



Meeting of the Board of Trustees

June 22, 2020

CALL TO ORDER: 5:00 P.M.

In an effort to control the spread of COVID-19, this meeting will not be physically open to the public. All members of the public may participate in the meeting via Zoom Videoconference. Upon entry into the meeting; all computers and telephones except for the Board of Trustees shall be muted. The June 22, 2020 Board Meeting will be conducted telephonically.

The closed session and regular session meeting will consist of two locations. The South Orange County Community College District Board of Trustees will participate via teleconference pursuant to Executive Order N-29-20 and N-35-20 issued by Governor Newsom on March 12 and March 21, 2020 respectively.

In compliance with the Executive Order, Board Members, interested parties, and members of the public will be able to call or sign-in to the meeting at 5 p.m. on Monday, June 22, 2020.

Primary Location: Saddleback College, Health Sciences/District Offices Building, Chancellor's Conference Room, HS 324, 28000 Marguerite Parkway, Mission Viejo, CA 92692.

Teleconferencing Location: via Zoom Videoconferencing at
<https://soccdd.zoom.us/j/98381075456?pwd=b2lyWkJRUIEb2pFQ2l4anJuRGpxdz09>

Meeting ID: 983 8107 5456

Meeting Password: 701499

This agenda is available on the SOCCCD website at www.soccdd.edu

Consistent with the provisions of the Executive Order N-29-20 and N-35-20, the above-noticed meeting of the Board of Trustees shall take place as follows:

1. Members of the Board of Trustees may participate remotely via Zoom Videoconferencing. If members choose to participate remotely, their locations will not be noticed nor will public access be available at their locations.
2. Members of the public may participate via Zoom Videoconferencing using the link above or by **calling in to the meeting at (877) 853-5247 (Toll Free) or (888) 788-0099 (Toll Free) Meeting ID: 983 8107 5456, Password: 701499**
3. Members of the public wishing to comment on an agenda item or another topic within the jurisdiction of the Board of Trustees will be given the opportunity to ask questions by submitting public comments via email to

the Board of Trustees Liaison, Grace Garcia, at: ggarcia@socccd.edu. All public comments will be accepted via email. Submissions must be received prior to the posted start time of the meeting. Please include in the subject line of the email: **COMMENTS FOR THE MEETING OF JUNE 22, 2020**. Please indicate if you are addressing a specific agenda item, or are making "Public Comment." Submissions will be read aloud at the meeting and must comply with the 2 minute time limit.

American with Disabilities Act (ADA)

It is the policy of the SOCCCD to fully comply with the requirements of the Americans with Disabilities Act. Consistent with that policy, the facilities where this event will be held are wheelchair accessible. Upon request, this announcement and the agenda or program for the event and any related materials, will be provided in alternative formats (such as large print, braille or accessible electronic text). If you need such materials or other disability accommodations (such as a translator) or more information, please contact the Office of the Chancellor at (949) 582-4840 at least 48 hours before the scheduled event.

1.0 PROCEDURAL MATTERS

1.1 Call to Order

1.2 Roll Call – Establishment of Quorum

Trustee T.J. Prendergast, Board President
Trustee Tim Jemal, Vice President
Trustee James Wright, Clerk of the Board
Trustee Barbara Jay, Member
Trustee David Lang, Member
Trustee Marcia Milchiker, Member
Trustee Terri Whitt Rydell, Member
Student Trustee Rose Esfandiari

1.3 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 submit your request via email prior to the start of closed session. 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 and 54954.5)
 - A. Public Employee Discipline, Dismissal, Release (Government Code Section 54957)
- 1.4 Conference with Labor Negotiators (Government Code Section 54957.6)
 - A. Faculty Association (FA)

- Agency Designated Negotiator: Dr. Cindy Vyskocil, Acting President - IVC
- B. Classified School Employees Association (CSEA)
Agency Designated Negotiator: Kim Widdes, Acting Vice Chancellor - HR
 - C. Police Officers Association (POA)
Agency Designated Negotiator: Dr. Cindy Vyskocil, Acting President – IVC
- 1.5 Conference with Real Property Negotiators (Government Code Section 54956.8)
- A. Exchange of Property
Agency Designated Negotiators: South Orange County Community College District – Ann-Marie Gabel, CPA, Vice Chancellor, Business Services (Seller), Andrew Bernstein, Jackson Tidus, (District Real Estate Legal Counsel) and Gregory G. Gotthardt, FTI Consulting, LLC (District Real Estate Consultant)
- Lease of Property by District: Approximately 20.8 acres of real property located at 1610 Valencia Ave. and 1602 Victory Road Tustin, CA 92782 (Property) also known as the Advanced Technology & Education Park (ATEP site)
- Negotiating Parties: ACS Development Group, Inc., Advantech Corporation, The Goddard School, and Southern California University of Health Sciences
- 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).)
Significant exposure to litigation: 1 potential case
 - 1. Mitchell Khong - Claim #585206
 - B. Existing Litigation (Government Code Section 54956.9 (d)(1).)
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 David Lang

2.3 Pledge of Allegiance

Led by Trustee Marcia Milchiker

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 submit your request via email prior to the beginning of open session. Speakers are limited to two minutes each.

3.0 REPORTS

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

- A. Board Reports
- B. Student Trustee
- C. Associated Student Government Reports
- D. Saddleback College Academic Senate
- E. Irvine Valley College Academic Senate
- F. Faculty Association
- G. Irvine Valley College Classified Senate
- H. Saddleback College Classified Senate
- I. California School Employees Association
- J. Police Officers Association
- K. Board Request(s) for Reports

4.0 DISCUSSION ITEMS

4.1 SOCCCD: Education Master Plans Presentation

The college-proposed Educational Master Plans are presented for the Board's consideration. These plans are used to guide the District's Facilities Master Plan (FMP), which will be brought to the Board of Trustees for consideration at the July 2020 meeting.

A General Action item appears at **6.1** for the Board to approve the Education Master Plans.

4.2 SOCCCD: FY 2020-21 Tentative Budget

The 2020-2021 tentative budget will be presented to the Board for its consideration.

A General Action item appears at **6.2** for the Board to approve the Tentative Budgets for FY 2020-2021.

4.3 SOCCCD Guidelines for Onsite Reopening

The Chancellor and College Presidents will discuss the data and factors guiding recommendations for students and employees to return to onsite learning and work for Fall 2020.

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 a Regular Meeting held virtually on May 18, 2020

and a Special Meeting held virtually on June 4, 2020.

5.2 SOCCCD: Resolution

A resolution affirming the District's commitment to diversity and respect for all students, employees, and community members, and condemning acts of police brutality, racial profiling, and the use of excessive and militarized force in the wake of the death of George Floyd and others.

5.3 Irvine Valley College: Curriculum Revisions for the 2020-2021 Academic Year

Approve curriculum revisions as recommended by the Curriculum Committee in consultation with the Academic Senate for the 2020-2021 academic year, pursuant to Title 5, Section 53200 et seq.

5.4 SOCCCD: Irvine Valley College, Notice of Completion, Access Control & Security Systems and Hardware Project, Blue Violet Networks, LLC

Authorize filing the Notice of Completion for the Access Control & Security Systems and Hardware project #P196921 at Irvine Valley College to Blue Violet Networks, LLC, for a contract total of \$331,443.67.

5.5 SOCCCD: Irvine Valley College Scheduled Maintenance Roofing, PAC and A200, Award of Bid No. 375, Premier Roofing CA, Inc.

Approve award of Bid No. 375, Irvine Valley College Scheduled Maintenance Roofing, PAC and A200 project, and approve the agreement with Premier Roofing CA, Inc., in the amount of \$466,663.

5.6 Saddleback College: New, Revised, and Deleted Curriculum for the 2020-21 and 2021-22 Academic Years

Approve the proposed curriculum change for the 2020-21 academic year at Saddleback College.

5.7 SOCCCD: Trustees' Requests for Attending Conferences

Approve trustees' requests for attending conference(s).

5.8 SOCCCD: Coronavirus Aid, Relief, and Economic Security (CARES) Act, Higher Education Emergency Relief Fund (HEERF) - Minority Serving Institutions (MSI) Allocations

Ratify the emergency financial aid grant funds allocation of \$334,744 for Higher Education Emergency Relief Fund (HEERF) - Minority Serving Institutions (MSI) Allocations from the Coronavirus Aid, Relief, and Economic Security (CARES) Act.

5.9 SOCCCD: Authorize the Purchase of Maintenance Service Subscriptions and Support for Palo Alto Networks, Inc. Network Security Firewall Equipment, Optiv Security, Inc.

Approve the use of Master Price Agreement No. AR3229 as awarded by the state of Utah in association with the NASPO/WSCA, and approved for usage by the state of California pursuant to the California Participating Addendum

No. 7-20-70-47-06 along with all future amendments as authorized by this addendum. This approval applies to procurement of ongoing annual maintenance service subscriptions and support for the network security firewall equipment from Optiv Security, Inc.

5.10 **SOCCCD: Authorize the Purchase of Cisco Network Equipment, Warranty of Hardware, Maintenance, Repair Services, Software, and Software Maintenance, ePlus Technology, Inc.**

Approve California Multiple Award Schedule Contract No. 3-08-70-1633T, Supplement No. 8 as awarded to ePlus Technology, Inc. for the purchase of Cisco network equipment, warranty of hardware, maintenance, repair services, software, and software maintenance, ePlus Technology, Inc.

