, completion rates, and CTE outcomes. Continue to participate in AACC

Guided Pathways/ Community College Research Council (CCRC) data sharing.

EXISTING EFFORTS: College Strategic Plan and Integrated Plan utilize Key Performance Indicators from the Scorecard to track progress. The college participates in AACC Guided Pathways data sharing with the CCRC. This protocol requires the college to share KPIs at regular intervals and conduct an annual "Scale of Adoption" Assessment.

MAJOR OUTCOMES: More effective and consistent sharing of data across initiatives and constituent groups. Increase visibility and ease of access to: KPIs, progress towards set goals, and disaggregation of metrics. Improved collection and measurement of data on employment outcomes.

3. INTEGRATED PLANNING

College-wide discussions are happening with all stakeholders and support/commitment has been expressed by key stakeholders to utilize the Guided Pathways framework as an overarching structure for the college's main planning and resource allocation processes, leveraging existing initiatives and programs.

CURRENT SCALE OF ADOPTION: Scaling in Progress

ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME: Scaling in Progress

MAJOR ACTIVITIES: The college's Integrated Plan, which demonstrates strong collaboration amongst the Basic Skills Initiative, Student Equity Plan and the Student Success and Support Plan

initiatives, is a great example of true support between constituency groups and collaboration between Saddleback and IVC. The Integrated Plan received commendations from the Board of Trustees on how it was presented, the content and goals of the plan, and the collaborative spirit between the two colleges.

EXISTING EFFORTS: Collaboration of Student Equity, SSSP, BSI and faculty, student services, and research in creating the Integrated Plan. GP pillars and Strategic Plan objectives are included in

Integrated Plan. Action steps and objectives related to GP are now included in the college's Strategic Plan. They are: "Become a Guided Pathways College," "Implement Institution-Wide Guided Pathways," "Develop a Guided Pathways marketing and communication plan," and use data from the Community College Survey of Student Engagement (CCSSE) in the Guided Pathways initiative. The Integrated Plan was shared with staff and faculty within the Student Services Division at the bi-semester All Staff and Faculty Meetings and was commended by the Board of Trustees.

MAJOR OUTCOMES: Inclusion of Strong Workforce Program in all planning documents. Sharing of information on Strategic Plan and Integrated Plan beyond the members that are involved. Large-scale dissemination of goals and progress on goals. The Integrated Plan will be more widely disseminated at the college. Creation of interactive data visualizations related to KPIs, targets, and progress towards goals that can facilitate the dissemination of data.

Design**4. INCLUSIVE DECISION-MAKING STRUCTURES**

College has identified key leaders that represent diverse campus constituents to steer college-wide communication, input and decisions regarding the Guided Pathways framework.

Constituents have developed transparent cross-functional work-teams to provide the Guided Pathways effort with momentum and regularly provide opportunities for broad college-wide input. In addition, this plan strategically engages college governance bodies college-wide.

CURRENT SCALE OF ADOPTION: Scaling in Progress

ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME: Scaling in Progress

MAJOR ACTIVITIES: Further refinement of core groups already formed, including the Guided Pathways (GP) Oversight Workgroup, the Academic Senate GP workgroup, and the GP Pioneers. Add

additional representatives from different schools and include more student collaborators, more staff and more admin. Include support offices, such as DSPS, Veterans—on the senate workgroup. Periodically structure and role of each group, including Pioneers. Further refinement of roles and charges of each group. Creation of dedicated student advisory group for GP.

EXISTING EFFORTS: Formation of a cross-functional GP Oversight Work Group with representation from students, faculty, classified staff, and administrators. Appointment of two faculty GP

coordinators. Academic Senate GP Workgroup. Pathways Pioneers—an advisory group of faculty and administrators with formal training in Guided Pathways. A dean has been assigned to facilitate GP efforts on campus.

MAJOR OUTCOMES: Representation from each school/department on the Senate GP Work Group. The willingness of all groups to work collaboratively together. Consistent incorporation of a student-centered perspective when making decisions college-wide. Consistently asking the question, "What is good for the students?" We will have made progress, but recognize that we will continue to revise and adapt processes as GP evolves and develops at the college.

5. INTERSEGMENTAL ALIGNMENT

College engages in systematic coordination with K-12, four-year institutions and industry partners to inform program requirements.

CURRENT SCALE OF ADOPTION: Scaling in Progress

ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME: Scaling in Progress

MAJOR ACTIVITIES: On-going and intentional dialogue about how Guided Pathways (GP) supports student success and early completion for additional students in dual enrollment, transfer programs, and CTE. Continue discussions with the Orange County Department of Education (OCDE) on how to create seamless high school to college pathways. Continue dialog with University of California, Irvine (UCI), on pathways from the college to the university.

EXISTING EFFORTS: Existing K12 Programs: Early College Program, College and Career Access Pathways (CCAPs), College Readiness programs in Math and Writing in Irvine Unified School District (IUSD), Engineering Showcase for IUSD, Taking outreach teams to the high schools and keeping an intense outreach schedule. The OCDE has reached out to the college to dialog about creating high school to college pathways. Cohort models which lead to distinct degree and career outcomes. 4-Year Schools: IGETC, transfer/articulation agreements, TAGs, ADTs, C-IDs, Honors TAP, Engineering TAG. UCI has appointed a vice chancellor for Pathways Programs and has reached out to dialog with the college. Industry: Biotech, CTE Advisories, Projects funded by Deputy Sector Navigators (DSNs)

MAJOR OUTCOMES: Scaling these or similar programs to additional students.

6. GUIDED MAJOR AND CAREER EXPLORATION

College has structures in place to scale major and career exploration early on in a student's college experience.

CURRENT SCALE OF ADOPTION: Early Adoption

ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME: Early Adoption

MAJOR ACTIVITIES: Drafting of discipline maps exist and are being discussed in Faculty GP Work Group and in the Roadshows to all constituents, including faculty, staff, and students. Solicited feedback from students. Drafts of interest clusters/metamajors exist. Develop targeted services for undecided students. Develop additional career exploration activities for students and explore ways to scale existing programs.

EXISTING EFFORTS: Discussion of Interest Areas (Metamajors) is ongoing but they are currently on hold while faculty work on discipline specific mapping. Interest clusters will be revisited after further mapping work. CTE Summer Bridge, Student job shadowing, and faculty externships with industry.

MAJOR OUTCOMES: Additional targeted services for undecided students. Additional career exploration activities for students. Program Mapping: increase the number of program maps in disciplines. Refinement of Interest Clusters/Metamajors

7. IMPROVED BASIC SKILLS

College is implementing evidence-based practices to increase access and success in college and/or transfer-level math and English.

CURRENT SCALE OF ADOPTION: Scaling in Progress

ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME: Scaling in Progress

MAJOR ACTIVITIES: WR: Increase transfer level co-req writing sections, eliminate 1-level-below-transfer WR 201; Continuing faculty training efforts to consistency provide quality accelerated

pedagogy across all sections. MATH: Create statistics and intermediate algebra co-req. Increase accelerated statistics course offerings. ESL: Continue developing ESL co-req model. Multiple Measures: already full scale. Will continue. Collect quantitative data on current implementation. Work with District IT to build or upgrade functionality to allow scaling of acceleration pilots.

EXISTING EFFORTS: College has made a lot of progress with implementing evidence based multiple measures at scale and developing accelerated, compressed, and co-req options for students

in WR and MATH. College has identified areas where District IT can provide system upgrades to allow for scaling of acceleration.

MAJOR OUTCOMES: Increased student opportunity to take transfer-level WR and MATH classes their first year. Increased numbers of students completing transfer level English and math courses in their first year. Upgraded IT functionality to support full-scale acceleration models will be in place. Multiple Measures: Based on data, adjustments to method of implementation will be in place, if needed.

8. CLEAR PROGRAM REQUIREMENTS

College is clarifying course sequences for programs of study (including key milestones) and creating predictable schedules so that students can know what they need to take, plan course schedules over an extended period of time, and easily see how close they are to completion. College offers courses to meet student demand.

In order to meet these objectives, college is engaging in backwards design with desired core competencies and/or student outcomes in mind (including time-to-goal completion and enhanced access to relevant transfer and career outcomes).

CURRENT SCALE OF ADOPTION: Early Adoption

ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME: Early Adoption

MAJOR ACTIVITIES: Conduct workshops and other faculty professional development surrounding pathways mapping and Guided Pathways (GP) awareness in general. Continue the process of

Reviewing, updating and evaluating the college's program review process in the Institutional Effectiveness Committee (IEC). Program reviews will be utilized to inform Administrative Unit Reviews (AURs).

EXISTING EFFORTS: Program review guidelines are being reviewed by IEC. Professional development activities on GP and program mapping have been scheduled in Spring 2018. The college is focusing on program mapping and then will revisit metamajors/ interest clusters.

MAJOR OUTCOMES: Programs will have drafted program maps for their major courses. Meaningful evaluation and feedback will occur for programs undergoing program review. AURs will incorporate information from program reviews, resulting in consistent analysis of area performance and needs. Increased professional development opportunities centered on GP.

Implementation

9. PROACTIVE AND INTEGRATED STUDENT SUPPORTS

College provides academic and non-academic support services in a way that is proactive and aligned with instruction, so that all students are explicitly engaged in these services.

CURRENT SCALE OF ADOPTION: Early Adoption

ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME: Scaling in Progress

MAJOR ACTIVITIES: College is at full implementation of Progress Report System, but will be making modification of system to improve the quality and variety of the feedback to students.

Improve coordination and frequency of messages/nudges to students—to help reduce redundancy and improve effectiveness of the message. Increase the number of students participating in Laser Week Orientation and Fast Fridays. Explore models of discipline specific mentoring and advising.

EXISTING EFFORTS: Implemented comprehensive, at-scale academic planning requirement called "My Academic Plan" (MAP). District IT is working on new "SmartSchedule" that can include

progress information and courses in a student's plan. Discipline Faculty Mentors were established from 2015-2017. Program is currently being evaluated and reassessed. Degree Audit went live in Fall 2017 and can be scaled moving forward. Proactive and integrated student supports are already active with some programs, such as EOPS, some cohort models, and the Veteran's Center. IVC implemented an early alert system called EESI (Extremely Early Support Innovation) Program. Student Services has created an Outreach Department instead of having one Outreach Specialist. The work of this department is necessary to work cohesively with K-12. This department is in the process of establishing a Welcome Center at the college. Laser Week Orientation and Fast Fridays are designed to speed student intake and increase student engagement

MAJOR OUTCOMES: Expanded outreach services in preparation for GP-related outreach. Improved Progress Report messaging. Increased Progress Report usage among faculty. Continued full scale MAP. Increased implementation of the following: • Targeted communication to students who have completed 30, 45 and 60 units • Specific messaging about specific services to students during their first semester (or first year) • Increased promotion of services for undecided students • Increased promotion of services based on students MAP major & Ed Goal Increased student participation in Laser Week Orientation and Fast Fridays.

10. INTEGRATED TECHNOLOGY INFRASTRUCTURE

College has the technology infrastructure to provide tools for students as well as instructional, counseling, and student support faculty and staff to support planning, tracking, and outcomes for Guided Pathways.

CURRENT SCALE OF ADOPTION: Early Adoption

ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME: Scaling in Progress

MAJOR ACTIVITIES: Continued use and development of internal Guided Pathways (GP) website (SharePoint) Develop an external GP website Continue Degree Audit pilot phase to prepare for full implementation in Fall 2018 Continue to develop SmartSchedule to integrate with GP Explore upgrading the college's academic planning tool, "My Academic Plan" (MAP) to incorporate GP. Explore the development of an Canvas page dedicated to Guided Pathways Explore development of "virtual commons" to support student engagement.

EXISTING EFFORTS: IT is working on Smart Schedule. Version 3.0 will have features that support planning of courses based on MAP Degree Audit System in pilot phase which will help

monitoring of progress towards degrees/outcomes The GP SharePoint site provides a document repository for all GP-related documents and presentations.

MAJOR OUTCOMES: A more robust internal website that provides information to faculty The external website will outline the guided pathways benefits for our students. Full implementation of Degree Audit Progress made in integrating SS with GP Progress made in upgrading MAP to incorporate GP College-wide use of a Canvas page dedicated to GP. Progress made on "virtual commons" concept development.

11. STRATEGIC PROFESSIONAL DEVELOPMENT

Professional Development (PD) is strategically, frequently, and consistently offered for staff, faculty and administrators and aligned with the college's strategic goals, needs and priorities identified in integrated plans, program review, and other intentional processes.

CURRENT SCALE OF ADOPTION:

ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME: Scaling in Progress

MAJOR ACTIVITIES: Guided Pathways (GP) Summit Spring 2018 Send a team to LFM Leadership Academy Send teams to IEPI GP Workshops Plan for 2018-2019 GP activities on campus

EXISTING EFFORTS: Fall 2017 and Spring 2018 Flex Weeks, including the IVC President's Welcome on GP, opportunities to play "The Completion Game", opportunities to begin pathways mapping

and other GP discussions. Funding for PD opportunities within the guidelines of SSSP, BSI, and Student Equity. Faculty and staff regularly attend conferences such as Student Success, CAP, NADE, and CADE/ALP. Began World of Work training, Perkins-funded professional development for CTE counselors and faculty.

MAJOR OUTCOMES: Continued increase in participation of faculty, staff, and administrators in GP-related professional development. Expand World of Work training to 40 CTE faculty, including CTE counselors.

12. ALIGNED LEARNING OUTCOMES

Learning outcomes are aligned with the requirements targeted by each program and across all levels (i.e., course, program, institutional) to ensure students' success in subsequent educational, employment, and career goals.

CURRENT SCALE OF ADOPTION: Early Adoption

ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME: Scaling in Progress

MAJOR ACTIVITIES: Complete loop of collecting evidence on how learning outcomes are implemented. Work on scaling the collection of SLOs systematically at the student level. Conduct professional development on why SLO alignment and assessment are important. Continued to ensure that course SLOs, Program SLOs and Institutional SLOs are aligned. Align course SLOs to program maps or pathways.

EXISTING EFFORTS: All departments and faculty are required to assess a minimum of 1 SLO per scheduled course. All programs have SLOs aligned with course SLOs and institutional SLOs.

MAJOR OUTCOMES: Increased implementation of SLO disaggregation by more departments at the college. Increased professional development surrounding SLOs Increased examination of the relationship between SLOs and program maps.

13. ASSESSING AND DOCUMENTING LEARNING

The college tracks attainment of learning outcomes and that information is easily accessible to students and faculty. Consistent and ongoing assessment of learning is taking place to assess whether students are mastering learning outcomes and building skills across each program and using results of learning outcomes assessment to improve the effectiveness of instruction in their programs.

CURRENT SCALE OF ADOPTION: Early Adoption

ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME: Scaling in Progress

MAJOR ACTIVITIES: Schedule professional development activities to enhance faculty proficiency in outcomes assessments. Improve reporting of outcomes assessment results. Continue to

ensure that all faculty include learning outcomes in their syllabi. Continue work with District IT to develop a system to guarantee universal student access to syllabi in their classes.

EXISTING EFFORTS: All departments and faculty are required to assess a minimum of 1 SLO per scheduled course. Evaluating and assessing SLOs are part of the accreditation process and are a

distinct focus for our midterm report. However, since SLO attainment is not collected at the student level in all departments, this information has not been made available to students outside of the classroom (e.g. in the MySite student portal).

MAJOR OUTCOMES: Increase attendance at SLO professional development activities. Full reporting of SLO assessment results (accreditation requirement). A system will be in place to ensure that all students have access to the syllabus for each class (accreditation requirement).

14. APPLIED LEARNING OUTCOMES

Students have ample opportunity for applied/contextualized learning and practice. Opportunities have been coordinated strategically within and/or amongst programs.

CURRENT SCALE OF ADOPTION: Early Adoption

ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME: Early Adoption

MAJOR ACTIVITIES: Expand and update CWE offerings and the district CWE plan Expand vocational programs that allow meaningful work experience Provide Professional Development for

faculty and staff regarding applied learning outcomes. Explore additional opportunities to expand and scale inter-segmental career exploration that bridges K12, college and UC/CSUs. Continue to implement CTE outcomes survey. Explore development of a database of faculty with industry/applied expertise to use as a student resource.