5.11 **SOCCCD: Transfer of Budget Appropriations: Adopt Resolution No. 20-17 to Approve FY 2019-2020 Budget Transfers**

Adopt Resolution No. 20-17 to approve the transfer of budget appropriations as listed.

5.12 **SOCCCD: Budget Amendment: Adopt Resolution No. 20-16 to Amend FY 2019-2020 Adopted Budget**

Adopt Resolution No. 20-16 to amend the FY 2019-2020 Adopted Budget as listed.

5.13 **SOCCCD: Change Orders and Amendments**

Ratify the amendments/change order as listed.

5.14 **SOCCCD: Purchase Orders and Checks**

Ratify the purchase orders and checks as listed.

5.15 **SOCCCD: Contracts**

Ratify contracts as listed.

6.0 GENERAL ACTION ITEMS

6.1 **SOCCCD: Irvine Valley College Education Master Plan 2020-2030 and Saddleback College Education Master Plan 2020-2030**

Approve the Irvine Valley College Education Master Plan and the Saddleback Valley College Education Master Plan.

6.2 **SOCCCD: FY 2020-2021 Tentative Budget**

Approve the FY 2020-2021 tentative budget as presented.

6.3 **SOCCCD: Irvine Valley College Building B200 Chemistry Classroom Year 2, Award of Bid No. 371, SS+K Construction, Inc.**

Approve award of Bid No. 371, Irvine Valley College Building B200 Chemistry Classroom Year 2, and approve the agreement with SS+K Construction, Inc. in the amount of \$1,506,305.20.

- 6.4 **SOCCCD: Irvine Valley College, Saddleback College and ATEP - Student Housing Feasibility Study Agreement with The Scion Group**
Approve the agreement for the Student Housing Feasibility Study for Saddleback College, Irvine Valley College and the Advanced Technology & Education Park to Scion Group for Phases I through III at a cost not to exceed \$184,350 and at the rate of \$195 per hour for Phase IV if needed.
- 6.5 **SOCCCD: Saddleback College – 1st Building at ATEP, Architectural Services, M. Arthur Gensler DBA Gensler**
Approve the Architectural Services agreement with M. Arthur Gensler DBA Gensler for the Saddleback College – 1st Building at ATEP in the amount of \$2,894,000.
- 6.6 **SOCCCD: Master Agreement for IT Consultant Services, Management Applications, Inc.**
Approve the Master Agreement for IT Consultant Services and the authorization to issue Work Orders with Management Applications, Inc. from July 1, 2020 through August 21, 2022.
- 6.7 **SOCCCD: Academic Employee and Classified Administrator Personnel Actions – Regular Items**
Ratify New Personnel Appointments, Additional Compensation: General Fund, Additional Compensation: Categorical/Non-General Fund, Additional Compensation: Restricted Funds, Change of Status, Reduced Workload Program with STRS Retirement, Authorization to Eliminate a Position and/or Position Number, Authorization to Establish and Announce a Position.
- 6.8 **SOCCCD: Faculty Conversion to Canvas One – Time Stipends**
Ratify Additional Compensation: Canvas Conversion-General Fund.
- 6.9 **SOCCCD: Classified Personnel Actions – Regular Items**
Ratify Authorization to Establish and Announce Classified Positions, Reorganization/Reclassification, Resignation/Retirement/Conclusion of Employment.
- 6.10 **SOCCCD: Non-Bargaining Unit Personnel Action – Regular Items**
Ratify New Personnel Appointments, Volunteers.
- 6.11 **SOCCCD: Employment Agreement – Dr. John Hernandez, President – Irvine Valley College**
Ratify the appointment of Dr. John Hernandez to the position of President – Irvine Valley College.
- 6.12 **SOCCCD: Sabbatical Leave Revision**
Approve Revision of Sabbatical Leave previously approved by the Board.
- 6.13 **SOCCCD: Sabbatical Leave Rescindment**
Approve Rescindment of Sabbatical Leave previously approved by the Board.

7.0 REPORTS

- 7.1 **SOCCCD: Staff Response to Public Comments from Previous Board Meeting**
None
- 7.2 **SOCCCD: List of Board Requested Reports**
Status of board requested reports from the South Orange County Community College District Board of Trustees.
- 7.3 **SOCCCD: CCCT Student Trustee Member Election – 2020**
CCCT Student Trustee Member Election Information.
- 7.4 **Saddleback College: Additional Summer 2020 Community Education Programs**
Due to the virtualization of all courses in response to Governor Newsom's Executive Order, Exhibit A expands the Honoraria and fees approved at the February 24, 2020 board meeting and includes additional virtual class offerings, presenters and compensation.
- 7.5 **Saddleback College: CTE Board Report**
The CTE Board Report represents the findings and status updates based on the required elements.
- 7.6 **SOCCCD: Facilities Plan Status Report**
Status report of current construction projects.
- 7.7 **SOCCCD: Monthly Financial Status Report**
The reports display the adopted budget, revised budget and transactions through May 31, 2020.
- 7.8 **SOCCCD: CARES Act Funding Monthly**
Summary of the funds awarded and spent as of May 31, 2020 is provided.
- 7.9 **SOCCCD: Retiree (OPEB) Trust Fund**
Report for period ending April 30, 2020.

8.0 WRITTEN REPORTS FROM ADMINISTRATION

Reports by the following individuals may be written and submitted through the docket process prior to distribution of the Board agenda packet.

- A. Chancellor
- B. Acting President, Irvine Valley College
- C. President, Saddleback College

9.0 ADDITIONAL ITEMS

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

Governance Report to the Board from CSEA

On June 1, 2020 the **California Schools Employees Association** released a statement which stated that their position is to stand by the **peaceful protests** against racism. **CSEA** is a much diverse organization with members from all over the state. Locally, the local chapter includes many members of **diversity**.

With the recent events of the last few weeks, the **CSEA Chapter Leadership** has taken time to reflect, (not only to assure of continued member unity within our union), to assure that there is continued racial and ethnic unity within our chapter as well. Although there may be a natural tendency to be biased towards our respective nationalities and races, it should be based on the foundation of a sense of pride of our respective heritages – not an instrument of prejudice to feel superior in order to look down on others.

The events of the last few weeks have affected me in many ways, for I am a person of many ethnicities. I descend (from both sides of my family) from nationalities of many cultures (which includes **German, Scottish, English, Irish, Spanish, Swedish**, etc., to **Pan-African, Native American** [Cherokee] and **Polynesian/Hawaiian**). For me, it is easier to say what I am not, as opposed to what I am. My family reunions resemble a **United Nations** General Assembly gathering. Even now, I have a niece and nephew who are of **Navajo** descent. Last year, my oldest nephew married a lovely young Japanese woman. So the history of love in my family carries on.

Although I do have a sense of pride of me being a royal descendant from all the early royal houses of Europe, I take more pride that both sides of my family have a history of making sure **love** triumphs over intolerant rejections due to race or ethnicity. My paternal grandmother is German. On my mother's side, my great-great-great-great grandfather **David Hoxter** came to America from Hesse-Kassel, Germany and married my great-great-great-great grandmother, a free black woman named **Sariah Joner**. They get married in **1796** in the slave state of **Maryland**. You can imagine how a mixed marriage like that caused fierce opposition in a slave state at that time. But my 4th great-grandparents fell in love – and love triumphed over intolerance – especially since it was against the law in that slave state back then. But if they didn't show courage to become a family, I would not be here.

A few years, I was cast in a **Saddleback College** play called the “**American Immigrant Experience**”. The play was a collage of **story-telling** - cast members telling their respective stories of how their ancestors came to **America**. There were stories in which ancestors came from **Scotland, England, Germany, Ireland, Italy, Israel, Egypt**, the ***Pale of Settlement*** in **Russia** and **Eastern Europe**. There were scenes in which racial intolerance was the main plot of those scenes. The audience may have been somewhat uncomfortable, but it was to express the point that racism has no place in American society. I enjoyed being a part of that play and was able to experience entertaining audiences with the theme of **diversity** – for that is America's ‘diverse makeup’, and as the **leader of CSEA**, I will continue to be part of the chapter leadership that takes the lead in opposing racial injustice, any type of diversity intolerance (from ethnic and gender injustice); and promoting the welcoming **inclusiveness** for all.

- **Scott Ferguson Greene**
CSEA President, 2020

TO: Board of Trustees

FROM: Kathleen F. Burke, Chancellor

RE: Irvine Valley College Education Master Plan 2020-2030 and
Saddleback College Education Master Plan 2020-2030

ACTION: Presentation

BACKGROUND

SOCCCD engaged expert consultants to support the creation of the District-wide Strategic Plan 2020-2025 and facilitate the review of college-specific data and priorities for the next decade to create the Irvine Valley College Education Master Plan and Saddleback College Education Master Plan. MIG, a consulting firm focused on community visioning, strategic planning, landscape architecture, and urban planning and design, was selected through a competitive process to engage the community and provide expert consultation in developing the education master plans.

STATUS

The colleges' education master plans (EMP) leverage the planning work of the district-wide strategic plan, which included a comprehensive environmental scan and the collaborative and inclusive development of district-wide goals and objectives. The education master plans contain detailed information specific to each college's community, and academic and student support services. Developing the district-wide strategic plan and the colleges' education master plan brought together our most valued stakeholders and will guide future development in the colleges and district. MIG will present a high-level overview of the completed education master plans. (Exhibit A)

As we neared the completion of the plans, the pandemic hit our nation. While it is important to see our EMP as a ten-year plan, the unexpected and drastic changes from the Covid-19 crisis has made the colleges re-examine the plans. MIG will also share how the pandemic has brought out areas of significant strengths in the education master plan and potential areas of concern that the colleges will continue to examine and adjust to in the coming year. (Exhibit B)



South Orange County Community College District
Education Master and Strategic Plans
December 2018 – June 2020



Education Master and Strategic Planning Process

December 2018 – June 2020

Phase I: Understanding the Context

December through March

Campus Community Engagement

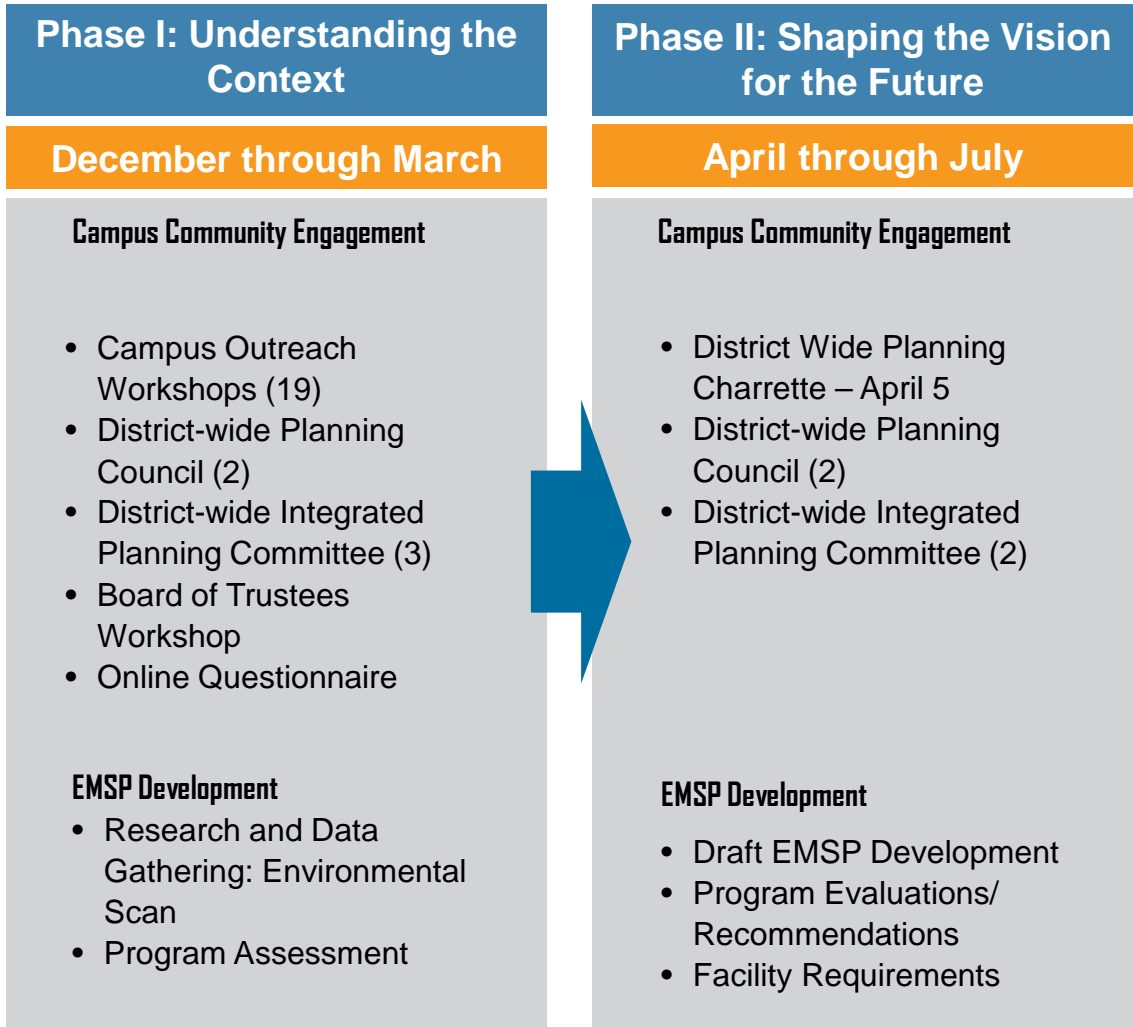
- Campus Outreach Workshops (19)
- District-wide Planning Council (2)
- District-wide Integrated Planning Committee (3)
- Board of Trustees Workshop
- Online Questionnaire

EMSP Development

- Research and Data Gathering: Environmental Scan
- Program Assessment

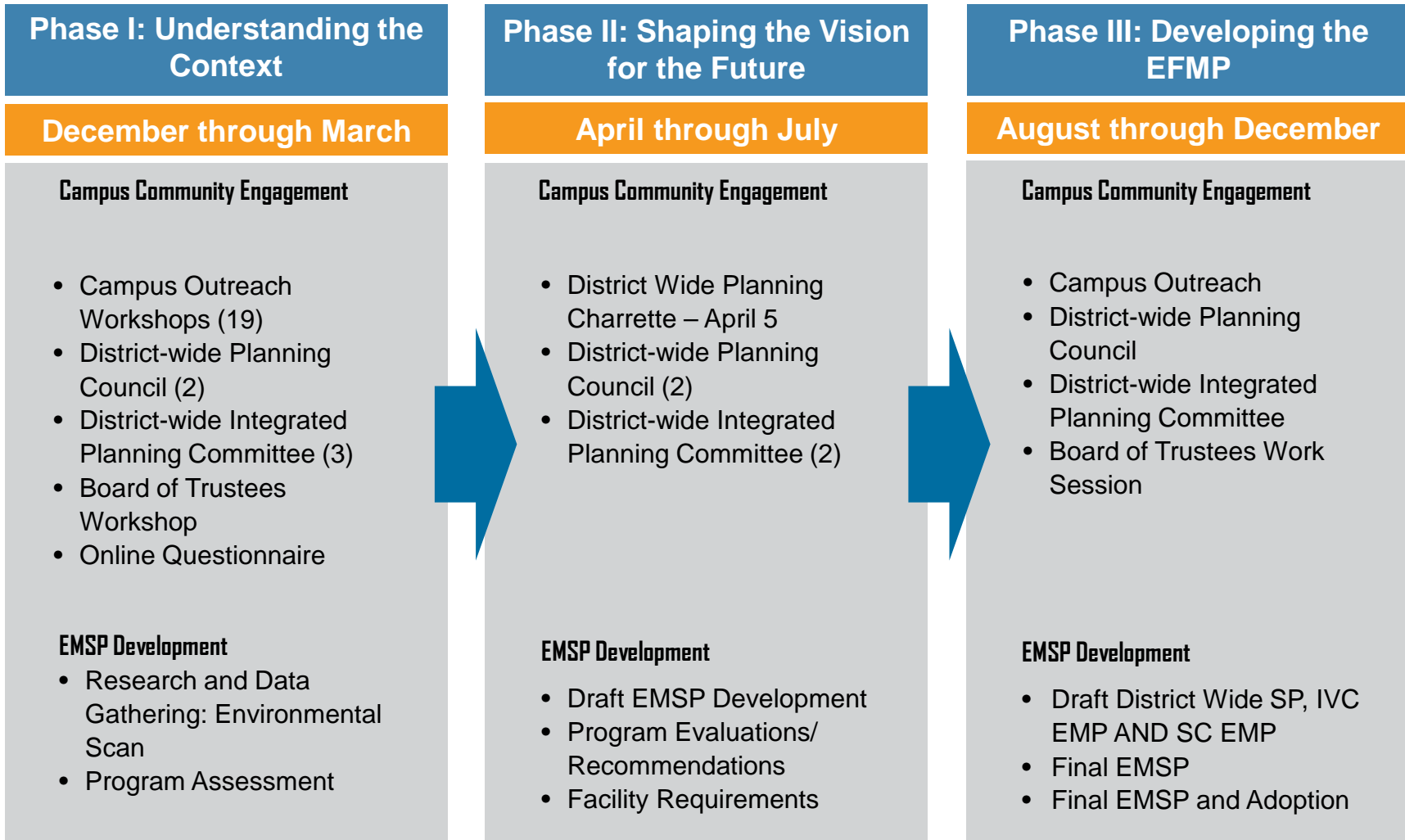
Education Master and Strategic Planning Process