EXISTING EFFORTS: IVC has an excellent Career and Transfer Center and some programs such as CTE offer these opportunities. IVC also offers mentoring opportunities through the Discipline

Faculty Mentor and the Mentor Me! Program, established to connect students with experts in the field. Each year the Career Center hosts "Soft Skills", Resume Review, and Mock Interview workshops for all students. The Mock Interview sessions consist of morning workshops and afternoon interviews with panels made up of local business leaders. Established Career and Transfer Center Some CTE programs offer opportunities for applied learning outcomes Some disciplines offer Cooperative Work Experience (CWE). In Spring 2018, began World of Work training, a Perkins-funded professional development activity for CTE counselors and faculty. College currently conducts an annual CTE outcomes survey.

MAJOR OUTCOMES: Increased attendance at Professional Development for faculty and staff regarding applied learning outcomes. Increased attendance of students at applied learning and practice opportunities at the college. Progress made on developing a database of faculty with industry/applied expertise to use as a student resource.

Performance Indicators

PARTICIPATION

KEY PERFORMANCE INDICATORS

CURRENT KPI DATA

Average number of credits attempted in year one

23.51834611

Average number of degree-applicable credits attempted in year one

20.40395534

College-level course success rate

0.765422

Full-time students

1481

Number of students

3345

Persisted from term one to term two

2517

TRANSFERRABLE MATH & ENGLISH COMPLETION

KEY PERFORMANCE INDICATORS

CURRENT KPI DATA

Successfully completed both transfer-level English and math in year one

584

Successfully completed transfer-level English in year one

929

Successfully completed transfer-level math in year one

997

FIRST TERM MOMENTUM

KEY PERFORMANCE INDICATORS

CURRENT KPI DATA

Attempted 15+ college credits in first term

710

Successfully earned 12+ college credits in first term

690

Successfully earned 15+ college credits in first term

277

Successfully earned 6+ college credits in first term

1711

Budget Totals

Total Budget

\$241,399

Code	Amount	Percent of Budget
1000 - Instructional Salaries	\$71,025	29.42%
2000 - Non-Instructional Salaries	\$17,565	7.28%
3000 - Employee Benefits	\$15,118	6.26%
4000 - Supplies and Materials	\$1,271	0.53%
5000 - Other Operating Expenses and Services	\$92,280	38.23%
6000 - Capital Outlay	\$20,000	8.29%
7000 - Other Outgo	\$24,140	10%
Irvine Valley College Total	\$241,399	100%

Efforts & Support

EFFORTS: Irvine Valley College is at scale using multiple measures placement for all students assessing in Math and English. The process involves evaluating high school transcripts in addition to assessment results. The college is currently evaluating its model utilizing student success and throughput data and may make adjustments to the model, if needed. In addition, the college is evaluating its current process in light of AB705, and may make adjustments to the model, if needed.

CHANCELLOR'S OFFICE SUPPORT: Our students need more seamless articulation and transfer from community colleges to the UCs and CSUs. CCC Apply should also be reformed and simplified to make it easier for students to enter our colleges.

Certification

CHANCELLOR/PRESIDENT

Glenn Roquemore
groquemore@ivc.edu

APPROVED

Mar 29, 2018

PRESIDENT, ACADEMIC SENATE

Prof June McLaughlin
Academic Senate President
jmclaughlin12@ivc.edu
949-451-5378

APPROVED

Apr 2, 2018



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NOVA Site Version: 3.2.3

TO: Board of Trustees
FROM: Thomas M. Fallo, Interim Chancellor
RE: SOCCCD: Facilities Plan Status Report
ACTION: Information

BACKGROUND

At the request of the Board of Trustees, this report is prepared and submitted monthly to provide the Board with information on major capital projects underway and/or planned. Each project includes the project description, budget narrative, status, whether the project is in progress or recently completed and the current focus. Words appearing in *italics* indicate a change from the previous report. The dates appearing in **bold font** indicate that the associated phase is completed.

STATUS

EXHIBIT A provides an up-to-date report on the status of major capital projects.

FACILITIES PLAN STATUS REPORT
April 30, 2018

CAPITAL IMPROVEMENT PLANNING

The decision to design and construct capital improvement projects begins with the Education and Facilities Master Planning (EFMP) process. The last EFMP cycle was completed December 2011. The 2011 EFMP report is available at the district website: http://www.socccd.edu/about/about_planning.html. The next EFMP process is scheduled for FY 2018-2019.

SADDLEBACK COLLEGE

1. STADIUM AND SITE IMPROVEMENT

Project Description: The existing stadium will be replaced with a new 8,000 seat multi-sport stadium with restrooms, team rooms, concession stand, ticket booth, storage, press box, scoreboard, synthetic turf and nine lane running track. This project includes the southeast campus perimeter drainage control and campus storm water outfall on County of Orange property. The existing practice fields and thrower's park will be relocated to and replace the Golf Driving Range and expanded to include a soccer practice field.

Start Preliminary Plans	March 2014	Award D/B Contract	Aug 2016
Start Working Drawings	Sept 2016	Complete Construction	<i>June 2019</i>
Complete Working Drawings	Nov 2017	Advertise for FF&E	N/A
DSA Final Approval	<i>May 2018</i>	DSA Close Out	Pending

Budget Narrative: Budget reflects Board agenda action on 3/24/2008, 6/23/2014, and 6/22/2015. Several previously budgeted projects are integrated into a single project budget: Upper Quad (2008 - \$1M) Loop Road (2008 - \$3,442,000), Storm Drain Repairs (2013 - \$1,500,000) and Storm Drain, Parking, Practice Fields (2014 - \$7,638,000). On June 23, 2014, the Board approved \$950,000 and on June 22, 2015 the Board approved additional funds of \$7,945,000 and \$17,050,000. The Board approved Saddleback College's use of RDA and Promenade income of \$22,705,000.

	Original	Revision	Total
Project Budget:	\$14,530,000	\$47,700,000	\$62,230,000
District Funding Commitment	\$14,530,000	\$47,700,000	\$62,230,000
Anticipated State Match:	\$N/A	\$N/A	\$N/A
Basic Aid Allocation:	\$14,530,000	\$24,995,000	\$39,525,000
College Contribution:	\$0	\$22,705,000	\$22,705,000

Status: Construction Phase: Demolition

In Progress: DSA review of the Increment 2 (structure) package. Construction Management Services Requests for Proposals (RFP), 3rd Party Testing and Inspection RFP and DSA Inspector of Record RFP.

Recently Completed: Ground breaking ceremony and design-build entity mobilization. *Install temporary power and data. Re-route, disengage utilities for stadium demolition.*

Focus: Work through both schedule and cost impact **related to the geotechnical report discovery**. Approval of DSA Increment 2 (structure) package.

2. ATAS BUILDING PROJECT

Project Description: The Project includes a new 47,500 gross square feet (GSF) two-story building serving career technical education students. This building will be located at the existing tennis courts facility. Eight new tennis courts will replace the existing six and will be located north of the Village. The existing TAS Building may be demolished with a new parking lot proposed; however discussions are underway related to TAS Building's usefulness.

Start Preliminary Plans	Oct 2017	Award Construction Contract	<i>June 2018</i>
Start Working Drawings	May 2018	Complete Construction	Oct 2020
Complete Working Drawings	Jan 2019	Advertise for FF&E	Pending
DSA Final Approval	Pending	DSA Close Out	Pending

Budget Narrative: Budget reflects Board agenda action on 2/28/2011, 8/27/2012, 10/25/2013, 6/23/2014, and 8/22/2016. The original basic aid assignment of \$1,956,000 met design costs. The scope was revised to include both the North and South wing at \$14,733,000. On February 28, 2011, the Board approved \$6,799,055. On August 27, 2012, the Board approved \$5,977,945. On October 25, 2013, the Board approved reassignment of funds of \$8,523,000 for the Saddleback College Sciences Building. On June 23, 2014 the Board restored funding of \$8,523,000 and an additional \$2,702,000. On August 22, 2016, the Board approved an additional \$3,110,000 for budget revisions to the North and South wing renovations. Scope Change to new construction resulted in a projected budget of \$47,175,000. The estimated additional cost for the *Advanced Manufacturing* program revision is \$8,700,000 and costs to address tennis courts, raising the building pad, changing temporary parking lot to permanent and team rooms *are* \$8,225,000 *for* a total additional cost of \$16,925,000. Funding will be requested during the 2018-2019 budget planning cycle.

	Original	Revision	Total
Project Budget:	\$8,755,055	\$47,119,945	\$64,100,000
District Funding Commitment:	\$8,755,055	\$11,789,945	\$20,545,000
Anticipated State Match:			
Basic Aid Allocation:	\$1,956,000	\$18,589,000	\$20,545,000
Renovation Expenditures:			<u>\$-1,308,622</u>
Revised Basic Aid Allocation:			\$19,236,378
Unallocated Amount			\$44,863,622

Status: *RFP Phase.*

In Progress: *Meetings with the Advanced Manufacturing Department User Group, to identify program needs. Finalize RFP documents.*

Recently Completed: *Maintenance & Operations Department technical specifications review sessions. Legal review of general conditions and scheduling specifications. College review of construction laydown area. Finalized infrastructure & utilities relocation with College Maintenance & Operations and IT Departments.*

Focus Issue: *Update Advanced Manufacturing programming criteria and release the RFP to the three pre-qualified Design-Build Entities.*

3. GATEWAY PROJECT

Project Description: This proposed project will construct a new three story building of 52,156 assignable square feet (ASF), 77,985 gross square feet (GSF) and will provide a new highly integrated space for student services and consolidated and expanded interdisciplinary instructional space. This building, located west of the existing Health/Sciences building, will co-locate and expand student services currently dispersed at opposite ends of the campus. In addition, this project will reduce/remove the need for portable buildings and set the stage for the Student Services building renovation.

Start Preliminary Plans	2019-2020	Award Construction Contract	Pending
Start Working Drawings	Pending	Complete Construction	Pending
Complete Working Drawings	Pending	Advertise for FF&E	Pending
DSA Final Approval	Pending	DSA Close Out	Pending

Budget Narrative: Budget reflects Board action on 6/17/2013, 6/23/2014, 8/22/2016 and 6/26/2017. On June 17, 2013, the Board approved \$1,545,115. On June 23, 2014, the Board approved a reduction of (\$655,115). On August 22, 2016, the Board approved \$1,936,817. On June 26, 2017 the Board approved \$16,832,003 with basic aid match of \$10,145,180 outstanding. State match adjusts annually and is identified below. The District revised the funding commitment from 30 to 50 percent of state supportable costs to increase project competitiveness for state funding. Project budget includes additional funds identified to address escalation not accounted for in state funding.

	<u>Original</u>	<u>Revision</u>	<u>Total</u>
Project Budget:	\$42,867,000	\$7,626,000	\$50,493,000
District Funding Commitment:	\$12,814,000	\$ 10,374,000	\$29,804,000
Anticipated State Match:	\$30,053,000	\$(9,364,000)	\$20,689,000
Basic Aid Allocation:	\$ 1,545,115	\$18,113,705	\$19,658,820
Unallocated District Contribution:			\$10,145,180

Status: Pursuing State Funding Match: Voters approved a \$9 billion state school bond with \$2 billion allocated to community colleges in 2016. SOCCCD projects, the Saddleback College Gateway project and the Irvine Valley College Fine Arts Complex project, are currently being recommended for the 2019-2020 fiscal year funding cycle.

In Progress: Community college projects were identified for the first and second year funding release. The State Chancellor's office recommended that these projects hold their positions until funding is released with the caveat that the projects meet the capacity load ratio requirements. This project was among those the State Chancellor's Office held in a "recommended for funding" status during the 2018-2019 funding cycle. They have since evaluated all projects for 2019-2020 and are recommending this project for funding.

Recently Completed: The State Chancellor's office has developed a project list for the 2019-2020 fiscal year Department of Finance submittal. District staff continues to work to maximize district project prospects for future funding considerations.

Focus: Continue to follow activities in Sacramento to ensure maximum funding potential.

4. Science & Mathematics (SM) Building Assessment & IVC Structural Analysis

Project Description: The Saddleback College Science & Mathematics (SM) Building project assesses life/safety concerns and evaluates building systems. A final report will calculate the feasibility of resolving issues to meet current code requirements and create like-new conditions. The IVC Structural Analysis project will assess foundations and perform a seismic analysis on four buildings: A300, Performing Arts Center (PAC), PE 100, and Student Services Center (SSC) to investigate slab-on-grade and interior wall cracks. A final report will recommend corrections and estimate costs.

<i>Kick Off</i>	<i>June 2018</i>	<i>Start Report Development</i>	<i>Sept. 2018</i>
<i>Start Research/Analysis</i>	<i>July 2018</i>	<i>Draft Report</i>	<i>Oct. 2018</i>
<i>Complete Research/Analysis</i>	<i>Sept. 2018</i>	<i>Final Report</i>	<i>Dec 2018</i>

Budget Narrative: Budget reflects Board action on 6/22/2015. On June 22, 2015, the Board approved \$750,000.

	<i>Original</i>	<i>Revision</i>	<i>Total</i>
<i>Project Budget:</i>	<i>\$750,000</i>	<i>\$0,00</i>	<i>\$750,000</i>
<i>District Funding Commitment:</i>	<i>\$750,000</i>	<i>\$0,00</i>	<i>\$750,000</i>
<i>Anticipated State Match:</i>	<i>\$N/A</i>	<i>\$N/A</i>	<i>\$N/A</i>
<i>Basic Aid Allocation:</i>	<i>\$750,000</i>	<i>\$0,00</i>	<i>\$750,000</i>

Status: RFQ & P Phase: Selecting Architects/Engineers for building survey.

In Progress: Stakeholders scope review from both colleges, including Division Dean, Maintenance & Operations and IT Department Staff.

Recently Completed: Draft RFQ &P and Agreement negotiation.

Focus: Complete RFQ &P for advertisement.

IRVINE VALLEY COLLEGE

1. LIFE SCIENCES PROJECT

Project Description: This project is a new two story building of 19,584 assignable square feet (ASF) and 30,267 gross square feet (GSF). The Life Science programs were relocated from the A-400 building. The vacated building was demolished to make way for a new facility that will house Liberal Arts programs. The Life Sciences building, located on the south east portion of the Sciences Quad, consist primarily of lab classrooms and support space with some lecture classroom space and offices.

Start Preliminary Plans	Nov 2008	Award Construction Contract	April 2011
Start Working Drawings	April 2010	Complete Construction	March 2014
Complete Working Drawings	June 2010	Advertise for FF&E	Sept 2013
DSA Final Approval	Dec 2010	DSA Close Out	May 2014

Budget Narrative: Budget reflects Board agenda action on 6/22/2004, 5/23/2005, 3/24/2008, 4/27/2009, 5/24/2010 and 6/17/2013. The original project budget totaled \$24,861,000. The project budget was reduced to \$20,490,000 when a lower-than-estimated bid was received and the state reduced their match to \$13,568,000. When the state indicated they may not have funds for their match, the Board allocated a portion of the state's short fall using basic aid funding for a funded total of \$17,410,000 with all overage returned to basic aid upon reimbursement.

	Original	Revision	Total
Project Budget:	\$24,861,000	\$ (4,371,000)	\$20,490,000
District Funding Commitment:	\$ 7,468,000	\$ (546,000)	\$ 6,922,000
Anticipated State Match:	\$17,393,000	\$ (3,825,000)	\$13,568,000
Basic Aid Allocation:	\$ 1,113,000	\$ 1,377,000	\$ 2,490,000

Status: Project Closed. This project will be removed from future Facilities Reports.

In Progress: N/A

Recently Completed: Filing of Notice of Completion for first year discovery project.

Focus: N/A

2. BARRANCA ENTRANCE (LASER WAY)

Project Description: This project created a new, signalized entrance with vehicular, bicycle and pedestrian access including landscaping and leading to the college perimeter road from Barranca Parkway.