December 2018 – June 2020



Education Master and Strategic Planning Process

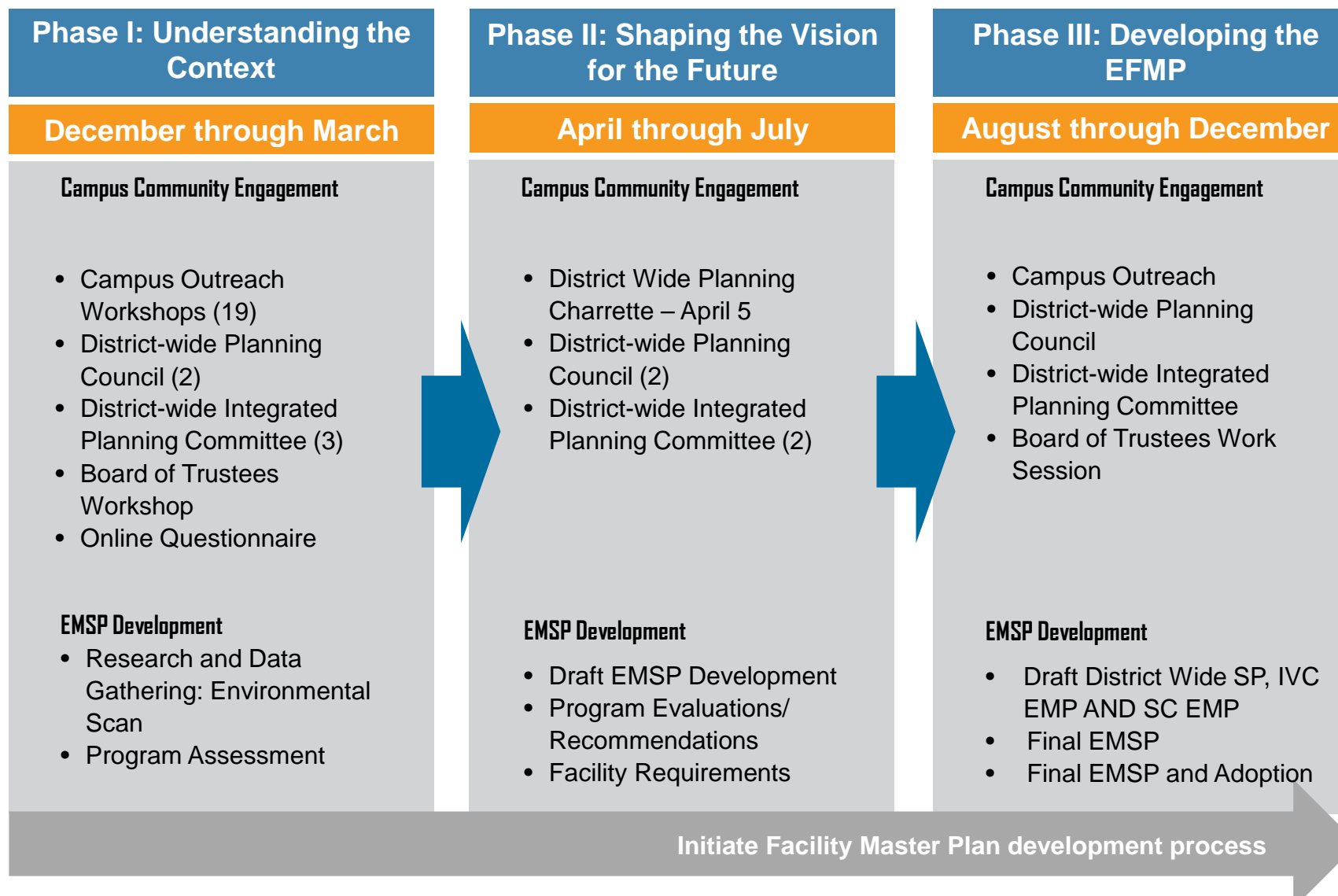
December 2018 – June 2020



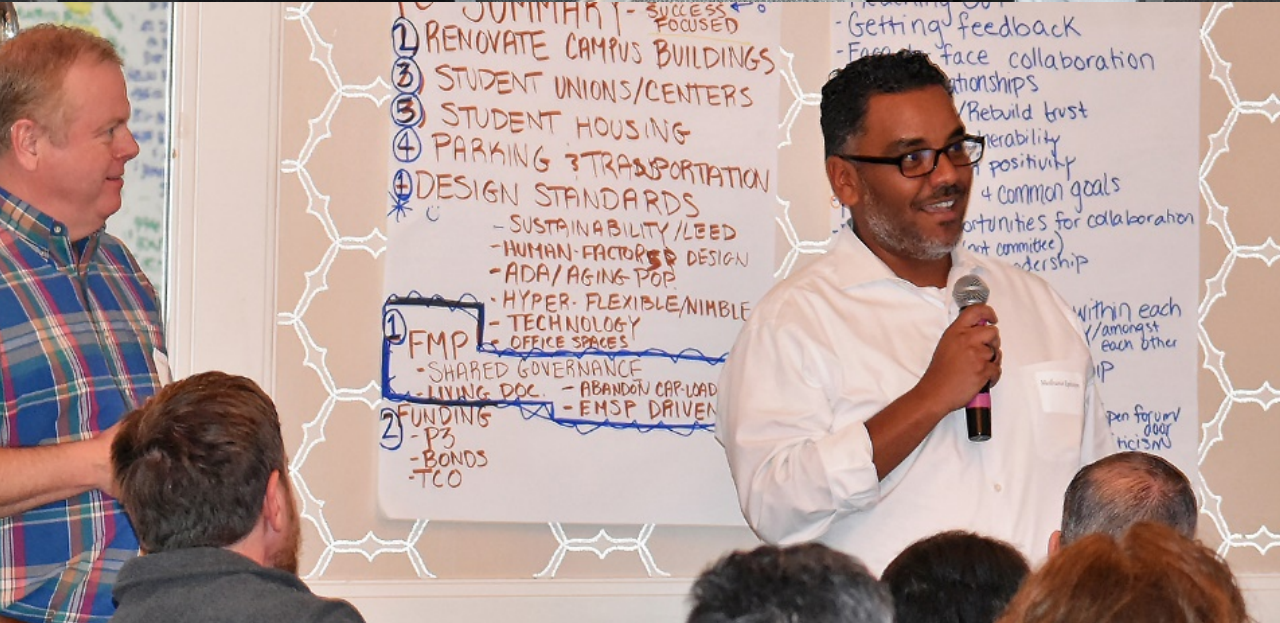
South Orange County Community College District

Education Master and Strategic Planning Process

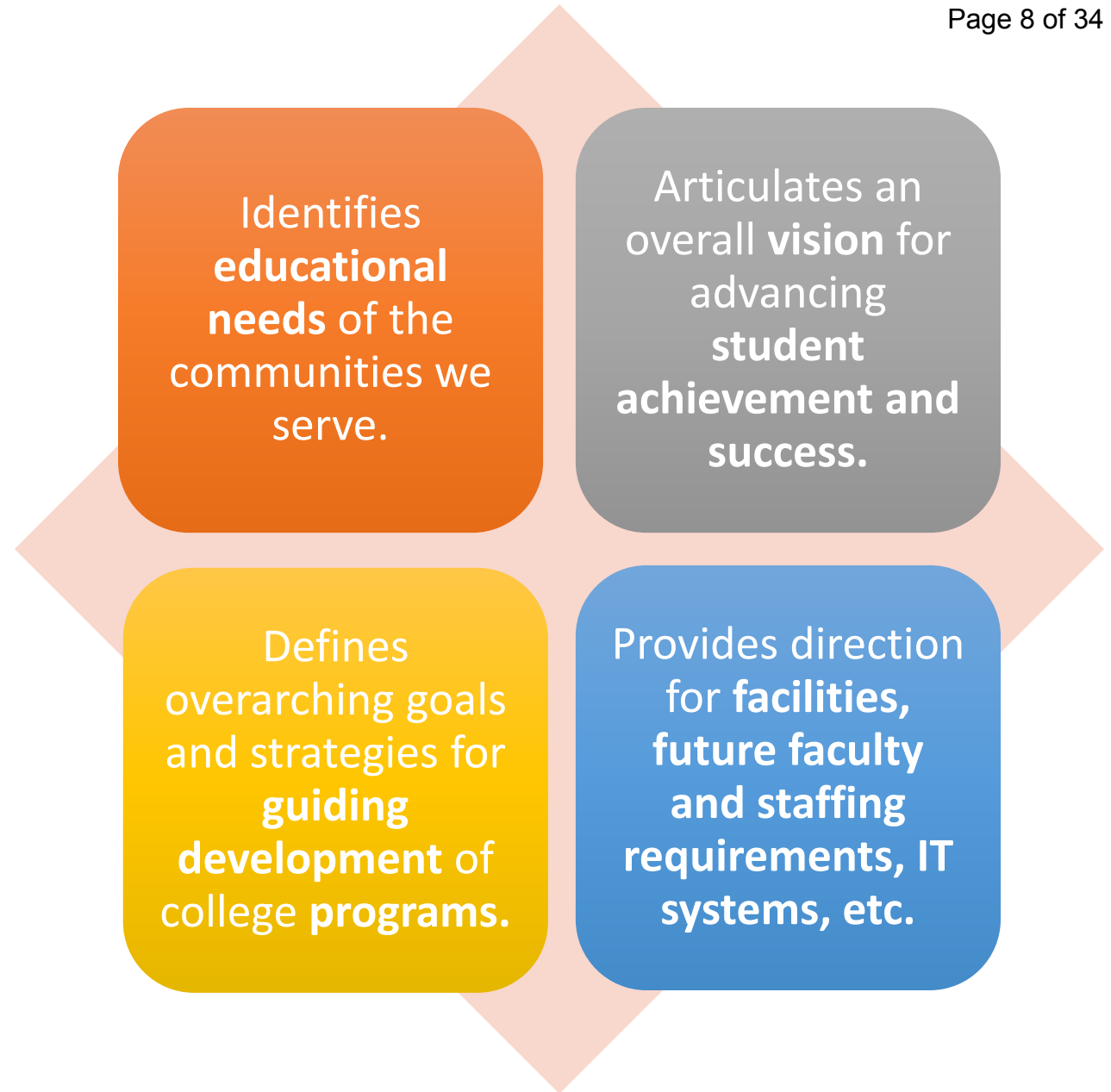
December 2018 – June 2020







Strategic & Education Master Plans



District-Wide Planning Framework



EMP Review Process – Saddleback and Irvine

In Spring 2020:

- EMP drafts were reviewed multiple times by constituent groups; all input was considered and applied.
- Saddleback College developed and approved new college ***Mission, Vision, and Values Statements*** along with the adoption to use the Districtwide goals and objectives for our college plan.