Start Preliminary Plans	Feb 2010	Award Construction Contract	May 2016
Start Working Drawings	March 2011	Complete Construction	Apr 2017
Complete Working Drawings	March 2011	Advertise for FF&E	N/A
DSA Final Approval	Dec 2012	DSA Close Out	N/A

Budget Narrative: Budget reflects Board agenda action on 4/27/2009. The basic aid assignment of \$2,850,000 was sufficient to meet project costs.

	Original	Revision	Total
Project Budget:	\$2,850,000	\$0	\$2,850,000
District Funding Commitment:	\$2,850,000	\$0	\$2,850,000
Anticipated State Match:	\$0	\$0	\$0
Basic Aid Allocation:	\$2,850,000	\$0	\$2,850,000

Status: Close out Phase: Southern California Edison (*SCE*) and the City of Irvine.

In Progress: Project close-out. Finalize *SCE* landscaping easement.

Recently Completed: Real Estate appraisal underway for *SCE* easement.

Focus: *Complete SCE* landscaping easement.

3. FINE ARTS PROJECT

Project Description: The proposed project will construct three buildings totaling 40,155 assignable square feet (ASF), 57,560 gross square feet (GSF) and will consolidate and expand the Fine Arts department. Art, Art History, Music and Dance instruction will relocate from laboratories currently housed across a number of different buildings on campus. The Fine Arts buildings, located south west of the existing Performing Arts Center, will include an assembly space, labs and classrooms with some offices. Following occupancy space will be vacated within the B-100, B-300 and A-300 buildings for future renovation.

Start Preliminary Plans	2019-2020	Award Construction Contract	Pending
Start Working Drawings	Pending	Complete Construction	Pending
Complete Working Drawings	Pending	Advertise for Equipment	Pending
DSA Final Approval	Pending	DSA Close Out	Pending

Budget Narrative: Budget reflects Board action on 6/23/2014, 8/22/2016 and 6/26/2017. On June 23, 2014, the Board approved \$795,000. On August 22, 2016, the Board approved \$1,659,739. On June 26, 2017, the Board approved \$12,932,581 with basic aid match of \$8,974,680 outstanding. State match adjusts annually and is identified below. The district

revised the funding commitment from 30 to 50 percent of State supportable costs to increase project competitiveness for state funding. Project budget includes additional funds identified to address escalation not accounted for in state funding.

	<u>Original</u>	<u>Revision</u>	<u>Total</u>
Project Budget:	\$35,703,000	\$ 7,157,000	\$42,860,000
District Funding Commitment:	\$10,562,000	\$13,726,000	\$24,362,000
Anticipated State Match:	\$25,141,000	\$(6,569,000)	\$18,498,000
Basic Aid Allocation:	\$795,000	\$14,592,320	\$15,387,320
Unallocated District Contribution:			\$ 8,974,680

Status: Pursuing State Funding Match: Voters approved a \$9 billion state school bond with \$2 billion allocated to community colleges in 2016. SOCCCD projects, the Saddleback College Gateway project and the Irvine Valley College Fine Arts Complex project, are currently being recommended for the 2019-2020 fiscal year funding cycle.

In Progress: Community college projects were identified for the first and second year funding release. The State Chancellor's office recommended that these projects hold their positions until funding is released with the caveat that the projects meet the capacity load ratio requirements. *The SCO adjusts enrollment projections annually. These projections impact capacity load ratios and this year's adjustment jeopardizes funding for the Fine Arts project. Staff is evaluating variables for potential improvement.* This project was among those the State Chancellor's Office held in a "recommended for funding" status during the 2018-2019 funding cycle. They have since evaluated all projects for the 2019-2020 and are recommending this project for funding.

Recently Completed: State Chancellor's office has developed a project list for the 2019-2020 fiscal year Department of Finance submittal. District staff continues to work to maximize district project prospects for future funding considerations.

Focus: Continue to follow activities in Sacramento to ensure maximum funding potential.

4. PARKING LOT PHASE IA AND SOLAR SHADE PROJECT

Project Description: This project includes development of a 135,000 square foot lighted parking lot creating 400 additional parking spaces. The project proposes to include photovoltaic panels supported on parking canopies designed to generate up to one megawatt of solar power. The Photovoltaic System is to be integrated with the campus electrical system and interconnected with the local utility grid.

Start Preliminary Plans	Sep 2017	Award Construction Contract	Jul 2018
Start Working Drawings	Dec 2017	Complete Construction	Jan 2019
Complete Working Drawings	Mar 2018	Advertise for FF&E	Oct 2018
DSA Final Approval	<i>June 2018</i>	DSA Close Out	May 2019

Budget Narrative: Budget reflects Board action on 6/23/2014, 6/22/2015, 8/22/2016 and 6/26/2017. On June 23, 2014, the Board approved \$3,010,000. On June 22, 2015, the Board approved \$90,000. On August 22, 2016, the Board approved \$3,655,000 to allow inclusion of the solar shade project and connection with the new perimeter road. On June 26, 2017 the Board approved \$733,000.

	Original	Revision	Total
Project Budget:	\$3,010,000	\$4,478,000	\$7,488,000
District Funding Commitment:	\$3,010,000	\$4,478,000	\$7,488,000
Anticipated State Match:	\$N/A	\$N/A	\$N/A
Basic Aid Allocation:	\$3,010,000	\$ 4,478,000	\$7,488,000

Status: *DSA review phase.*

In Progress: *Construction Documents under review at DSA.* Finalizing EV charging station infrastructure design. Negotiating battery storage contract.

Recently Completed: Received and evaluated technical proposals for battery energy storage from SCE approved energy service companies. Submitted \$1,300,000 CIC recommendation for Phase II funding to include 153 additional parking spaces and a power feed consolidation.

Focus: Finalize solar scope, *battery energy storage contract negotiation* and proceed with procurement. Coordinate *SCE* construction project to aggregate incoming electrical service.

5. HEALTH CENTER/CONCESSION PROJECT

Project Description: This project is a new one story building with an estimated 2,553 assignable square feet (ASF), 3,730 gross square feet (GSF) dedicated to Health Center services, Sports Medicine, sports concession and toilet facilities. The Health Center will move from the existing Student Services building freeing space for *counseling* renovation. The new Health Center/Concession building *is* located adjacent to baseball fields *and* bleacher seating for 300 seats will be constructed.

Start Preliminary Plans	May 2017	Award Construction Contract	Jun 2018
Start Working Drawings	Jul 2017	Complete Construction	Jul 2019
Complete Working Drawings	Jan 2018	Advertise for Equipment	Dec 2018
DSA Final Approval	<i>May 2018</i>	DSA Close Out	Pending

Budget Narrative: Budget reflects Board action on 6/22/2015, 8/22/2016 and 6/26/2017. On June 22, 2015, the Board approved \$400,000. On August 22, 2016, the Board approved \$5,338,000. On June 26, 2017, the Board approved \$402,000.

	Original	Revision	Total
Project Budget:	\$5,200,000	\$ 940,000	\$6,140,000

District Funding Commitment:	\$5,200,000	\$ 940,000	\$6,140,000
Anticipated State Match:	\$0	\$0	\$0
Basic Aid Allocation:	\$ 400,000	\$5,740,000	\$6,140,000

Status: DSA review phase.

In Progress: Construction Documents under review at DSA. Develop plans for infield netting project.

Recently Completed: Completion of Construction Documents. Submitted \$1,360,000 CIC recommendation for furniture, fixture and equipment budget, installation of coaches' office and gender neutral restroom.

Focus: Respond to DSA review comments. Complete infield netting project.

ATEP

1. ATEP DEMOLITION

Project Description: This project is for demolition of the facilities and infrastructure of the former Tustin Marine Corps Air Station as required to facilitate the development of the ATEP site. This project was undertaken in a number of phases, six are complete, with one additional phase required after the land exchange between the County and SOCCCD is complete. The schedule below reflects the most recently completed phase.

Start Preliminary Plans	Jul 2013	Award Construction Contract	Nov 2014
Start Working Drawings	Jul 2013	Complete Construction	Jul 2015
Complete Working Drawings	Apr 2014	Advertise for Equipment	N/A
DSA Final Approval	N/A	DSA Close Out	N/A

Budget Narrative: Budget reflects Board action on 4/22/2004 and 6/17/2013. On April 22, 2004, the Board approved \$7,000,000. On June 17, 2013, the Board approved \$6,700,000 to fund additional demolition projects as a result of the land exchange.

	Original	Revision	Total
Project Budget:	\$ 7,000,000	\$ 6,700,000	\$13,700,000
District Funding Commitment:	\$ 7,000,000	\$ 6,700,000	\$13,700,000
Anticipated State Match:	\$0	\$0	\$0
Basic Aid Allocation:	\$ 7,000,000	\$ 6,700,000	\$13,700,000

Status: Between demolition phases: Six demolition projects which removed ATEP building foundations, roads, parking lots and utility infrastructure are complete.

In Progress: Negotiations with the City and the Navy to transfer county land to district so the last phase of demolition can be completed.

Recently Completed: Land exchange *agreement* between District and the County of Orange.

Focus: Adhere to various ATEP site *maintenance requirements*.

2. ATEP - IVC FIRST BUILDING

Project Description: This project is a new two-story 20,249 assignable square feet (ASF), 32,492 gross square feet (GSF) building. The new ATEP IVC First Building consists primarily of lab classrooms with some lecture classroom space, offices and student support services. The automation (HAAS), subtractive and additive 3-D sculpting labs, design model prototyping, electronics, photonics, electrical, engineering computer labs, alternative robotics classes, and the testing center *were relocated and* some spaces represent expansion. The project includes 50kV of solar electric power and *is* a LEED Gold Equivalent building.

Start Preliminary Plans	Oct 2014	Award D-B Contract	June 2015
Start Working Drawings	July 2015	Complete Construction	March 2018
Complete Working Drawings	March 2016	Advertise for FF&E	Sept. 2017
DSA Final Approval	Sept 2016	DSA Close Out	<i>May 2018</i>

Budget Narrative: Budget reflects Board action on 2/28/2011, 6/23/2014, 6/22/2015, 8/22/2016 and 6/26/2017. On February 28, 2011, the Board approved \$12,500,000, originally allocated to the Phase 3A project budget and transferred to the IVC ATEP First Building with \$8,950,000 additional funds Board approved on 6/23/2014. On June 22, 2015 the Board approved \$3,250,000 for associated parking. On August 22, 2016, the Board approved the FF&E budget of \$1,600,000. The College *applied* Irvine Valley College RDA equaling \$1,250,000 for an expanded lobby *and* \$700,000 *for additional IT equipment*. On June 26, 2017, the Board approved \$1,100,000.

	Original	Revision	Total
Project Budget:	\$23,000,000	\$ 6,350,000	\$29,350,000
District Funding Commitment:	\$23,000,000	\$ 6,350,000	\$29,350,000
Anticipated State Match:	\$0	\$0	\$0
Basic Aid Allocation:	\$21,450,000	\$ 5,950,000	\$27,400,000
College Contribution:	\$0	\$ 1,950,000	\$ 1,950,000

Status: Project Closeout

In Progress: *DSA Project close-out.*

Recently Completed: Staff and faculty moved into building.

Focus: Photovoltaic interconnect agreement with utility agency.

3. ATEP – UTILITIES AND INFRASTRUCTURE

Project Description: The utilities and infrastructure project supports the ATEP IVC First Building *and some* future development. Utility and infrastructure construction includes *partial* site utility infrastructure, utility laterals and vehicular, bicycle and pedestrian circulation at the northeast and a small central portion of the ATEP campus.

Start Preliminary Plans	Oct 2015	Award Construction Contract	Oct 2016
Start Working Drawings	Nov 2015	Complete Construction	<i>April 2018</i>
Complete Working Drawings	Mar 2016	Advertise for FF&E	N/A
DSA Final Approval	Jun 2016	DSA Close Out	<i>May 2018</i>

Budget Narrative: Budget reflects Board action on 6/22/2015 and 8/22/2017. On June 22, 2015 the Board approved \$7,000,000. On August 22, 2016, the Board of Trustees approved \$2,475,000.

	Original	Revision	Total
Project Budget:	\$7,000,000	\$2,475,000	\$9,475,000
District Funding Commitment:	\$7,000,000	\$2,475,000	\$9,475,000
Anticipated State Match:	\$0	\$0	\$0
Basic Aid Allocation:	\$7,000,000	\$2,475,000	\$9,475,000

Status: Project Closeout

In Progress: Project Closeout *with City of Tustin and DSA.*

Recently Completed: *Landscaping and Irrigation*

Focus: Resolve cost and time impacts arising from public utility agencies delays. *Punch list correction and resolution of Non-Compliance.*

DISTRICT WIDE

1. SUSTAINABILITY/ ENERGY PLAN

Project Description: The Sustainability/Energy Plan supports the colleges' plans for future sustainability/energy projects, will *provide* best practices, *aid with energy savings* programs, and recommend various sustainability projects. The project *has* two phases, the first develops building design and construction guidelines and the second *develops* campus organizational policies and procedures. The Plan will inform the upcoming Education and Facilities Master Plan process.

Kick Off, <i>Phase I</i>	Jan 2017	Start Plan Development	Feb 2017
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Start Research/Analysis	Jan 2017	Complete Plan	May 2017
Complete Research/Analysis	Feb 2017	Final Plan, <i>Phase I</i>	Nov 2017

Budget Narrative: Budget reflects Board action on 6/22/2015, 8/22/2016 and 6/26/2017. On June 22, 2015, the Board approved \$200,000. On August 22, 2016, the Board approved \$40,000. On June 26, 2017, the Board approved \$200,000.

	Original	Revision	Total
Project Budget:	\$200,000	\$240,000	\$440,000
District Funding Commitment:	\$200,000	\$240,000	\$440,000
Anticipated State Match:	\$N/A	\$N/A	\$N/A
Basic Aid Allocation:	\$200,000	\$240,000	\$440,000

Status: Plan Development: Complete.

In Progress: *Between Phase I and II efforts.*

Recently Completed: *Phase I final plan.*

Focus: Develop scope of work for Phase II.

2. ADA TRANSITION PLAN AND SELF EVALUATION

Project Description: The ADA Transition project *audited district-wide* access compliance and prioritized, budgeted and scheduled the district's Americans with Disabilities Act (ADA) Transition Plans. This information *will inform* the upcoming Education and Facilities Master Plan process. *Phase II work includes self-evaluation of services, policies and practices.*

Kick Off	Mar 2016	Start Report Development	May 2016
Start Research/Analysis	Mar 2016	Complete Report Development	Sep 2016
Complete Research/Analysis	Jul 2016	Final Report	Oct 2016

Budget Narrative: Budget reflects Board action on 6/22/2015, 6/27/2016 and 6/26/2017. On June 22, 2015, the Board approved \$400,000. On June 27, 2016, the Board approved \$440,000. On June 26, 2017, the Board approved \$400,000. Additional funding will allow for Phase II efforts.

	Original	Revision	Total
Project Budget:	\$400,000	\$840,000	\$1,240,000
District Funding Commitment:	\$400,000	\$840,000	\$1,240,000
Anticipated State Match:	\$N/A	\$N/A	\$N/A
Basic Aid Allocation:	\$400,000	\$840,000	\$1,240,000

Status: Phase I work complete. Initiating Phase II work.

In Progress: *Kick Off Phase II, self-evaluation of services, policies and practices.*

Recently Completed: *Award of Phase II, Self-Evaluation agreement.*

Focus: *Kick off Phase II, Self-Evaluation.*

3. TECHNOLOGY CONSULTANT FOR CAPITAL CONSTRUCTION

Project Description: This project develops district-wide technology and building access control standards for capital construction projects *and provides technology oversight during construction.* The standards will *inform* construction documents establishing design guidelines for telecommunications / network infrastructure and associated equipment.

Kick Off	July 2017	Start Report Development	Oct 2017
Start Research/Analysis	July 2017	Complete Draft Report	<i>Apr 2018</i>
Complete Research/Analysis	Sept 2017	Final Report	<i>May 2018</i>

Budget Narrative: Budget reflects Board action on 8/22/2016 and 6/26/2017. On August 22, 2016, the Board approved \$460,000. On June 26, 2017, the Board approved \$100,000.

	Original	Revision	Total
Project Budget:	\$460,000	\$100,000	\$560,000
District Funding Commitment:	\$460,000	\$100,000	\$560,000
Anticipated State Match:	\$N/A	\$N/A	\$N/A
Basic Aid Allocation:	\$460,000	\$100,000	\$560,000

Status: Recommendations phase.