EMP Use for Future Planning - Saddleback

- To advance the College mission and the strategic focus on equity and success, the College will:
 - Address changes in our demographics, such as:
 - The decline in college-age students, increase in the number of older adults, increase in the number of English language learners
 - Address changes in the budget
 - Use data to inform program/units planning, such as:
 - Program offerings (credit and non-credit), student success courses, counseling, first-year experiences, and employment demand of our CTE graduates
 - Maximize technology innovations to provide instructional continuity (COVID) :
 - Transition to fully online education – training and support for students and faculty
 - Transition to online student services for students

EMP Use for Future Planning – Irvine

- Continue efforts with framework built from Strategic and Master Plans with focus on student equity and success:
 - Educational Opportunity and Equity Gaps
 - Remote learning and increased demand for community colleges
 - Budget changes
 - Planning
 - Enrollment increase
 - Professional development
 - Reopening

Chance favors the prepared mind . . .
Louis Pasteur

Developing a Post-Pandemic Strategy

SOCCCD is reasonably well positioned to succeed in
the post-pandemic world

Responding to the Pandemic . . .

Six Key Questions

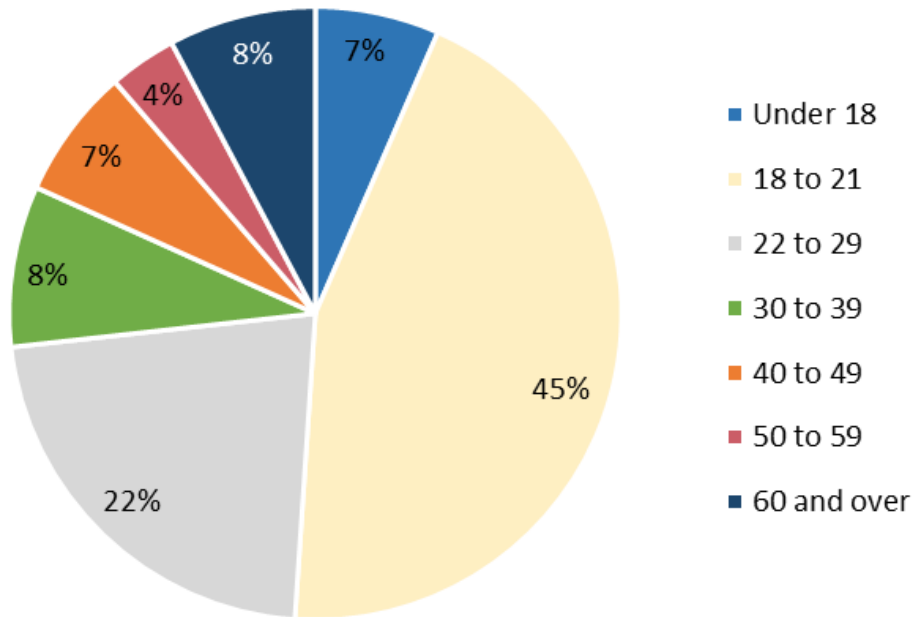
1. How will COVID-19 impact student enrollment?
2. What will be its impact on student equity, student success, and closing the achievement gap?
3. What will be its impact on what we teach?
4. How will it impact instructional delivery?
5. How will facilities be affected by COVID-19?
6. How will funding be affected?

1. What will be COVID-19's impact on student enrollment?

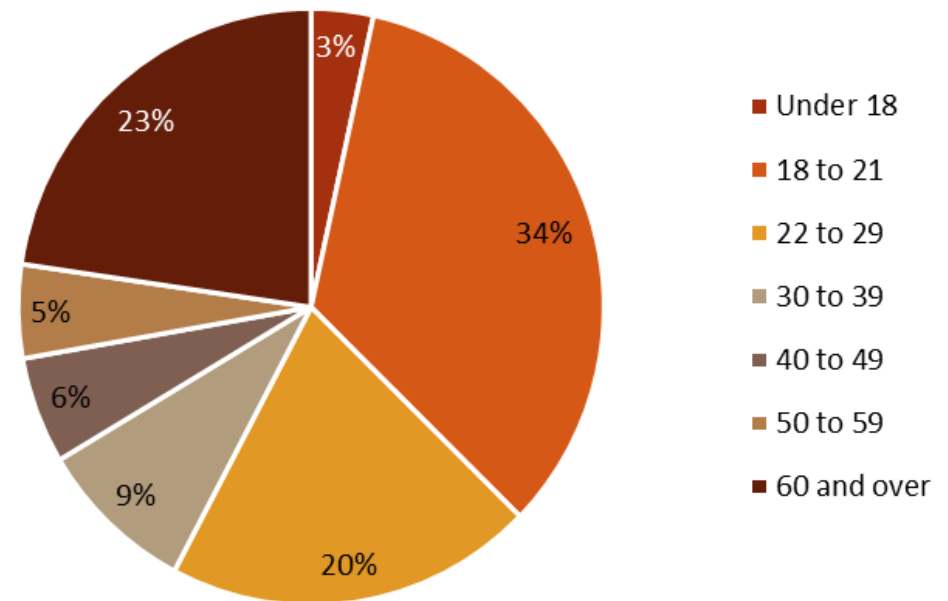
- Highlight the workforce development capabilities of the District. (Both colleges have retraining programs.)
- Anticipate a potential enrollment increase due to older adults
- Expect the traditional student (18-21) enrollment “cliff” of 2025 to be delayed
- Note the minority IVC and SC student populations now served.
- Strengthen support services for disadvantaged students to ensure continued diversity

Age Distribution, Fall 2017

Irvine Valley

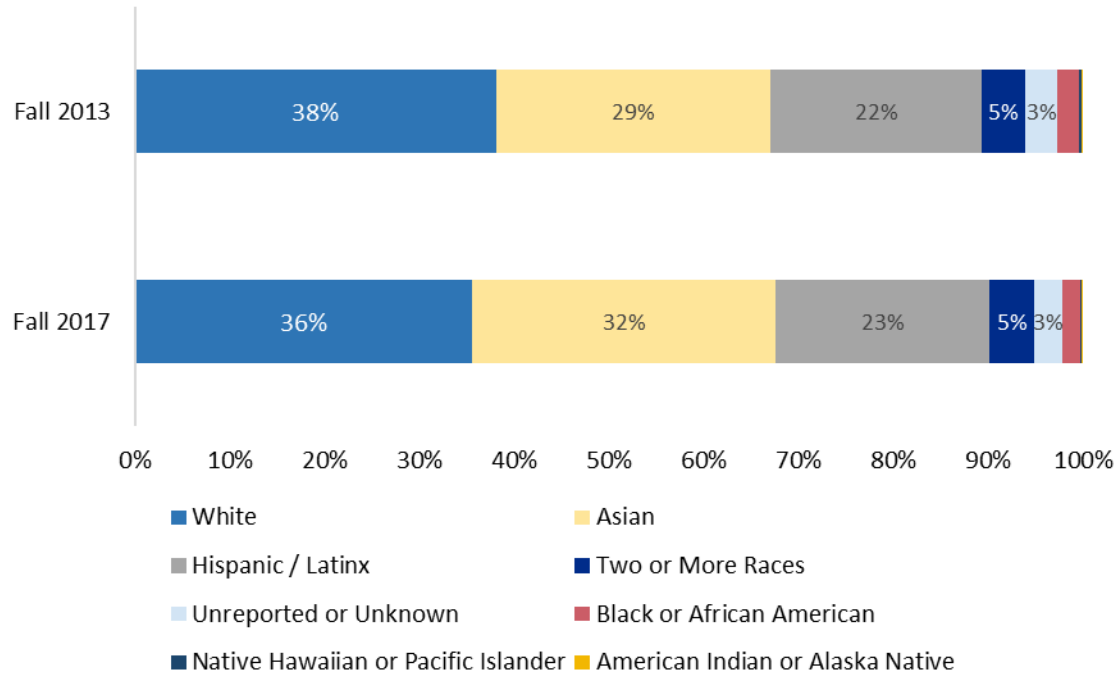


Saddleback

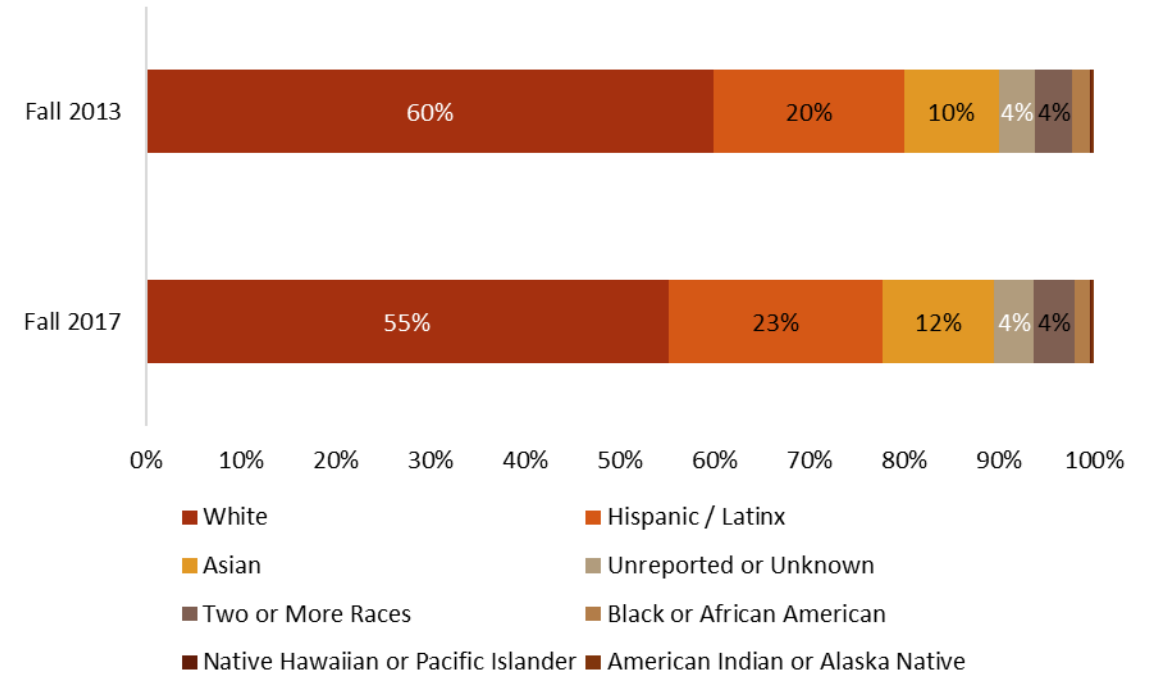


Race and Ethnicity, Fall 2013 and Fall 2017

Irvine Valley



Saddleback



2. What will be its impact on student equity, student success, and closing the achievement gap?

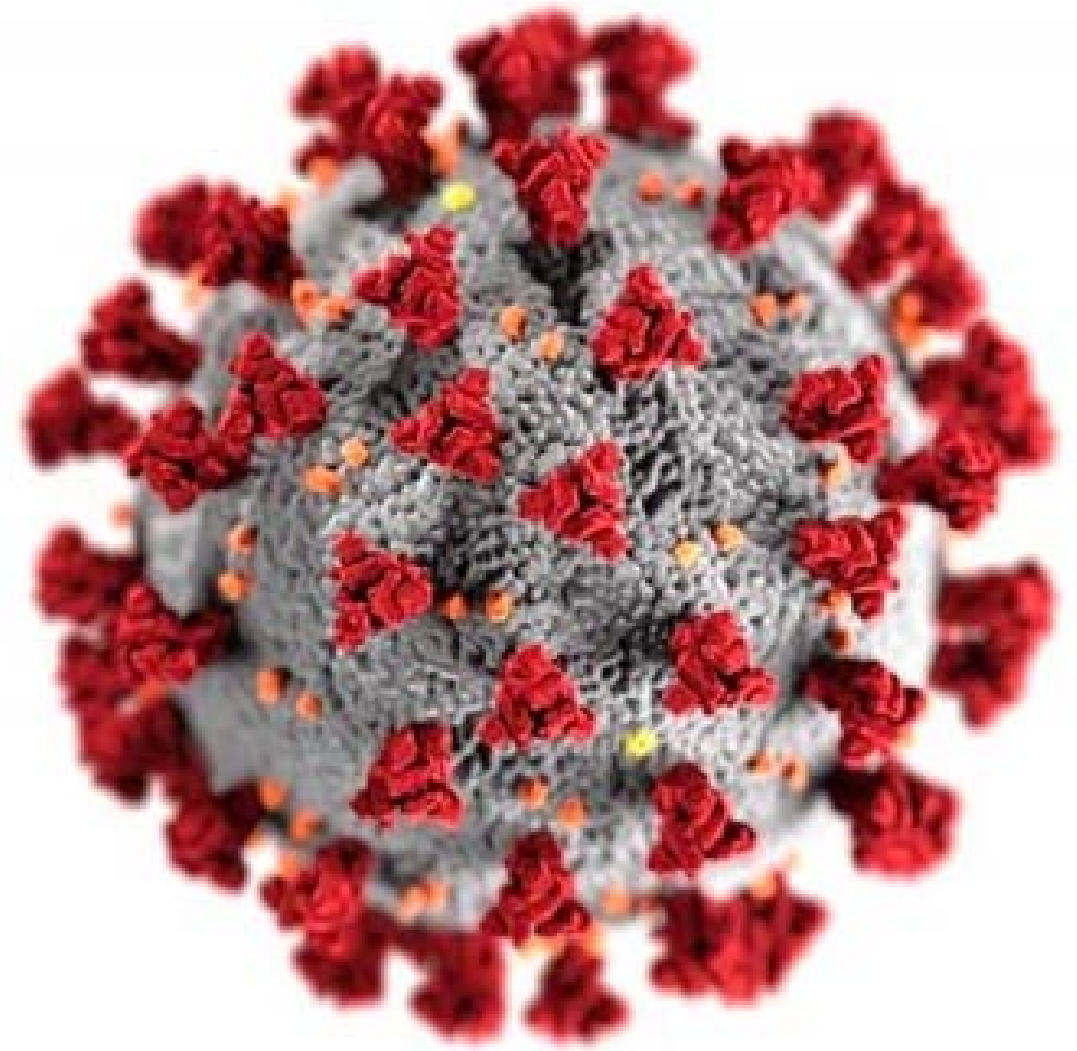
- Note that student equity is goal #1 of the new District Wide Strategic Plan.
- Promote IVC and SC can focus solely on student success and achievement. Relative to for profit, private institutions,
- Maintain and place even greater emphasis on peer learning groups and similar support services.
- Continue to promote the low-cost, high value advantage of community colleges.



3. What will be its impact on what we teach?

- Note that jobs and employment is in a state of flux and the short and long outlook is difficult to predict.
- Expect changes in student enrollment in programs related to hospitality and tourism.
- Highlight the value of essential workers (e.g., nurses, etc.), many of whom have been trained at community colleges



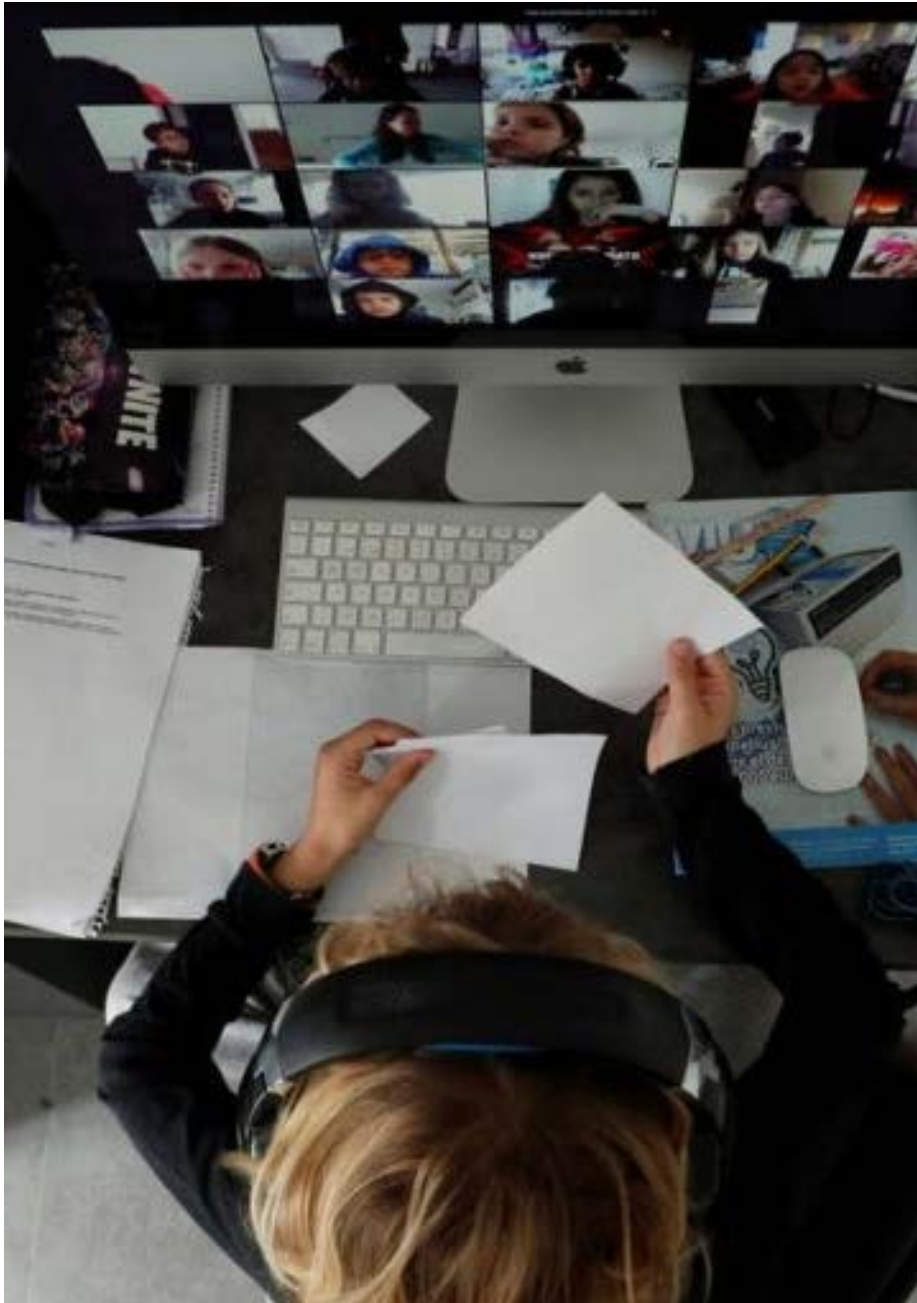




4. How will it impact instructional delivery?

- Expect an increase in demand for online education.
- Demonstrate the role and value of the in-person classroom experience.
- Showcase the District's success and leadership in online and hybrid instruction.