In Progress: Complete campus standards and procurement processes for cable infrastructure, audio visual, access control and wireless.

Recently Completed: Committee review of draft electronic security standards.

Focus: Finalizing campus standards.

4. MAPPING AND CONDITION ASSESSMENT

Project Description: This project comprehensively documents the horizontal and vertical positions of underground utilities *and assesses* existing condition. Accurate utility information prevents construction delays, claims, and utilities conflicts.

Kick Off	July 2018	Start Report Development	Dec. 2018
Start Research/Analysis	July 2018	Final Report	Jan. 2019
<i>Complete Research/Analysis</i>	<i>Nov. 2018</i>		

Budget Narrative: Budget reflects Board action on 8/22/2016 and 6/26/2017. On August 22, 2016, the Board approved \$400,000. On June 26, 2017, the Board approved \$500,000.

	Original	Revision	Total
Project Budget:	\$400,000	\$500,000	\$900,000
District Funding Commitment:	\$400,000	\$500,000	\$900,000
Anticipated State Match:	\$N/A	\$N/A	\$N/A
Basic Aid Allocation:	\$400,000	\$500,000	\$900,000

Status: Survey and Bid: Project on hold to request *implementation* funding.

In Progress: *Negotiate Agreement.*

Recently Completed: Recommended firm agreed to hold proposal offer until funding cycle is complete. Submitted \$3,000,000 CIC recommendation to *implement* project.

Focus: Finalize agreement in preparation of project kick-off July 2018.

Project updates for active projects may be viewed at:

<http://www.socccd.edu/businessservices/ProjectUpdates2014.html>

Notes

- Schedule Table: Bold dates in the schedule table indicate actuals. Items that are not bold indicate anticipated dates.
- Budget Table:
 - When state matches are identified, the project budgets reflect the allocated state match as reported in FUSION for the latest planning year. (FUSION is the State Chancellor's Office database for Capital Outlay.)
 - The "Revisions" column for the State Match category includes changes due to escalation and changes that may have occurred to the state's percentage (i.e. going from an 80% match down to a 70% match and so on as the economy changes) from the original project approvals to current date. The "Revisions" column for the Basic Aid Allocation will show a total variation to date taking into account both increased and decreased basic aid allocations.
 - The Unassigned category identifies an underfunded budget.
- The Budget Narrative paragraph for each project discusses the history of change to all category amounts over the life of the project.

TO: Board of Trustees

FROM: Thomas M. Fallo, Interim Chancellor

RE: [SOCCCD: Monthly Financial Status Report]

ACTION: Information

BACKGROUND

Monthly General Fund financial reports are provided to the Board of Trustees to keep members regularly informed of current information and provide an alert to any significant changes in the projected year end balance. These reports provide district-wide and college financial information.

STATUS

The reports display the adopted budget, revised budget and transactions through March 31, 2018 (EXHIBIT A). A review of current revenues and expenditures for FY 2017-2018 show they are in line with the budget.

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
General Fund Income and Expenditure Summary
As of March, 2018

REVENUES, EXPENDITURES AND CHANGE IN FUND BALANCE		Adopted Budget	Revised Budget	Actual Beg Bal & Receipts/ Expenditures	% Actual to Revised
SOURCES OF FUNDS					
BEGINNING FUND BALANCE:		\$ 65,655,901	65,655,901	65,655,901	100.00%
REVENUES:					
Federal Sources	8100-8199	\$ 3,321,902	3,322,182	1,039,789	31.30%
State Sources	8600-8699	57,606,503	60,950,482	44,499,097	73.01%
Local Sources	8800-8899	240,729,776	240,797,582	181,633,625	75.43%
Other Financing Sources	8900-8912	0	0	0	
Total Revenue		301,658,181	305,070,246	227,172,511	74.47%
FISCAL AGENT PASS THROUGH	8970-8979	4,350,212	4,710,212	3,262,658	69.27%
INCOMING TRANSFERS	8980-8989	3,143,842	3,143,842	1,864,443	59.30%
TOTAL SOURCES OF FUNDS		\$ 374,808,136	378,580,201	297,955,513	78.70%
USES OF FUNDS					
EXPENDITURES:					
Academic Salaries	1000-1999	\$ 90,295,240	94,967,087	64,717,673	68.15%
Classified Staff Salaries	2000-2999	57,339,922	57,347,027	35,341,991	61.63%
Employee Benefits	3000-3999	57,255,869	58,021,026	37,949,028	65.41%
Supplies & Materials	4000-4999	8,101,817	8,490,840	2,458,524	28.96%
Services & Other Operating	5000-5999	35,297,872	34,861,513	15,770,384	45.24%
Capital Outlay	6000-6999	18,863,380	19,184,051	3,512,796	18.31%
Payments to Students	7500-7699	1,347,658	2,953,702	2,042,022	69.13%
Total Expenditures		\$ 268,501,758	275,825,246	161,792,418	58.66%
OTHER FINANCING USES:					
Inter Fund Transfers Out	7300-7399	\$ 1,225,000	1,225,000	975,000	79.59%
Basic Aid Transfers Out	7300-7399	67,231,257	67,231,257	17,210,000	25.60%
Intra Fund Transfers Out	7400-7499	4,350,212	4,710,212	966,305	20.52%
Total Other Uses		72,806,469	73,166,469	19,151,305	26.17%
TOTAL USES OF FUNDS		341,308,227	348,991,715	180,943,723	51.85%
ENDING FUND BALANCE		\$ 33,499,909	29,588,486	117,011,790	
RESERVES					
Reserve for Unrealized Tax Collections (Basic Aid)		\$ 17,446,051	17,446,051		
Reserve for Economic Uncertainties		13,260,177	9,580,756		
College Reserves for Economic Uncertainties		2,793,681	2,561,679		
TOTAL RESERVES		\$ 33,499,909	29,588,486		

NOTES: As of March 31, 2017 actual revenues to date were **76.04%** and actual expenditures to date were **57.88%** of the revised budget to date.

\$3.7M decrease in the Reserve for Economic Uncertainties is due to the transfer to fund faculty Canvas stipends approved by the Board on December 11, 2017.

SADDLEBACK COLLEGE

General Fund Income and Expenditure Summary
As of March, 2018

REVENUES, EXPENDITURES AND CHANGE IN FUND BALANCE		Adopted Budget	Revised Budget	Beg Bal & Receipts/ Expenditures	% Actual to Revised
SOURCES OF FUNDS					
LOCATION BEGINNING BALANCE		\$ 19,766,282	19,766,282	19,766,282	100.00%
REVENUES:					
Unrestricted Budget Allocation		\$ 99,419,252	99,419,252	73,371,107	73.80%
Restricted Budget Allocation		39,218,878	40,220,921	29,043,699	72.21%
Total Revenue		138,638,130	139,640,173	102,414,806	73.34%
INCOMING TRANSFERS	8980-8989	1,333,842	1,333,842	1,051,013	78.80%
TOTAL SOURCES OF FUNDS		<u>\$ 159,738,254</u>	<u>160,740,297</u>	<u>123,232,101</u>	76.67%
USES OF FUNDS					
EXPENDITURES:					
Academic Salaries	1000-1999	\$ 56,488,724	57,553,636	39,628,842	68.86%
Classified Staff Salaries	2000-2999	29,015,126	29,141,777	17,427,533	59.80%
Employee Benefits	3000-3999	32,308,544	32,284,293	21,259,103	65.85%
Supplies & Materials	4000-4999	6,042,772	6,380,441	1,574,299	24.67%
Services & Other Operating	5000-5999	18,661,369	17,389,758	7,224,653	41.55%
Capital Outlay	6000-6999	13,150,367	13,202,777	1,899,070	14.38%
Payments to Students	7500-7699	946,352	1,662,615	1,008,483	60.66%
Total Expenditures		\$ 156,613,254	157,615,297	90,021,983	57.12%
OTHER FINANCING SOURCES/(USES):					
Transfers Out	7300-7399	\$ 625,000	625,000	625,000	100.00%
Other Transfers	7400-7499	0	0	0	
Total Other Uses		625,000	625,000	625,000	100.00%
TOTAL USES OF FUNDS		<u>157,238,254</u>	<u>158,240,297</u>	<u>90,646,983</u>	57.28%
LOCATION OPERATING BALANCE		<u>\$ 2,500,000</u>	<u>2,500,000</u>	<u>32,585,118</u>	
RESERVES					
Reserve for Economic Uncertainties		<u>\$ 2,500,000</u>	<u>2,500,000</u>		

NOTE: As of March 31, 2017 actual revenues to date were **74.44%** and actual expenditures to date were **60.13%** of the revised budget to date.

IRVINE VALLEY COLLEGE

General Fund Income and Expenditure Summary
As of March, 2018

REVENUES, EXPENDITURES AND CHANGE IN FUND BALANCE		Adopted Budget	Revised Budget	Beg Bal & Receipts/ Expenditures	% Actual to Revised
SOURCES OF FUNDS					
LOCATION BEGINNING BALANCE		\$ 4,337,276	4,337,276	4,337,276	100.00%
REVENUES:					
Unrestricted Budget Allocation		\$ 62,394,259	62,394,259	46,879,862	75.13%
Restricted Budget Allocation		18,301,263	20,711,285	15,042,393	72.63%
Total Revenue		80,695,522	83,105,544	61,922,255	74.51%
INCOMING TRANSFERS	8980-8989	1,400,000	1,400,000	666,105	47.58%
TOTAL SOURCES OF FUNDS		\$ 86,432,798	88,842,820	66,925,636	75.33%
USES OF FUNDS					
EXPENDITURES:					
Academic Salaries	1000-1999	\$ 32,169,473	32,774,874	24,344,069	74.28%
Classified Staff Salaries	2000-2999	18,233,934	18,068,393	11,618,091	64.30%
Employee Benefits	3000-3999	19,195,669	19,278,920	13,467,325	69.86%
Supplies & Materials	4000-4999	1,933,800	1,976,854	825,362	41.75%
Services & Other Operating	5000-5999	8,397,432	9,353,899	4,063,298	43.44%
Capital Outlay	6000-6999	5,557,503	5,787,114	1,508,207	26.06%
Payments to Students	7500-7699	401,306	1,291,087	1,033,540	80.05%
Total Expenditures		\$ 85,889,117	88,531,141	56,859,892	64.23%
OTHER FINANCING SOURCES/(USES):					
Transfers Out	7300-7399	\$ 250,000	250,000	0	0.00%
Other Transfers	7400-7499	0	0	0	
Total Other Uses		250,000	250,000	0	
TOTAL USES OF FUNDS		86,139,117	88,781,141	56,859,892	64.05%
LOCATION OPERATING BALANCE		\$ 293,681	61,679	10,065,744	
RESERVES					
Reserve for Economic Uncertainties		\$ 293,681	61,679		

NOTE: As of March 31, 2017 actual revenues to date were **73.67%** and actual expenditures to date were **64.80%** of the revised budget to date.

TO: Board of Trustees
FROM: Thomas M. Fallo, Interim Chancellor
RE: SOCCCD: Quarterly Investment Report |
ACTION: Information

BACKGROUND

Government Code Section 53646 states that local agencies in California, including educational institutions, may render an annual statement of investment policy and a quarterly investment report to their local governing board. In addition, BP 3102 requires a quarterly report on the district's investments.

STATUS

As of the quarter ending on March 31, 2018, our cash balances were \$314,313,284.86 in the Orange County Investment Pool (OCIP), and the OCIP investment pool is yielding an average of 1.27% compared to prior quarter of 1.13%.

The cash balances for the Local Agency Investment Fund (LAIF) Pooled Investment were \$26,545,313.81, and the LAIF investment pool is yielding an average of 1.51% compared to prior quarter of 1.20%.

Both pools are highly liquid, with overnight wire transfers available upon request.

TO: Board of Trustees

FROM: Thomas M. Fallo, Interim Chancellor

RE: SOCCCD: Quarterly Financial Status Report

ACTION: Information

BACKGROUND

Title 5, California Code of Regulations, Section 58310 requires each community college district to prepare a Quarterly Financial Status Report based on measurements and standards as established by the Board of Governors and certified on forms provided by the Chancellor no later than forty-five days following completion of each quarter.

STATUS

The California Community Colleges Quarterly financial Status Report for SOCCCD, as of March 31, 2018 for FY 2017-2018, is attached (EXHIBIT A) for the Board of Trustees' information and review.

CALIFORNIA COMMUNITY COLLEGES
CHANCELLOR'S OFFICE

Quarterly Financial Status Report, CCFS-311Q
VIEW QUARTERLY DATA

CHANGE THE PERIOD

Fiscal Year: 2017-2018

Quarter Ended: (Q3) Mar 31, 2018

District: (890) SOUTH ORANGE

Line	Description	As of June 30 for the fiscal year specified			
		Actual 2014-15	Actual 2015-16	Actual 2016-17	Projected 2017-2018
Unrestricted General Fund Revenue, Expenditure and Fund Balance:					
A.	Revenues:				
A.1	Unrestricted General Fund Revenues (Objects 8100, 8600, 8800)	211,462,493	242,408,781	247,386,136	244,035,209
A.2	Other Financing Sources (Object 8900)	0	493,350	4,835,415	3,143,842
A.3	Total Unrestricted Revenue (A.1 + A.2)	211,462,493	242,902,131	252,221,551	247,179,051
B.	Expenditures:				
B.1	Unrestricted General Fund Expenditures (Objects 1000-6000)	155,345,822	175,141,624	189,573,456	205,530,285
B.2	Other Outgo (Objects 7100, 7200, 7300, 7400, 7500, 7600)	45,826,804	64,756,402	57,374,918	67,956,257
B.3	Total Unrestricted Expenditures (B.1 + B.2)	201,172,626	239,898,026	246,948,374	273,486,542
C.	Revenues Over(Under) Expenditures (A.3 - B.3)	10,289,867	3,004,105	5,273,177	-26,307,491
D.	Fund Balance, Beginning	37,322,828	47,612,695	50,616,800	55,889,977
D.1	Prior Year Adjustments + (-)	0	0	0	0
D.2	Adjusted Fund Balance, Beginning (D + D.1)	37,322,828	47,612,695	50,616,800	55,889,977
E.	Fund Balance, Ending (C. + D.2)	47,612,695	50,616,800	55,889,977	29,582,486
F.1	Percentage of GF Fund Balance to GF Expenditures (E. / B.3)	23.7%	21.1%	22.6%	10.8%

II. Annualized Attendance FTES:

G.1	Annualized FTES (excluding apprentice and non-resident)	27,822	24,927	27,365	26,540
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III. Total General Fund Cash Balance (Unrestricted and Restricted)

		As of the specified quarter ended for each fiscal year			
		2014-15	2015-16	2016-17	2017-2018
H.1	Cash, excluding borrowed funds		88,109,830	69,123,458	101,823,755
H.2	Cash, borrowed funds only		0	0	0
H.3	Total Cash (H.1 + H.2)	61,516,482	88,109,830	69,123,458	101,823,755

IV. Unrestricted General Fund Revenue, Expenditure and Fund Balance:

Line	Description	Adopted Budget (Col. 1)	Annual Current Budget (Col. 2)	Year-to-Date Actuals (Col. 3)	Percentage (Col. 3/Col. 2)
I.	Revenues:				
I.1	Unrestricted General Fund Revenues (Objects 8100, 8600, 8800)	244,035,209	244,035,209	182,983,588	75%
I.2	Other Financing Sources (Object 8900)	3,143,842	3,143,842	1,864,443	59.3%
I.3	Total Unrestricted Revenue (I.1 + I.2)	247,179,051	247,179,051	184,848,031	74.8%
J.	Expenditures:				
J.1	Unrestricted General Fund Expenditures (Objects 1000-6000)	201,612,862	205,530,285	137,507,781	66.9%
J.2	Other Outgo (Objects 7100, 7200, 7300, 7400, 7500, 7600)	67,956,257	67,956,257	17,935,000	26.4%
J.3	Total Unrestricted Expenditures (J.1 + J.2)	269,569,119	273,486,542	155,442,781	56.8%
K.	Revenues Over(Under) Expenditures (I.3 - J.3)	-22,390,068	-26,307,491	29,405,250	
L	Adjusted Fund Balance, Beginning	55,889,977	55,889,977	55,889,977	
L.1	Fund Balance, Ending (C. + L.2)	33,499,909	29,582,486	85,295,227	
M	Percentage of GF Fund Balance to GF Expenditures (L.1 / J.3)	12.4%	10.8%		

V. Has the district settled any employee contracts during this quarter? **NO**

If yes, complete the following: *(If multi-year settlement, provide information for all years covered.)*

Contract Period Settled (Specify) YYYY-YY	Management		Permanent		Academic		Temporary		Classified	
	Total Cost Increase	% *	Total Cost Increase	% *	Total Cost Increase	% *	Total Cost Increase	% *	Total Cost Increase	% *
a. SALARIES:										
	Year 1:									
	Year 2:									
b. BENEFITS:	Year 3:									
	Year 1:									
	Year 2:									
	Year 3:									

* As specified in Collective Bargaining Agreement or other Employment Contract

c. Provide an explanation on how the district intends to fund the salary and benefit increases, and also identify the revenue source/object code.