5. How will facilities be impacted by COVID-19?

- Demonstrate the value of a physical campus combined with online programs.
- Provide highly flexible classroom space.
- In the short term consider lower cost options for accessible, functional classroom space such as off-campus leasing.
- Facilitate social distancing in campus design
- Leverage untapped potential value of ATEP as a unique asset



6. How will funding be affected?

- Assume that State funding for community colleges will decline.
- Expect the need for community college programs and services to increase.
- Look for multiple funding sources:
 - Local bond program
 - International students
 - Contract education programs in partnership with local industries



Positioning the District for the Pandemic and Post-Pandemic Era . . .

Positioning the District for the Pandemic and Post-Pandemic Era . . .

IVC and SC as the Colleges of Choice!

- We are **nonprofit** . . . We focus solely on student success and achievement, and closing the equity gap.
- We are leaders in the scientifically-proven **hybrid instructional model** (online and in-classroom).

- We have a **physical campus**, the “third place” where students make lifelong connections with people who will help them succeed!
- We have a **strong relationship with private industry through our ATEP campus** right here in Orange County, thereby increasing student career choices and opportunities for immediate employment.

Positioning the District for the Pandemic and Post-Pandemic Era . . .

IVC and SC **are** the Colleges of Choice!



South Orange County Community College District

Education Master and Strategic Plans

December 2018 – June 2020



SOCCCD Board of Trustees Education Master Plan Presentation

June 22, 2020

Positioning SOCCCD to for the Pandemic and Post-Pandemic Era

Overall Theme: Based on what SOCCCD and the colleges have already been doing in recent years to better meet the needs of its students and the South Orange County, as documented in the EMPs and the District Wide Strategic Plan, the District is well-positioned to thrive in the post pandemic world. In developing a post-pandemic strategy, SOCCCD needs to consider six key questions.

1. What will be COVID-19's impact on student enrollment?

- Highlight the workforce development capabilities of the District.
 - Both colleges have retraining programs.
- Anticipate a potential enrollment increase due to older adults
- Expect the traditional student (18-21) enrollment "cliff" of 2025 to be delayed
- Note the minority IVC and SC student populations now served.
- Strengthen support services for disadvantaged students to ensure continued diversity

Data from the colleges' Education Master Plans

Both colleges have already experienced an increase in enrollments among older adults and this is likely to increase in wake of the pandemic

- One in four students at Saddleback are 60 years or older
- Students 60 years or older constitute 8 percent of the IVC student body; working age adults (ages 30 to 59) represent nearly 20%.

IVC:

- 32 percent identify as Asian; 23 percent as Hispanic/Latinx, 33 percent as White)
- Enrollments have risen for Asian, Latinx and mixed descent students. But African American enrolments declined by nearly 11 percent
- One in five students are first generation

Saddleback:

- One in four students identify as Hispanic/Latinx and there has been a rise in enrollments among students of Asian, Latinx, and mixed descent between 2013 and 2017.
- African American enrollment has declined by 8.5 percent
- One in six students at Saddleback are first-generation students

2. What will be its impact on student equity, student success, and closing the achievement gap?

- Note that student equity is goal #1 of the new District Wide Strategic Plan.
- Promote IVC and SC can focus solely on student success and achievement. Relative to for profit, private institutions,
- Maintain and place even greater emphasis on peer learning groups and similar support services.
- Continue to promote the low-cost, high value advantage of community colleges.

Data from the colleges' Education Master Plans

IVC:

- Established an Office of Student Equity with the primary goals of
 - Providing equitable support for disproportionately impacted students
 - Promoting active inclusion of IVC's diverse student population
 - Helping educate and empower the campus community in practices of equity, inclusion, and cultural humility

Saddleback:

- Created a certificate in Online Equity and Culturally Responsive Teaching
 - The professional development certificate encourages, assist, and promote equity and culturally responsive teaching and learning.
 - The curriculum focuses on strategies to reduce the achievement gap in online settings, enacting solutions, creating interventions, and examining at equity data, and develop action plans to address gaps for students.

3. What will be its impact on what we teach?

- Note that jobs and employment is in a state of flux and the short and long outlook is difficult to predict.
- Expect changes in student enrollment in programs related to hospitality and tourism.
- Highlight the value of essential workers (e.g., nurses, etc.), many of whom have been trained at community colleges

Data from the colleges' Education Master Plans

IVC:

- Before the pandemic, IVC was projected to have an average annual growth rate of 0.08% per year between 2020 and 2030.
- Before the pandemic, all divisions were expected to experience some growth in the coming decade with the following seeing the most growth:
 - Emeritus Institute (0.16%)
 - Language and Learning Resources (0.14%)
 - Math and Computer Sciences (0.13%)
 - Potential for greater growth post pandemic
- At the department level about half of the departments (23) were estimated to have an annual growth rate exceeding the college overall (0.09% to 0.16%)
 - ESL (0.16%)
 - History (0.14%)
 - Library Research (0.14%)
 - Computer Science (0.14%)
 - Psychology and Anthropology (each with (0.13%))
 - Health Sciences ((0.13%))
 - Annual growth rates for Computer Science and Health Sciences, post-pandemic likely to be greater
- Life Sciences and Technologies with a 0.08% estimated pre-pandemic annual growth rate may see some increase, especially in the Health Sciences program, which currently has a 0.13% estimated annual average growth rate.
- The IVC Real Estate program has an estimated annual growth rate of 0.13% but may experience some short-term decline

Saddleback:

Before the pandemic, Saddleback was projected to have an annual (negative) growth rate of -0.33% per year between 2020 and 2030

- Only one division was projected to have growth in the coming decade, Online Education with a 0.32% annual growth rate, which will very likely be even greater because of the pandemic.
 - Saddleback College's Extended Learning division enrollments have more than tripled between 2015 and 2017 with the addition of the Adult Education program.
- Health Sciences and Human Services was projected to have a negative growth rate (- 0.20%) however
 - Demand for program such as Emergency Medical Technician, Health Information Technology, Health Sciences, Medical Assistant, Medical Lab Technician, Nursing, and Paramedic may be increased
 - Harvard just launched a free online course designed to train frontline medical professionals to operate mechanical ventilators.
- Business Science programs such as Information Security and New Media Marketing likely to experience higher demand
- Travel and Tourism programs may see a decline in the coming year until the industry recovers
- Real Estate program (-0.24%) could be impacted as current predictions anticipate housing prices are likely to remain stable except in high cost housing markets like OC. It is too early to say how this will play out in Orange County,
- Humanities and Social Science programs in both colleges could adapt and generate renewed interest by reframing many of their programs by examining literature, history, sociology, psychology, etc. through the lens of plagues and pandemics (e.g. Albert Camus, The Plague)

4. How will it impact instructional delivery?

- Expect an increase in demand for online education.
- Demonstrate the role and value of the in-person classroom experience.
- Showcase the District's success and leadership in online and hybrid instruction.

Data from the colleges' Education Master Plans

IVC:

- The number of enrollments in internet-based classes has increased at IVC, with 48 percent more enrollments in 2017 than in 2013 (4,876 headcount enrollments in 2017 vs. 3,278 in 2013) out of total headcount enrollment of 18,718 in 2017.
- IVC is already asking each school to focus on the additional challenges caused by COVID-19 related to shifts in student demographics and enrollments, refining online education (synchronous and asynchronous), and hybrid instruction for labs and activities courses.
- Schools throughout IVC have been increasing their online course offerings, representing a foundation for more such courses.

Saddleback:

- Saddleback College has been a leader in online enrollments over the last several years.
- At present (pre-pandemic), Saddleback has 50 fully online courses and certificates
- Over the past four years, Saddleback has been aggressive in developing its online education platform; online section offerings grew from 992 in 2013-14 to over 1,392 courses offered online in 2017-18.
- In 2018, the Online Education Certificate was developed to provide professional development to support faculty to teach online courses
 - Created a 10-week fully online program for teachers which offers both best practices and practical guidance to faculty preparing to teach online for the first time.
- Online classes now match the success and retention rates of in classroom, on the ground course, which was not the case six to seven years ago when there were nearly double-digit gaps between on-line and on-ground success and retention rates

5. How will facilities be impacted by COVID-19?

- Demonstrate the value of a physical campus combined with online programs.
- Provide highly flexible classroom space.
- In the short term consider lower cost options for accessible, functional classroom space such as off-campus leasing.
- Facilitate social distancing in campus design
- Leverage untapped potential value of ATEP as a unique asset

6. How will funding be affected?

- Assume that State funding for community colleges will decline.
- Expect the need for community college programs and services to increase.
- Look for multiple funding sources:
 - Local bond program
 - International students
 - Contract education programs in partnership with local industries
 - Leverage ATEP to facilitate industry partnerships

TO: Board of Trustees

FROM: Kathleen F. Burke, Chancellor

RE: SOCCCD: FY 2020-21 Tentative Budget

ACTION: Discussion

BACKGROUND

Title 5, California Code of Regulations, Section 58305(a) requires that each community college district Board of Trustees adopt a tentative budget no later than July 1 of each fiscal year. Approval of this budget allows the normal processing of payrolls and vendor payments at the start of the new fiscal year.