VI. Did the district have significant events for the quarter (include incurrence of long-term debt, settlement of audit findings or legal suits, significant differences in budgeted revenues or expenditures, borrowing of funds (TRANS), issuance of COPs, etc.)? **NO**

If yes, list events and their financial ramifications. (Enter explanation below, include additional pages if needed.)

VII. Does the district have significant fiscal problems that must be addressed? **NO**
This year? **NO**
Next year? **NO**

If yes, what are the problems and what actions will be taken? (Enter explanation below, include additional pages if needed.)

TO: Board of Trustees
FROM: Thomas M. Fallo, Interim Chancellor
RE: SOCCCD: Pension Stabilization Trust Fund
ACTION: Information

BACKGROUND

In March, 2016 the SOCCCD Board of Trustees authorized the District to join the California Public Entity Pension Stabilization Trust to set aside funds to offset the cost increases related to the STRS and PERS retirement systems pension liabilities. The trust was established with the Benefit Trust Company and Morgan Stanley as the registered investment advisor.

STATUS

This report is for the period ending March 31, 2018 (EXHIBIT A). The portfolio is composed of 15.8% equity funds and 84.2% fixed income mutual funds. The portfolio's performance for the quarter decreased 0.65%, ending with a fair market value of \$37,122,840. The annualized return since inception is 2.70%. In this quarter, the annual contribution of \$12,600,000 was deposited and \$1,076,350 was withdrawn and transferred to the colleges and district services to offset increased pension costs.

April 11, 2018

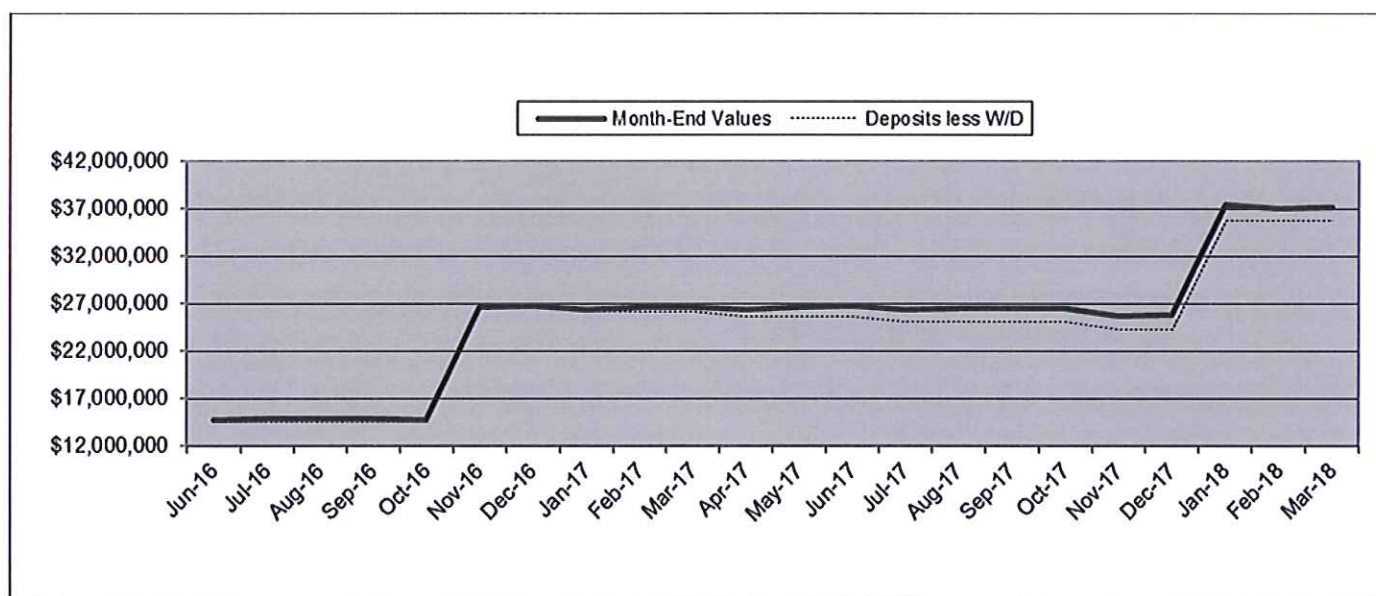
South Orange County Community College District
28000 Marguerite Parkway
Mission Viejo, CA 92692

Re: South Orange County CCD Pension Stabilization Irrevocable Trust

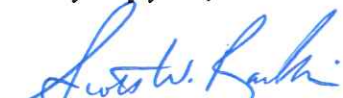
With a fair market value on March 31st of \$37,122,840.44 your portfolio's performance was down -0.65% for the quarter and up 2.70% on an annualized basis since the June 16, 2016 inception date net of program fees.

Your portfolio ended the month as a diversified mix of equity funds (15.8%) and fixed income funds (84.2%). It was designed to be invested over an intermediate time frame. A total of \$39,700,000 has been deposited in various installments since the June 16, 2016 inception date, while \$3,947,932 has been withdrawn over time to fund pension contributions. Below is the performance of your portfolio for various time frames since inception.

<u>Performance</u>	<u>1st Quarter 2018</u>	<u>Year-To-Date</u>	<u>Annualized Since Inception</u>
South Orange CCCD PST	-0.65%	-0.65%	2.70% annualized return
S&P 500	-0.76%	-0.76%	16.37% (Domestic Stocks)
MSCI EAFE	-1.70%	-1.70%	16.11% (International stocks)
Barclays Aggregate	-1.46%	-1.46%	-0.32% (Domestic Bonds)
Barclays Global	1.35%	1.35%	1.13% (Global Bonds)



Very truly yours,



Scott W. Rankin
Senior Vice President

Month - Year	Contributions	Contribution Total	Withdrawals	Ending Value
June-2016	14,500,000	14,500,000	-	14,633,971
September-2016	-	14,500,000	-	14,817,905
December-2016	12,600,000	27,100,000	407,038	26,758,346
March-2017	-	27,100,000	623,771	26,627,198
June-2017	-	27,100,000	476,582	26,672,038
September-2017	-	27,100,000	576,098	26,439,611
December-2017	-	27,100,000	788,093	25,829,514
March-2018	12,600,000	39,700,000	1,076,350	37,122,840

TO: Board of Trustees

FROM: Thomas M. Fallo, Interim Chancellor

RE: SOCCCD: Retiree (OPEB) Trust Fund

ACTION: Information

BACKGROUND

In April 2008 the SOCCCD Board of Trustees authorized the establishment of an irrevocable trust to comply with GASB No. 43 (Financial Reporting for Postemployment Benefit Plans Other Than Pensions) and GASB No. 45 (Accounting and Financial Reporting by Employers for Postemployment Benefits other than Pensions). The trust was established with the Benefit Trust Company and is administered through the Futuris Public Entity Trust Program.

STATUS

This report is for the period ending February 28, 2018 and March 31, 2018 (EXHIBIT A).

For February, the portfolio was composed of 50.4% Fixed Funds (Bonds) and 49.6% Common Stocks (Domestic and International). The portfolio's performance decreased 2.63%, ending with a fair market value of \$115,906,436 and an annualized return of 5.89%.

For March, the portfolio was composed of 50.8% Fixed Funds (Bonds) and 49.2% Common Stocks (Domestic and International). The portfolio's performance decreased 0.24%, ending with a fair market value of \$115,625,568 and an annualized return of 5.81%.

March 13, 2018

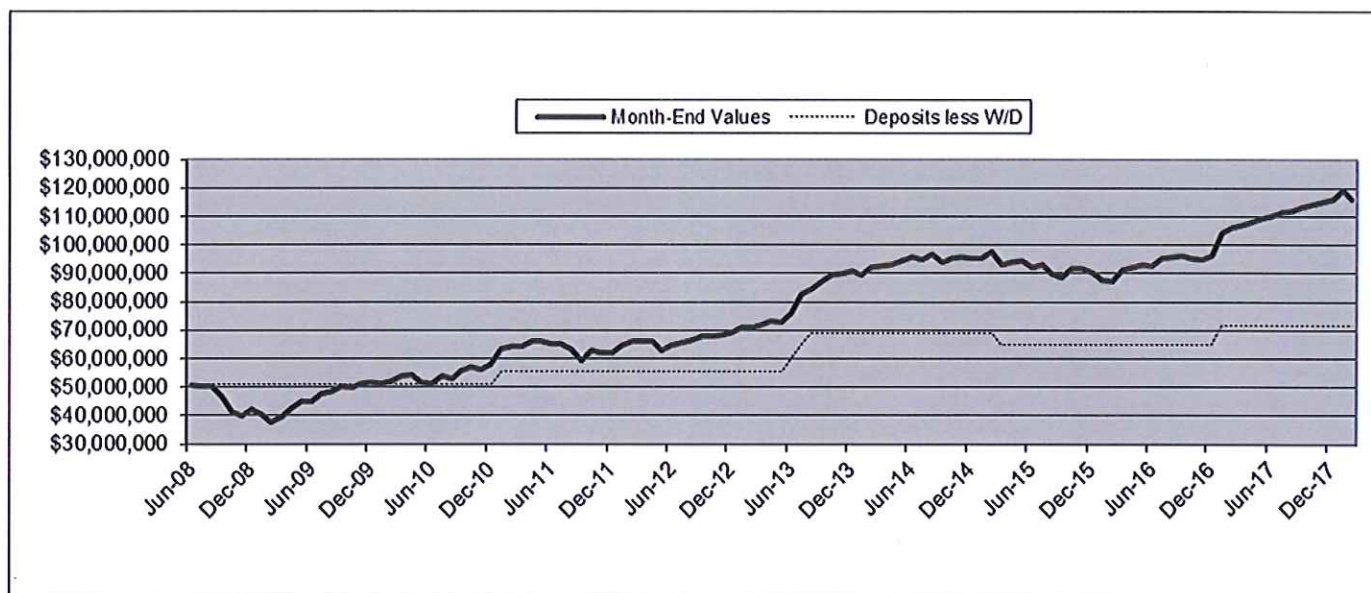
South Orange County Community College District
28000 Marguerite Parkway
Mission Viejo, CA 92692

Re: South Orange County CCD Retiree (OPEB) Irrevocable Trust

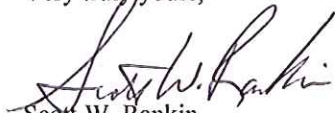
With a fair market value on February 28th of \$115,906,435.82 your portfolio's performance was down -2.63% for the month and up 5.89% on an annualized basis since the June 24th, 2008 inception date net of program fees.

Your portfolio ended the month as a diversified mix of equity funds (49.6%) and fixed income funds (50.4%). It was designed to be invested over a long time frame. Deposits included the initial contribution of \$50,791,103 in June 2008, and additional contributions of \$4,618,708 on January 10, 2011, \$5,000,000 on June 17, 2013, \$5,000,000 on July 31, 2013 and \$3,389,912.76 on August 20, 2013, and \$6,876,877.96 on January 20, 2017 for a total of \$75,676,601.70. \$4,000,000 was withdrawn from the trust on March 19, 2015. Below is the performance of your portfolio for various time frames since inception.

<u>Performance</u>	<u>February 2017</u>	<u>Year-To-Date</u>	<u>Annualized Since Inception</u>
South Orange CCCD	-2.63%	-0.28%	5.89% annualized return
S&P 500	-3.69%	1.83%	10.45% (Domestic Stocks)
MSCI EAFE	-4.51%	0.28%	3.27% (International stocks)
Barclays Aggregate	-0.95%	-2.09%	3.81% (Domestic Bonds)
Barclays Global	-0.89%	0.29%	2.85% (Global Bonds)



Very truly yours,



Scott W. Rankin
Senior Vice President

April 11, 2018

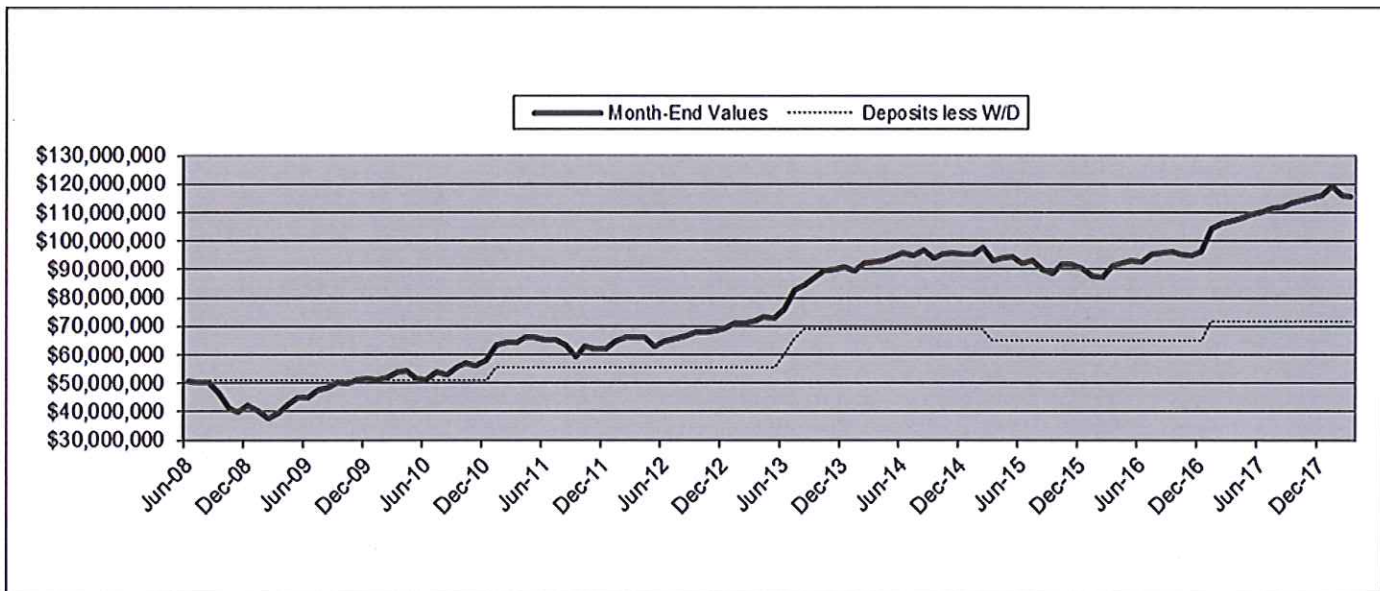
South Orange County Community College District
28000 Marguerite Parkway
Mission Viejo, CA 92692

Re: South Orange County CCD Retiree (OPEB) Irrevocable Trust

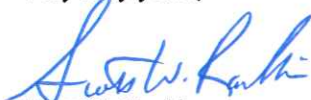
With a fair market value on March 31st of \$115,625,567.61 your portfolio's performance was down -0.24% for the month and up 5.81% on an annualized basis since the June 24th, 2008 inception date net of program fees.

Your portfolio ended the month as a diversified mix of equity funds (49.2%) and fixed income funds (50.8%). It was designed to be invested over a long time frame. Deposits included the initial contribution of \$50,791,103 in June 2008, and additional contributions of \$4,618,708 on January 10, 2011, \$5,000,000 on June 17, 2013, \$5,000,000 on July 31, 2013 and \$3,389,912.76 on August 20, 2013, and \$6,876,877.96 on January 20, 2017 for a total of \$75,676,601.70. \$4,000,000 was withdrawn from the trust on March 19, 2015. Below is the performance of your portfolio for various time frames since inception.

<u>Performance</u>	<u>March 2018</u>	<u>Year-To-Date</u>	<u>Annualized Since Inception</u>
South Orange CCCD	-0.24%	-0.52%	5.81% annualized return
S&P 500	-2.54%	-0.76%	10.06% (Domestic Stocks)
MSCI EAFE	-1.97%	-1.70%	3.03% (International stocks)
Barclays Aggregate	0.64%	-1.46%	3.84% (Domestic Bonds)
Barclays Global	1.06%	1.35%	2.94% (Global Bonds)



Very truly yours,



Scott W. Rankin
Senior Vice President

Month - Year	Contributions	Contribution Balance	Month-End Investment Values
June-08	\$ 50,791,103	\$ 50,791,103	\$ 50,589,708
June-09	\$ -	\$ 50,791,103	\$ 44,706,214
June-10	\$ -	\$ 50,791,103	\$ 51,342,419
June-11	\$ 4,618,708	\$ 55,409,811	\$ 65,060,898
June-12	\$ -	\$ 55,409,811	\$ 64,788,984
June-13	\$ 5,000,000	\$ 60,409,811	\$ 76,038,439
June-14	\$ 8,389,913	\$ 68,799,724	\$ 95,689,395
June-15	\$ (4,000,000)	\$ 64,799,724	\$ 92,222,506
June-16	\$ -	\$ 64,799,724	\$ 92,851,363
July-16	\$ -	\$ 64,799,724	\$ 95,377,249
August-16	\$ -	\$ 64,799,724	\$ 95,929,958
September-16	\$ -	\$ 64,799,724	\$ 96,320,870
October-16	\$ -	\$ 64,799,724	\$ 95,230,338
November-16	\$ -	\$ 64,799,724	\$ 94,958,568
December-16	\$ -	\$ 64,799,724	\$ 96,106,489
January-17	\$ 6,876,878	\$ 71,676,602	\$ 104,516,816
February-17	\$ -	\$ 71,676,602	\$ 106,178,127
March-17	\$ -	\$ 71,676,602	\$ 106,889,989
April-17	\$ -	\$ 71,676,602	\$ 107,981,028
May-17	\$ -	\$ 71,676,602	\$ 109,311,569
June-17	\$ -	\$ 71,676,602	\$ 110,063,884
July-17	\$ -	\$ 71,676,602	\$ 111,728,835
August-17	\$ -	\$ 71,676,602	\$ 112,145,520
September-17	\$ -	\$ 71,676,602	\$ 113,277,751
October-17	\$ -	\$ 71,676,602	\$ 114,061,414
November-17	\$ -	\$ 71,676,602	\$ 115,163,531
December-17	\$ -	\$ 71,676,602	\$ 116,227,289
January-18	\$ -	\$ 71,676,602	\$ 119,034,135
February-18	\$ -	\$ 71,676,602	\$ 115,906,436
	\$ 71,676,602		

TO: Board of Trustees

FROM: Thomas M. Fallo, Interim Chancellor

RE: SOCCCD: Basic Aid Report

ACTION: Information

BACKGROUND

The District returned to Basic Aid status in FY 1999-2000. The Board of Trustees has requested regular information reports about projected basic aid receipts and approved projects.

STATUS

As of March 31, 2018, total estimated Basic Aid receipts are \$758.4M and total approved projects are \$733.5M as shown in EXHIBIT A. The balance of \$24.9M is the reserve for unrealized tax collections and returned funds available for distribution.

It should be noted that some of the approved projects are for state funded project match. Although approved, these funds will not be needed until the projects are approved by the State for funding.

Changes from the January, 2018 report include a decrease in commitments of \$7.5M due to the return of remaining balances of closed projects.

**South Orange County Community College District
Expenditure History for Approved Basic Aid Projects
April 30, 2018**

<i>Project Description</i>	<i>Approved Amount</i>	<i>1999/2014 Actual</i>	<i>2014/15 Actual</i>	<i>2015/16 Actual</i>	<i>2016/17 Actual</i>	<i>2017/18 YTD Actual</i>	<i>Balance Remaining for 2017/18</i>
CLOSED PROJECTS							
ATEP Operating Budget (2006)	14,177,729	12,049,995	622,701	689,013	816,021	-	-
ATEP Staffing, Equipment, Program Development (2007)	891,611	851,148	2,026	-	38,437	-	-
IVC A400 Bldg Remodel (2011)	11,888,689	1,589,588	5,695,412	2,218,447	990,200	1,395,042	-
IVC Performing Arts Center Waterproofing (2013)	347,920	-	-	-	2,930	327,741	17,249
SC Fine Arts HVAC Renovation (2013)	9,687,538	78,845	216,891	5,173,241	4,601,983	(383,422)	-
SC Central Plant (2013)	749,931	85,655	109,072	440,085	115,119	-	-
SOCCCD Awards Management System (2013)	457,871	457,871	-	-	-	-	-
SOCCCD Positive Attendance Hours (2016)	196,310	-	-	-	149,462	46,848	-
SOCCCD Student Success Dashboard (2014)	550,000	52,324	382,882	107,632	-	7,162	-
CLOSED PROJECTS TOTAL	261,245,034	230,913,882	9,383,012	12,042,829	7,494,691	1,393,371	17,249
CAPITAL PROJECTS							
ATEP Building Demolition (2007)	13,700,000	4,148,386	2,741,440	22,998	(1,949)	-	6,789,126
ATEP First Building Phase 3A (2011)	27,400,000	761	336,973	1,985,988	8,213,622	10,434,830	6,427,826
ATEP First Building Support (2017)	750,000	-	-	-	-	370,856	379,144
ATEP Site Development (2013)	10,625,000	1,374,635	986,687	1,054,743	955,676	726,393	5,526,866
ATEP Utilities/Infrastructure Phase I (2016)	9,475,000	-	-	547,695	781,024	3,744,727	4,401,554
IVC A200 Success Center (2014)	505,005	-	-	-	-	-	505,005
IVC B200 Classroom Wing & Labs (2015)	400,000	-	-	4,257	151,187	7,935	236,621
IVC B400 Labs and Entrance Controls (2015)	410,000	-	1,600	4,333	-	133,431	270,636
IVC Defects Performing Arts Center (2014)	1,400,000	2,611	54,736	-	51,646	30,048	1,260,959
IVC Design and Install Entrance from Barranca (2003)	2,336,884	333,100	38,525	92,072	1,710,284	62,903	100,000
IVC Fine Arts Building (2008)	15,448,598	61,278	-	-	-	-	15,387,320
IVC Health Center/Concessions Building (2016)	6,140,000	-	-	67,133	123,047	319,381	5,630,439
IVC Life Sciences Project (2004)	2,490,000	3,263,187	(1,120,532)	14,207	44,513	97,430	191,195
IVC New Parking Lot (2013)	7,488,000	-	-	18,950	105,492	227,091	7,136,467
IVC Upgrade Exterior & Entries to B300 (2013)	680,000	-	-	-	5,700	46,250	628,050
SC Building Repairs - LRC Comm Arts Renovation (2013)	3,839,073	27,311	1,702,050	102,627	1,173,322	392,942	440,821
SC Building Repairs - ATAS Building (2003)	20,545,313	834,539	86,693	332,307	55,396	543,842	18,692,536
SC Building Repairs - ATAS Swing Space Renov (2013)	10,249,687	644,063	1,532,643	7,435,103	92,372	77,537	467,970
SC Data Center Project (2016)	1,000,000	-	-	-	7,472	29,576	962,952
SC Fire Alarm System (2015)	500,000	-	-	-	46,259	14,416	439,325
SC LRC Defects (2015)	750,000	-	-	8,272	48,892	2,548	690,288
SC New Gateway Building (2013)	19,658,820	-	-	-	-	-	19,658,820
SC Sciences Building (M/S/E annex) (2003)	62,399,870	9,748,435	28,145,264	20,710,561	3,299,444	(3,834)	500,000
SC SME Building Renovation (2016)	750,000	-	-	-	1,499	11,721	736,780
SC Stadium and Site Improvements (2008)	39,525,000	327,184	145,814	347,766	-	199,398	38,504,839
SC PE 200 and 300 Interior Renovation (2014)	1,000,000	-	-	54,351	8,925	-	936,724
SC PE 400 and 500 Renovation (2014)	800,000	-	-	-	-	-	800,000
SC Water Damages/Storm Drainage Issues (2013)	750,000	14,205	2,438	11,889	-	-	721,468
CAPITAL PROJECTS TOTAL	261,016,250	20,779,693	34,654,331	32,815,252	16,873,823	17,469,421	138,423,730
SCHEDULED MAINTENANCE							
IVC Library Exterior (2013)	275,000	1,830	5,289	-	-	61,564	206,318
IVC Lighting & Walkways (2013)	795,055	332,278	170,531	6,750	29,348	-	256,148
IVC SM B100 Roof & HVAC (2015)	493,350	-	-	-	-	-	493,350
IVC Sports Facilities (2012)	342,600	44,014	30,565	29,488	164,094	73,269	1,170
SC HVAC PE 100 (2014)	800,000	-	-	-	-	-	800,000
SC PE200 Bleacher Repairs (2014)	575,000	-	2,841	88,099	117,185	314,134	52,741
SC PE Complex (2013)	650,000	-	-	-	-	613,833	36,167
SC Walkway Lot 9 to Quad (2017)	500,000	-	-	-	-	3,899	496,101
SCHEDULED MAINTENANCE PROJECTS TOTAL	4,431,005	378,122	209,226	124,336	310,627	1,066,699	2,341,995
IT PROJECTS							
Campus Desktop Refresh (2013)	4,249,334	1,492,186	1,913,336	306,537	531,912	1,772	3,592
Campus Desktop Refresh (2015)	3,376,000	-	-	1,398,967	104,864	458,728	1,413,441
SOCCCD Automate Electronic Transcript Receiving (2015)	453,600	-	35,906	109,832	51,194	13,069	243,599
SOCCCD Automated Password Reset & Single Sign-On Assess (2015)	115,600	-	-	-	38,416	-	77,184
SOCCCD Blackboard Plug-ins (2013)	150,000	2,000	15,400	30,950	5,205	16,275	80,170

**South Orange County Community College District
Expenditure History for Approved Basic Aid Projects
April 30, 2018**

<i>Project Description</i>	<i>Approved Amount</i>	1999/2014 Actual	2014/15 Actual	2015/16 Actual	2016/17 Actual	2017/18 YTD Actual	Balance Remaining for 2017/18
SOCCCD Classroom Technology and Audio Visual Refresh (2016)	5,264,000	-	-	125,602	360,359	117,954	4,660,085
SOCCCD Class Schedule Upgrade & Recommendation (2015)	735,000	-	-	8,113	566,119	117,849	42,919
SOCCCD Degree Audit/MAP Upgrade (2013)	1,594,720	626,491	222,358	233,714	197,840	130,532	183,785
SOCCCD District IT Back Office Automation (2016)	210,000	-	-	69,488	-	108,194	32,318
SOCCCD District-wide Network Security (2015)	912,395	-	322,157	40,960	-	70,000	479,278
SOCCCD District-wide Network Security Firewall Refresh (2016)	820,000	-	-	-	711,769	95,821	12,410
SOCCCD End-of-Life Core Network/Tech Refresh (2013)	6,984,658	3,906,690	2,243,712	410,194	119,524	45,365	259,174
SOCCCD Enterprise Content Mgmt Expansion (2013)	150,000	31,386	-	7,500	12,500	51,790	46,824
SOCCCD Faculty and Staff Email Infrastructure Refresh (2016)	355,000	-	-	-	314,033	16,020	24,947
SOCCCD HR/Bus Svcs Integrated Software (2013)	16,042,300	2,137,801	5,586,580	3,506,054	2,381,424	1,296,918	1,133,523
SOCCCD Intl and Student Scholar Mgmt (2014)	54,500	-	-	-	27,600	-	26,900
SOCCCD IT Basic Aid Projects (2013) Unified Communications Sys	50,000	14,400	-	-	12,460	-	23,140
SOCCCD IT Basic Aid Projects (2013) IT Contingency	907,328	64,600	-	-	-	-	842,728
SOCCCD IT Projects SC/IVC/ATEP Instruct & Student Svc (2010)	8,744,770	8,342,629	11,747	131,573	211,137	10,990	36,694
SOCCCD MAP Enhancements (2017)	280,000	-	-	-	-	59,139	220,861
SOCCCD Master Calendar Integration (2014)	300,000	58,500	677	-	-	239,970	853
SOCCCD MySite Security (2014)	302,000	47,280	164,662	67,732	(18,061)	13,991	26,396
SOCCCD New Student Print Solution (2016)	238,921	-	-	124,115	91,088	-	23,718
SOCCCD Online Tutoring, SI, Office Hours, Appointments (2016)	201,000	-	-	5,199	-	36,225	159,576
SOCCCD Predictive Analytics (2013)	250,000	54,052	62,515	68,615	12,118	6,710	45,990
SOCCCD Refresh MDF and IDF (2016)	1,000,000	-	-	195,340	95,097	20,259	689,304
SOCCCD Server and Storage Scheduled Maintenance (2016)	320,463,336	37,988,153	45,825,489	40,160,063	23,349,307	21,482,992	151,674,582
SOCCCD Server Configuration & Security (2017)	180,000	-	-	-	-	79,670	100,330
SOCCCD Service Desk Software (2017)	465,000	-	-	-	-	8,555	456,445
SOCCCD Student Early Alert System (2016)	226,800	-	-	-	-	34,025	192,775
SOCCCD Student Info Sys AR Enhancement/Electronic Refunds (2015)	600,000	-	-	-	-	-	600,000
SOCCCD Student Information System Enhancement (2013-2015)	9,955,200	2,767,037	1,379,858	1,544,979	1,574,564	1,530,000	1,158,762
SOCCCD Student Success Roadmap (2017)	875,000	-	-	-	-	1,340	873,660
SOCCCD Support Multiple Prerequisites (2015)	302,400	-	12,584	150,559	103,527	-	35,730
SOCCCD System Testing and Stability (2016)	377,000	-	-	46,465	16,139	86,668	227,728
SOCCCD Tableau for Data Visualization (2016)	270,000	-	-	192,434	39,405	4,193	33,968
SOCCCD Unified Student ID Card (2016)	452,000	-	-	-	-	45,030	406,970
SOCCCD Waitlist Modification (2014)	699,600	249,920	-	-	2,430	-	447,251
SOCCCD Wireless Coverage Expansion (2015)	738,000	-	30,452	7,649	425,660	40,401	233,838
SOCCCD Wireless Upgrade (2016)	1,907,990	-	-	-	20,017	2,712	1,885,261
SOCCCD Workday Student BPA Sessions (2016)	317,800	-	-	73,482	42,432	-	201,886
SOCCCD Workday Student Influencer Program (2016)	375,000	-	-	15,211	146,545	12,965	200,279
IT PROJECTS TOTAL	71,832,916	19,794,971	12,001,943	9,106,926	8,197,317	4,785,270	17,946,490

OTHER ALLOCATIONS							
SOCCCD Design/Build Specialty Consultant (2013)	525,000	105,025	66,635	95,962	23,965	20,537	212,876
SOCCCD Dist Union Offices (2014)	162,750	-	29,115	3,742	2,046	-	127,847
SOCCCD District-wide ADA Physical Access Transition Plan (2016)	1,240,000	-	-	283,949	373,583	15,498	566,970
SOCCCD District-wide ADA Transition Plan Projects (2017)	3,000,000	-	-	-	-	-	3,000,000
SOCCCD District-wide Mapping (2015)	900,000	-	-	-	48	22,041	877,911
SOCCCD District-wide Sustainability/Energy Planning (2016)	440,000	-	-	6,453	220,923	58,495	154,129
SOCCCD District-wide Tech Consultant for Capital Constr (2016)	560,000	-	-	-	66,552	114,816	378,632
SOCCCD DSA Inspec, Engineer, and PM Svcs (2014)	915,000	145,830	-	10,263	18,108	34,384	706,415
SOCCCD DSA Project Close Out (2013)	400,000	26,591	6,940	13,926	155,958	840	195,745
SOCCCD Educational Facilities Master Plan (2016)	1,400,000	-	-	-	-	25,849	1,374,151
SOCCCD FPP, IPP, 5 Year Plans (2013)	210,000	3,040	-	-	6,597	-	200,363
SOCCCD Insurance Deductibles (2014)	400,000	100,000	100,000	100,000	100,000	-	-
SOCCCD Legislative Advocacy Services - Basic Aid (2004 - present)	985,000	478,047	106,955	111,686	100,912	89,152	98,248
SOCCCD Legal Counsel Facility Related Issues (2013)	863,000	37,877	36,405	17,878	93,815	40,519	636,507
SOCCCD Pension Rate Stabilization Program (2016)	39,700,000	-	-	14,500,000	12,600,000	12,600,000	-
SOCCCD Pre-Planning and Investigation (2015)	610,000	-	3,343	29,087	149,215	61,728	366,627
SOCCCD Trustee Election/General Election Expense (2004 - present)	3,348,988	1,753,071	389,456	-	483,157	-	723,304
SOCCCD Retiree Benefits (2001 - present)	79,287,683	60,027,683	-	3,600,000	11,050,000	4,610,000	-
OTHER ALLOCATIONS TOTAL	134,947,421	62,677,164	738,848	18,772,946	25,444,879	17,693,859	9,619,725

**South Orange County Community College District
Expenditure History for Approved Basic Aid Projects
April 30, 2018**

<i>Project Description</i>	<i>Approved Amount</i>	<i>1999/2014 Actual</i>	<i>2014/15 Actual</i>	<i>2015/16 Actual</i>	<i>2016/17 Actual</i>	<i>2017/18 YTD Actual</i>	<i>Balance Remaining for 2017/18</i>
BASIC AID PROJECT TOTALS	733,472,626	334,543,831	56,987,360	72,862,289	58,321,337	42,408,620	168,366,438

Commitments	505,341,710	45,306,580	61,387,393	59,909,924	61,527,020
Cumulative Commitments	505,341,710	550,648,290	612,035,682	671,945,606	733,472,626
Receipts	523,933,281	51,659,425	52,672,948	66,017,281	64,152,119
Cumulative Receipts	523,933,281	575,592,706	628,265,654	694,282,935	758,435,054
Cumulative Expenses	334,543,831	391,531,191	464,393,481	522,714,818	565,123,437
Uncommitted Basic Aid Funds	189,389,450	184,061,515	163,872,173	171,568,117	24,962,428

	<i>Approved Amount</i>					<i>Commitment Change</i>
Change from January 2017 Report:						
IVC A-400 Bldg Remodel	(1,124,311)					(1,124,311)
IVC Design and Install Entrance from Barranca	(513,116)					(513,116)
IVC Performing Arts Center Waterproofing	(122,080)					(122,080)
SC Fine Arts HVAC Renovation	(754,462)					(754,462)
SC Sched Maint Central Plant (50% College match)	(69)					(69)
SC Sciences Building	(4,958,476)					(4,958,476)
SOCCCD IT District-wide Positive Attendance Hours (2016)	(1,690)					(1,690)
SOCCCD: IT Awards Management System	(42,129)					(42,129)
SOCCCD IT DS Server and Storage Scheduled Maintenance (2016)	(45)					(45)
Total Change from January 2017 Report	(7,516,378)	-	-	-	-	(7,516,378)

TO: Board of Trustees

FROM: Thomas M. Fallo, Interim Chancellor

RE: Reports from Administration and Governance Groups

ACTION: None

Reports by the following individuals and groups may be written and submitted through the docket process prior to distribution of the Board agenda packet.

Chancellor and College Presidents written reports are included for information.

Speakers are limited up to two minutes each.

Saddleback College Academic Senate
Faculty Association
Irvine Valley College Academic Senate
Vice Chancellor, Technology & Learning Services
Vice Chancellor, Human Resources
Vice Chancellor, Business Services
Irvine Valley College Classified Senate
California School Employees Association
Saddleback College Classified Senate
Police Officers' Association



TO: Members of the Board of Trustees
FROM: Thomas M. Fallo, Interim Chancellor
SUBJECT: District Services Report for April 30, 2018 Board of Trustees Meeting

Advanced Technology and Education Park – First Building Dedication

The dedication of the first building at the Advanced Technology and Education Park was held on Wednesday, April 18. The new Integrated Design, Engineering and Automation (IDEA) Building offers career technical education programs for Irvine Valley College. The event included an open house, demonstrations, and the following speakers: Timothy Jemal, President, South Orange County Community College District Board of Trustees; Ann-Marie Gabel, Vice Chancellor of Business Services; Dr. Jeffrey Mrizek, Dean of Effective Practices in Workforce Development at the state chancellor's office; Al Murray, Mayor of the City of Tustin; and Armando Alcantara, Jr., an engineering student. President Glenn Roquemore served as the master of ceremonies and Trustee James R. Wright led the Pledge of Allegiance. Tustin Police Chief Charles F. Celano, Jr. led the color guard presentation.

In addition to Trustees Jemal and Wright, Trustees T.J. Prendergast, David Lang, Barbara Jay, and Terri Whitt were in attendance, as were Tustin City Council Members Rebecca Gomez, Charles Puckett, and Letitia Clark. Also present were staff members from the offices of Senator Dianne Feinstein, Congresswoman Mimi Walters, Senator John Moorthach, and Assembly Member Steven Choi.

Lori Mangels Named District Services Classified Staff Member of the Year

Congratulations to Lori Mangels, the classified staff member of the year for district services! Lori, a human resources specialist, has been an employee with the district since 2004 and is recognized for offering exemplary customer service and consistently going and above and beyond to help her colleagues.

Lori oversees the entire hiring process for non-bargaining unit employees, from recruitment and hiring through the background screening and orientation. She is extraordinarily helpful to NBU employees, and her knowledge and willingness to assist is greatly appreciated by managers who rely on her, often at a moment's notice. In addition to her approachability, Lori is a positive, calm, and patient presence. When you need her, it's a relief to know she's there, and always friendly and willing to help. She is quick to respond to an email or a phone call and is full of energy and enthusiasm.

Lori is greatly appreciated by all who are lucky to work her and is commended for her remarkable contributions to the district.

50th Anniversary Video Captures National-Level Award

The district's 50th anniversary video, which provides a retrospective on our last 50 years and vision for

the future, earned a Paragon Award at the National Council on Marketing and Public Relations national conference on March 18. The video highlights interviews from students, faculty, staff, and Trustees Jemal, Lang, and Milchiker. The video is available for viewing on the home page of the district website.



IRVINE VALLEY COLLEGE

5500 Irvine Center Drive, Irvine, CA 92618 | T: 949-451-5100 | www.ivc.edu

TO: Thomas M. Fallo, Interim Chancellor, and Members of the Board of Trustees

FROM: Glenn R. Roquemore, PhD, President

DATE: April 19, 2018

SUBJECT: President's Report for the April 30, 2018 Board of Trustees Meeting

IVC Veteran Students Receive Scholarships from Eagle Community Credit Union

On April 4, Irvine Valley College (IVC) veteran students Erik Grohman and Sloan Hadsall were each awarded a \$750 scholarship to help pay for expenses during the Spring 2018 semester. The two were congratulated at the Veteran Services Center by President Roquemore, Vice President for Student Services Linda Fontanilla, and representatives from Eagle Community Credit Union.

IVC Marks One-Month Anniversary of Parkland, Florida

On March 14, over 200 IVC students, faculty and staff participated in a peaceable walkout demonstration and memorial, marking the one-month anniversary of the Parkland, Florida school shooting. On March 1, IVC's Academic Senate endorsed the event that was put together by several faculty members and supported by the college administration. The focus of the demonstration were 17 empty chairs dedicated to the 14 students and three teachers slain in the shooting. During the peaceful assembly, students, staff and faculty read the names of the over 300 school shootings that have taken place since 2013.

Foundation Awards Dinner Success

On March 10, the IVC Foundation hosted the Celebrating Excellence Foundation Awards Dinner at Celebrations by Turnip Rose. IVC supporters came together to honor members of the IVC and surrounding community who were recognized for their service and contributions to the college. Students shared their stories and were celebrated for their successes. The Foundation raised a total of \$118,058 and netted \$81,470 to support student programs and services.

IVC MUN Wins at New York Conference

On March 25-29, the IVC Model United Nations (MUN) team participated in the National MUN conference in New York. The team won the Distinguished Delegation award (the second highest award category) and two position paper awards. The IVC MUN team placed in the top 20% of teams that participated in the conference. Over 3,000 students and 130 school delegations competed at the New York conference, with teams coming from prestigious universities across the nation and Europe.

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT BOARD OF TRUSTEES:
Barbara J. Jay, Timothy Jemal, David B. Lang, Marcia Milchiker, T.J. Prendergast III, Terri Whitt, James R. Wright
Thomas Fallo, EdD, Interim Chancellor • Glenn R. Roquemore, PhD, President, Irvine Valley College

An Equal Opportunity Institution

IVC Dedicates First Building at ATEP

On April 18, IVC celebrated the dedication of the Integrated Design, Engineering and Automation (IDEA) building at the Advanced Technology Education Park (ATEP) in Tustin. The ceremony, led by President Roquemore, featured speakers including Trustee Tim Jemal; Dean, Effective Practices, Workforce and Economic Development at the California Community Colleges Chancellor's Office Jeffrey Mrizek; Tustin Mayor Al Murray; and IVC student Armando Alcantara, Jr., as well as a ribbon cutting to mark the official grand opening of the building. In addition, the building's lobby was filled with displays that featured robotics, engineering and STEM. There were also opportunities for guests to tour the building.

IVC Volleyball Coach Tom Pestolesi Receives 2018 Coaching Achievement Award

On March 29, head volleyball coach Tom Pestolesi received the California Community College Athletic Association 4CA Coaching Achievement award in Sacramento. The award honors members of the California community college coaching profession who show exemplary participation, dedication and contributions to their chosen sport. As the recipient of the award, Pestolesi is recognized for exhibiting leadership and high ethical values in addition to being an outstanding role model for student athletes and future professionals.

IVC Completes Monument Marquee Sign Project

On March 26, the new electronic marquees at the Irvine Center Drive entrance were turned on for the first time. The design's inspiration arose from IVC's primary strategic goal: "to foster an environment characterized by creativity, innovation, respectful interactions and collaboration." The structure's design incorporates both current and emerging technologies to achieve virtually unlimited communication flexibility. The materials and lighting combine to evoke a sense of IVC's commitment to education and to its students. It is hoped the new monument signs enhance the campus entry and serve as an invitation to the larger community.

IVC Speech and Debate Team Wins State Championship

On March 11, the Speech and Debate Team was awarded the California Community College Forensics Association (CCCFA) State Championship Award for small schools in Sacramento. Twenty-four schools attended the tournament. The team also won a Jim Miller Perpetual Award which is given to the school that has accumulated the most points over several years. Former IVC Director of Forensics Edwin Tiongson was honored at the tournament with the 2018 Presidential Service Award. Students Meaghan Loeffler, Katrya Ly, and Shahin Shams won awards in the one-person debate category. Three teams won in the two-person debate category. These teams included: Katrya Ly and Meaghan Loeffler; John Cho and Ashley Butler; and Carlos B. Pelayo and Sarah Moghadam. Katrya Ly, John Cho, and Carlos B. Pelayo also won awards in the individual event categories for impromptu and extemporaneous debate.

IVC Marketing and Creative Services Wins at NCMPR

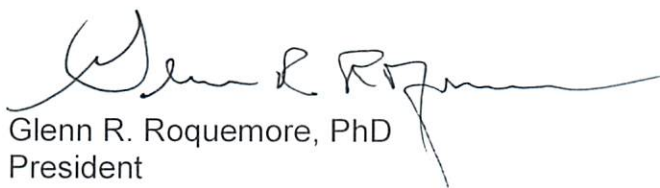
IVC's Office of Marketing and Creative Services was awarded medallion awards at the National Council for Marketing and Public Relations (NCMPR) District 6 conference held in Las Vegas March 18-20. District 6 includes: Arizona, California, Hawaii, Nevada, Utah, the Commonwealth of the Northern Mariana Islands, the Federated States of Micronesia, the Republic of Palau, the Republic of the Marshall Islands and the Territory of Guam. The Office of Marketing and Creative Services won a gold medallion award for the dance department anniversary banners designed by Lindsey Sweeney; and silver medallion awards for Little Shop of Horrors, Guys and Dolls, and Voice of the Prairie theatre posters designed by Melinda Wilhelm, and King Oedipus theatre posters designed by Lindsey Sweeney.

Circle K International Wins at Annual District Convention

On March 23-26, IVC's Circle K International Club attended the annual California-Nevada-Hawaii District Convention held in Los Angeles. Over 700 Circle K members from colleges across the district gathered for educational workshops, leadership training, service projects, and year-end celebrations that highlight accomplishments. IVC won numerous awards, including first place for growth enhanced membership and third place for outstanding traditional scrapbook. IVC Circle K Club President Ellie Bui received the Distinguished President award and IVC Circle K Club Treasurer Chloe Wang received the Distinguished Treasurer award. In addition, members were recognized for their outstanding service to the community.

President Roquemore Receives Statewide Classified Senate Leadership Award

The California Community Colleges Classified Senate (4CS) has named President Roquemore the recipient of the 2018 4CS Leadership Award. Each year, 4CS recognizes an outstanding individual who has shown significant support for classified participation in governance at the state level. Members of the IVC Classified Senate and three past IVC Classified Senate presidents nominated President Roquemore for this prestigious award. President Roquemore will be honored at the Classified Leadership Institute in June.



Glenn R. Roquemore, PhD
President



SADDLEBACK COLLEGE

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949.582.4500 • www.saddleback.edu

TO: Members of the Board of Trustees
Interim Chancellor Fallo

FROM: Jim Buysse, Acting President, Saddleback College

SUBJECT: Report for April 30, 2018 Board of Trustees Meeting

Designation Received

Saddleback College received formal approval of its request for designation as an eligible institution under Titles III and V of the Higher Education Act of 1965, as amended by the Higher Education Opportunity Act of 2008 (HEA). As a result, the college is eligible for a waiver of the non-Federal share matching requirements under the Federal Work Study (FWS) program, the Federal Supplemental Educational Opportunity Grant (FSEOG) program and the TRIO Student Support Services program under Title IV of the HEA, as well as the Undergraduate International Studies and Foreign Language program authorized by Title VI of the HEA. This designation will enable Saddleback to apply for Hispanic Serving Institution grants. The grants office is currently working on developing a prioritized list of grant opportunities.

Strong Workforce Stars

Twenty-three career education programs at Saddleback College were named Strong Workforce Stars by the State Chancellor's Office because of outstanding post-college outcomes based on Strong Workforce Program LaunchBoard data in employment, earnings gains, and regional living wages. The registered nursing program received gold star recognition based on students who were last enrolled in 2015-16. To receive a gold star, programs must meet or exceed all three economic mobility outcomes as designated below:

- An increase in earnings by 50% or more
- Attainment of the regional living wage by 70% or more
- 90% or more are employed in a job similar to their field of study

The registered nursing program data indicates that these graduates have met or exceeded all three economic mobility outcomes, specifically,

- Registered nursing students attained a 147% increase in earnings (state threshold is 50%) based on a match to the state wage file.
- 74% of these same students attained the regional living wage (70% is the state threshold).

- 90% of these students are employed in a job similar to their field of study (90% is the state threshold).

Four other programs met or exceeded two of the three outcomes and were awarded silver stars and eighteen programs were recognized as bronze stars, meeting or exceeding one of the three outcomes.

Awards and Accolades

The Mission Viejo Chapter of the Daughters of the American Revolution, has honored Jeanne Harris-Caldwell, Director of the Student Health Center, with their Community Service Award for her exemplary contribution to Saddleback College students through her leadership of the Student Health Center. This award is presented annually to an individual who has contributed to their local community in an outstanding manner through cultural, educational, humanitarian, patriotic, historical, citizenship, or environmental conservation endeavor, or by organizing and or participating in community activities.

“Embrace Your Voice” Sexual Assault Awareness Day

The Student Health Services department hosted Sexual Assault Awareness Day on April 9th. Nearly a dozen community organizations participated including Wayfinders/WAYMAKERS and the Clothesline Project. The Clothesline Project is a visual display of shirts with hand-designed messages that have been created by survivors of violence or by victims’ families and friends. Students were engaged in dialogue surrounding the importance of embracing one’s voice, from practicing or providing consent to speaking out against stereotypes or gender biases.



Stanford Educational Leadership Initiative

John Jaramillo, Dean of Economic and Workforce Development and Business Science, was selected as one of the career education leaders to participate in the Nation's First Seminar Focused on Role of Civic Stewards in Workforce Development. The seminar, held March 29th -

30th, was designed to enable regional civic stewards (individuals who serve on economic development corporation boards or like organizations in their respective regions) to understand the processes by which community colleges operate and the ways that long-term partnerships between civic stewards and community colleges can be built, strengthened, and based on sound workforce data, mutual trust, and effective communication.

Saddleback Honors Students Recognized by Honors Transfer Council of California

The Honors Transfer Council of California (HTCC) has selected Grant Swonk to receive \$1,000 and the Director's Award for his 400 word abstract essay, "A Kingdom's Casuistry: The British Empire's Reaction to the Jallianwala Bagh Massacre." His mentor is history instructor Margot Lovett. A second Saddleback College honors student, Khalid Yasseen, was recognized for his outstanding abstract and will receive \$500. Mentored by his biological sciences instructor, Marcelo Pires, Khalid's essay was entitled, "Antibacterial Activity of Cinnamon Oil and its Synergy with Vancomycin against Enterococcus faecalis."

Campus Majors Fair

The Majors Fair, held on April 4th, was the perfect opportunity for Saddleback College students who are undeclared in their major to explore the different majors offered by the college and the careers aligned with each area of study. Both faculty and counselors were on hand to interact with over 75 students.



Student Success

Eagle Community Credit Union in Foothill Ranch awarded Saddleback College veteran student, Andrew Ramos a \$750 scholarship. Andrew will continue to pursue his studies in culinary arts. Eagle Community Credit Union members contributed to the veterans scholarships through a fundraising campaign that started on Veterans' Day 2017.



Upcoming Events

April 24th: "One Book, One College" culminates the spring college-wide events with a visit from the author of "Undocumented," Dan-El Padilla Peralta.

May 12th: Saddleback College Foundation Gala

May 24th: Saddleback College Commencement

Each Friday through May 18th: The Emeritus Institute's Dorothy Marie Lowry Distinguished Guest Lecture Series, held at Laguna Woods Village

Respectfully Submitted,

James Buysse
Acting President



South Orange County Community College District Faculty Association

TO: Members of the Board of Trustees

FROM: Mark Blethen, President—SOCCCD Faculty Association

SUBJECT: Part-Time Faculty

The Faculty Association recently asked its part-time faculty members to share with us “one issue of particular interest and/or concern” to them.

While many more Part-Time Faculty members responded in writing, and even more talked with their Faculty Association Representatives, the narratives below are a sampling of their stories.

Their stories are both unique to each individual and their particular circumstances, and yet typical and representative of the experiences and concerns of many.

Please consider their stories.

Lack of Sufficient Affordable Health Care

Faculty Narrative # 1

I've been teaching in the district (and two other colleges) for four years now. After three years, I finally qualified for the \$175 healthcare stipend. I appreciate the stipend, but \$175 is not enough to purchase worthwhile healthcare for one individual (the lowest level plan on Covered CA is now \$300), let alone a family (which is what full-time faculty are offered). This semester I was only offered one course, so I lost my \$175 stipend. But the stipend issue is the least of it.

Because I need to teach a certain number of units to pay my bills, my family doesn't qualify for Medi-Cal. And even with the \$400 government subsidy, we're still looking at about \$1200/month for coverage. Last semester, I taught a combined 24 units across my three schools to pay for healthcare. When I lost units this semester I had to cancel our current plan. So, we currently do not have healthcare coverage. That would be fine (although scary) if we were healthy, but I have a chronic condition and two children with health issues. So I'm paying ridiculous medical bills out of pocket and trying to manage with as little healthcare as possible. I'm actually taking part in a clinical trial for access to medication and healthcare for my own condition, which is not an ideal way to deal with a chronic illness. At this point, I'm seriously considering leaving the profession that I love because I don't have access to basic healthcare benefits.

Faculty Narrative # 2

I'm 27 years old. I've been a part-time Instructor in this district since Fall 2017, and in two others since Fall 2016.

About a year ago, I unexpectedly went deaf in my right ear. No loud noises or traumas. It just quietly went away over the course of about a day. At the time, I was paying something like \$300-ish a month for insurance through the Affordable Care Act. I was able to get all the basic things looked at, my hearing itself checked twice (100% gone, a hearing aid won't get it back), and saw an ENT doctor who encouraged me to get a MRI to make sure it wasn't cancer or a tumor or anything like that.

An MRI would cost about \$1,000 on my plan. That's to say nothing of the brain surgery that he casually mentioned would be the "easy fix". The worst part, maybe, is that it also might end up being nothing at all. I'm not really sure if he was trying to comfort me, but I guess one in three people who do lose their hearing do so for no reason at all. That said, considering the cost of the MRI verged on rent, the surgery was obviously out of the question, and there was something like a 1/3 chance that it's all fine anyway; it has been about 6 months now of limbo as I continue to put that off.

I got rid of my insurance at the start of this year, as I was actually losing money on the plan. And since the fee for not having health insurance isn't as bad as how much I was paying, I figured, "why not go insurance free and use the savings to pay for any spot treatment?"

Anyhow, I'm teaching 23 units this term at three different colleges in three different counties. I drive something like 400 or 450 miles a week working 7:30am-9:50pm on Tuesday and Thursday because of bad luck trying to piece together schedules at three colleges. It's kind of a bummer that all I can really do is tread water after all that.

Faculty Narrative # 3

There are currently limited benefits for part-time employees. It is well understood that a good health care can positively affect job performance and completion of day-to-day work duties. The high expense associated with affording a stand-alone health insurance (not acquired as a full-time employee) in conjunction with high living expenses in South Orange County, places significant pressure on mental wellness of counselors/instructors. The fact that the working hours of part-time employees can vary per semester basis renders adequate monetary allocation for health care services extremely difficult. Part-time employees in particular, would greatly benefit from a college negotiation of health care benefits targeted solely for this group. This would enable the employees to be more impactful in their day-to-day activities working with students and results in a more positive work environment.

Faculty Narrative # 4

Most part timers don't know that teaching "under contract" not only reduces your pay to (9/18 or 12/18 or whatever combination), but also eliminates your \$175 monthly insurance allowance! Even though you still teach/work the same number of hours, you are penalized because, basically, you didn't make enough money.

Seniority/Rehire Rights/Course Load Reductions

Faculty Narrative # 5

I have taken on teaching as a second career and while I love it, it's always hard to start at the bottom. I've been teaching part-time for the past two years and the hardship that I face is the inability to get consistent classes each semester. It's hard not knowing whether you'll get a class each semester and how

The SOCCCDFA is a local affiliate of CTA, CCA, and NEA.

many. Even if you do get a class, it may not be the same one with the same day/time, which completely changes our schedule and sometimes makes it hard to teach at multiple colleges because classes may overlap or it's hard to get from one location to another in a timely manner. Part of this hardship is also being given a class, doing all the prep work, and then having the class cancelled on you last minute without having any sort of compensation given for the prep work you did (even though I declined assignments elsewhere in order to teach in our district). It's hard not knowing if you'll get a consistent paycheck. I'd also like to apply for a full time position in the near future but it's hard to do that if you don't get consistent classes to help build up that experience.

Faculty Narrative # 6

Not knowing from semester-to-semester if I'm going to be assigned classes and, if yes, how many, makes for me and fellow "contingency employees" an uncertain and precarious existence. Having my courses cut from 10 units to four has caused for me a huge financial reversal. I struggle to make rent and to meet the basic costs of living in our district. I have also lost my insurance rebate.

Despite my loyalty to my department and to this district, for which I've taught for over five years, I was not given any notice or explanation for this abrupt reduction in workload.

My teaching availability is fairly open, and I've demonstrated that I'm qualified to teach several courses.

Given that my department has recently hired a large swathe of new part-time instructors yet without an apparent need for them, it's reasonable to infer that my department (and college and district?) is deliberately increasing the number of part-time faculty teaching less than six units, and decreasing the number of part-time faculty who for years have been typically assigned full loads in order to cut costs in part-time salary and benefits.

I feel emotionally and financially wounded by this reduction in classes and, like an increasing number of part-time faculty (no hyperbole here), I find myself two or three degrees removed from sleeping in my car.

Faculty Narrative # 7

As a part-time faculty member for multiple campuses, I experience many hardships. Most commonly, though, I worry about summer. It can be a struggle to economize, especially as a single parent with hefty student loans, and summer classes are difficult to come by, and we are not told until mid-spring if we will be assigned any. With the advent of new curricula requiring training in order to be considered to teach these courses, and having to work on different campuses during the time these trainings occur, now I do not have as many classes to ask for when I submit my teaching request. I am not sure what my seniority level is here, but I am fairly new, so I understand that several others are ahead of me. Still, a clearer sense of seniority would be helpful so I may plan my semesters in advance.

Parity Pay/Equal Pay for Equal Work/Professional Development

Faculty Narrative # 8

While our college has so far been my favorite place to teach because of the support from supervisors and the vibe among staff and students, it's still difficult to be an adjunct with today's wages. More and more, colleges are relying on adjuncts to carry a bulk of their teaching load, yet we are paid (per hour, when you take into account grading, class time, etc...) a wage that is not appropriate for our level of

education. We deserve equal pay to full-timers, since we possess the same qualifications, and since we do the same thing.

I am one of the lucky ones. I rent a house from my parents about an hour from campus. If I didn't have this luxury, I would need to have roommates to afford to live in Orange County. And while sharing rent and living with others is challenging for most anyone, it's especially difficult for someone like me in my 40s. I rarely can go to meetings at Saddleback because I have other jobs I need to do to be able to make a living. I can't take off to do something for free. Occasionally, the campus will throw in a \$50 stipend for a day of meetings or training. I can't afford to take a day off of other jobs to make \$50. This is to the detriment of the campus. Equal pay would mean more involvement by faculty. And in the end, this is better for students.

Since I have the highest load possible for an adjunct, with 3 classes a semester, I do appreciate the health insurance stipend. It helps tremendously. But equal pay would be even better. After all, whether we are full-time or part-time, we are doing the same job. So the pay should reflect that.

Lack of Safety/Support

Faculty Narrative # 9

I am deeply concerned for mine and my students' personal safety. The classrooms I and many others teach in STILL do NOT have internal locking devices. As a part-timer, we are not permitted to have keys to our classroom doors. Consequently, in the event of an emergency, if a lockdown is in place for our campus, part-timers have no way of securing our classroom doors. Additionally, the majority, if not all, classroom doors on campus open outward, which poses another challenge on how to secure those doors. In the event of a lockdown, counting on campus police to come by and lock each individual classroom door is obviously not feasible. Given this, I and many of my students feel like sitting ducks.

The Columbine tragedy was 20 years ago, Sandy Hook (where 20 first graders lost their lives) was six years ago. Since Columbine there have been over 25 mass shooting. Just last month lockdown incidents due to student threats occurred right here in our own backyard—at Cypress and Pearce Colleges. Will our colleges be next and, if it is, has every appropriate and necessary step been taken to ensure our safety?

I am told both colleges have been working on an electronic system that would secure all buildings and doors for some time now. But when will it be completed? Can we get an anticipated completion date? Can we make it a priority? Can we come up with an interim solution for part-timers to be able to secure our doors until a more secure system is online?

The level of safety for all employees and students should be equal.

Faculty Narrative # 10

As an Adjunct, I usually get the leftover time slots for class assignments. Because of this, I usually get evening classes. This semester, I'm teaching 6 - 10 PM two nights a week.

What makes my job difficult is I don't even get a key to the room. I have to literally wait for a lab tech to open my door for EVERY SINGLE class. Sometimes he's there and sometimes I have to hunt for him.

Now, this isn't his fault; it's not even his responsibility to let me inside. No one is in the division office to open the door for me at 6 PM and I don't want to call security twice a week to open a classroom door. I want a key to my classroom.

Every other college I work at gives me keys to my classrooms. In my opinion, it's a simple request and it is a token of support from the division, college, and district. To me, it seems like they don't trust me with keys. That's degrading in my opinion.

Faculty Narrative # 11

After 26 years as "Associate Faculty" I am still not trusted to have a key to my classroom. This is especially humiliating when teaching in the "Village" and having to call Campus Police to open my room. Only after arriving on campus, by the way.

Maternity/Parental/Family Leave

Faculty Narrative # 12

I had a difficult time getting baby bonding leave. There are a lot of loopholes you have to jump through, and administration didn't even let me know I was entitled to leave. Then when I did find out that I was entitled through a colleague, I was told by my college administration that I couldn't receive it, only to have them tell me a month or so later that I could. Then I was offered fewer hours of baby bonding leave than what I worked and was entitled to. That didn't seem right so I went directly to HR, and I received more. It was just really difficult emotionally to go through all that in my last trimester/right after I had given birth.

Student Debt

Faculty Narrative # 13

Like many part time faculty I exited college with major student loan debt. I am totally grateful for my education and earned degrees, which would not have been possible without loans, and I have taken responsibility to pay them back. Hence, I was excited about the Public Service Loan Forgiveness Program (PSLF), which forgives the remaining balance on your Direct Loans after you have made 120 qualifying monthly payments under a qualifying repayment plan while working full-time for a qualifying employer.

However part timers do not qualify for this program. For PSLF, you are generally considered to work full-time if you meet your employer's definition of full-time or work at least 30 hours per week, whichever is greater.

Yes, if you are employed in more than one qualifying part-time job at the same time, you may meet the full-time employment requirement if you work a combined average of at least 30 hours per week with your employers. Given the limited number of available classes and the uncertainties of scheduling, however, I have not been able to cobble together a consistent teaching schedule enabling me to achieve and maintain eligibility.

This program and any district policy or contractual clause that disproportionately impacts part timers is fundamentally unfair. We possess the same minimum/desirable qualifications, and teach the same classes to the same students. We deserve the same assistance that full timers receive.



IRVINE VALLEY COLLEGE

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TO: Thomas M. Fallo, EdD, Interim Chancellor and Members of the Board of Trustees

FROM: Samantha Zan, President
Associated Student Government (ASG) of Irvine Valley College (IVC)

DATE: April 19, 2018

SUBJECT: **ASG of IVC Report for April 30, 2018 Board of Trustees Meeting**

Student Activities: 2nd Annual Spring Fest

ASG of IVC Activities committee hosted the second annual Spring Fest held on April 4, to celebrate the beginning of spring. The activities included a scavenger egg hunt, dunk tank, music, bunnies and food for the IVC student body.

ASG of IVC: Spring Training for Incoming and Returning Student Leaders

ASG of IVC hosted multiple training sessions for the incoming and returning ASG members of the 2018-2019 school year. The students were involved in workshops to help them better understand official procedures, cultural competency, conflict resolution, team building, and much more.

ASG of IVC Community Outreach: UCI Tree Planting

ASG of IVC Community Outreach committee members visited University of California Irvine to volunteer and help plant shade trees as a part of servicing students outside of IVC. Students had the opportunity to work on their interpersonal and collaboration skills. Every participant gained 3 hours of community service and received a certificate for their work.

ASG of IVC Budget Deliberations

ASG of IVC Budget and Finance committee presented their recommendations for the 2018-2019 budget allocation prepared for ASG of IVC Senate on April 6. They also presented to multiple IVC committees such as Budget Development and Resource Planning Committee and Strategic Planning and Accreditation Council. Announcement of the allocations will be communicated to the college in May.

Samantha Zan, President
ASG of IVC