The District Resource Allocation Council (DRAC) has met and completed its work on the tentative budget model, which includes changes in the May Revise. The Basic Aid Allocation Recommendation Committee (BAARC) has also completed its process for tentative budget. Based on the impacts of the May Revise and the recommendations from the Board study session, BAARC funding allocations have been amended and are included in the presented tentative budget.

STATUS

The estimate of financial resources available to the District is based on the Governor's May Budget Revision. The tentative budget includes a projected unrestricted ending balance for June 30, 2020 in the amount of \$64 million plus unrestricted general fund resources of \$302 million. The actual ending balance for June 30, 2020 and the State Budget Act are not finalized; these projections will be updated before the adopted budget is presented to the Board on September 21, 2020. The Reserve for Economic Uncertainties has been set at 7.5% in accordance with the Budget Development Guidelines adopted by the Board of Trustees.

The tentative budget also includes a new Student Representation Fee fund that was approved by the Board at its January 21, 2020 meeting. Per AB1504, the District began collecting this fee on January 1, 2020. After reimbursement of the costs for collecting and administering the program (up to seven percent of the total), 50 percent of the funds remaining will be remitted to the statewide student body organization and the remaining 50 percent will stay with our own associated student body organizations to be used for any purpose related to representing the views of students with governmental bodies.

The tentative budget will be presented to the Board of Trustees (EXHIBIT A).



SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
SADDLEBACK COLLEGE ♦ IRVINE VALLEY COLLEGE ♦ ATEP

SOCCCD FY 2020-21 TENTATIVE BUDGET

BOARD OF TRUSTEES MEETING
June 22, 2020





Agenda

- Board Philosophy and Budget Guidelines
- Tentative Budget 2020-21
- Budget Assumptions
- Basic Aid Allocation
- Budget Trends
- Next Steps



Tentative Budget FY 2020-21



- **Tentative Budget** is the “**draft**” budget used to start out the fiscal year which begins on July 1st; based on the best information at this point in time
- Our fiscal year ends on June 30, 2020, after which we will have actual revenue and expenses for the year confirmed
- **Adopted Budget** is the year's Final Budget; annually adopted by the Board; based on final State Budget information and actual amounts from the previous year; assumptions are more concrete



Board Philosophy on Budget

- Ensure wise and prudent use of public resources
- Promote financial strength and stability
- Maximize educational opportunities for students





Budget Development Guidelines



1. Reserve for Economic Uncertainties
2. Future Long Term Debt Issues
3. Retirement Incentives
4. Area/College Allocations
5. Deficit Financing
6. GASB 45/OPEB Trust (retiree medical benefit liability)
7. Basic Aid
8. One time Cost Savings
9. Full Time Equivalent Student Targets
10. Funding for Growth



FY 2020-21 Tentative Budget Overview

	Beginning Balance	Revenues	Expenditures	Surplus/ (Deficit)	Ending Balance
Unrestricted General Fund	\$64,441,947	\$302,038,714	\$318,602,089	(\$16,563,375)	\$47,878,572
Restricted General Fund	<u>8,156,638</u>	<u>59,804,991</u>	<u>67,961,629</u>	<u>(8,156,638)</u>	<u>0</u>
Total General Fund	\$72,598,585	\$361,843,705	\$386,563,718	(\$24,720,013)	\$47,878,572
Community Education Funds	322,850	1,333,647	1,656,497	(322,850)	0
SC Child Development Fund	0	1,292,976	1,292,976	0	0
Capital Outlay Fund	315,052,817	130,637,099	444,591,719	(313,954,620)	1,098,197
Self-Insurance Fund	3,246,177	520,000	1,191,113	(671,113)	2,575,064
Retiree Benefit & OPEB Trust Funds	121,514,662	16,491,632	10,948,216	5,543,416	127,058,078
Pension Stability Trust Fund	22,336,768	5,800,000	10,287,000	(4,487,000)	17,849,768
Student Financial Aid Fund	0	25,345,000	25,345,000	0	0
Associated Student Government Funds	585,000	985,915	1,390,941	(405,026)	179,974
Student Representation Fee Fund	<u>0</u>	<u>65,000</u>	<u>65,000</u>	0	0
Total All Funds	\$535,656,859	\$544,314,974	\$883,332,180	(\$339,017,206)	\$196,639,653



FY 2020-21 Tentative Budget Overview

	Beginning Balance	Revenues	Total
Unrestricted General Fund	\$64,441,947	\$302,038,714	\$366,480,661
Restricted General Fund	<u>8,156,638</u>	<u>59,804,991</u>	<u>67,961,629</u>
Total General Fund	\$72,598,585	\$361,843,705	\$434,442,290
Community Education Funds	322,850	1,333,647	1,656,497
SC Child Development Fund	0	1,292,976	1,292,976
Capital Outlay Fund	315,052,817	130,637,099	445,689,916
Self-Insurance Fund	3,246,177	520,000	3,766,177
Retiree Benefit & OPEB Trust Funds	121,514,662	16,491,632	138,006,294
Pension Stability Trust Fund	22,336,768	5,800,000	28,136,768
Student Financial Aid Fund	0	25,345,000	25,345,000
Associated Student Government Funds	585,000	985,915	1,570,915
Student Representation Fee Fund	<u>0</u>	<u>65,000</u>	<u>65,000</u>
Total All Funds	\$535,656,859	\$544,314,974	\$1,079,971,833



FY 2020-21 Tentative Budget Overview

	Salaries and Benefits	Supplies and Services	Capital Outlay	Payments to Students and Other Uses	Total
Unrestricted General Fund	\$202,268,379	\$29,682,646	\$666,940	\$85,984,124	\$318,602,089
Restricted General Fund	<u>31,725,295</u>	<u>18,262,909</u>	<u>5,502,765</u>	<u>12,470,660</u>	<u>67,961,629</u>
Total General Fund	\$233,993,674	\$47,945,555	\$6,169,705	\$98,454,784	\$386,563,718
Community Education Funds	886,106	770,391	0	0	1,656,497
SC Child Development Fund	1,253,976	39,000	0	0	1,292,976
Capital Outlay Fund	1,546,099	6,721,043	387,506,577	48,818,000	444,591,719
Self-Insurance Fund	490,987	688,126	12,000	0	1,191,113
Retiree Benefit & OPEB Trust Funds	10,448,216	500,000	0	0	10,948,216
Pension Stability Trust Fund	0	100,000	0	10,187,000	10,287,000
Student Financial Aid Fund	0	0	0	25,345,000	25,345,000
Associated Student Government Funds	233,313	1,022,240	42,500	92,888	1,390,941
Student Representation Fee Fund	<u>0</u>	<u>32,500</u>	<u>0</u>	<u>32,500</u>	<u>65,000</u>
Total All Funds	\$248,852,371	\$57,818,855	\$393,730,782	\$182,930,172	\$883,332,180



FY 2020-21 Tentative Budget Assumptions

- Tentative Budget is based on Governor's May Revise
 - Final State budget will be incorporated into our Adopted Budget
- Student Centered Funding Formula (SCFF)
 - COLA = 0.0%
 - Growth Funding = 0.0%
 - Base Funding Deficit = (8.0%)
- Basic Aid districts take base funding deficit dollar amount from categorical programs



FY 2020-21 Tentative Budget Assumptions

- Property Tax revenue increase of 2.5%
- Excess Property Taxes of \$24M used to fund:
 - COLA – 2.31% = \$3.7M above SCFF
 - Growth – 0.48% = \$0.8M above SCFF
 - Base Reduction – 8% = \$13M above SCFF
 - Backfill 50% of base deficit applied to categorical programs – \$6.5M
 - Departure from BP/AR 3110



FY 2020-21 Tentative Budget Assumptions

- Salary Increases – includes step and column increases and all negotiated increases
 - 2.92% for faculty, 2.25% for classified, 2.02% for police, and 2.5% for management
- PERS rate of 22.68% - expected to be 20.7% at Adopted Budget
- STRS rate of 18.40% - expected to be 16.15% at Adopted Budget
- Health & Welfare Benefits – 2.5% estimated increase - expected to be lower at Adopted Budget
- Unemployment Insurance remains flat at 0.05%
- Worker's Compensation is estimated at 1.35%



FY 2020-21 Tentative Budget Assumptions

- 7.5% Reserve for Economic Uncertainties = \$14.5M
- 20% Reserve for Unrealized Tax Collections = \$17.7M
- Education Protection Act (EPA) Revenue is estimated at \$2.65M
 - EPA expenses are budgeted for part-time faculty salaries and benefits
- Lottery Revenue estimated at \$4.3M



FY 2020-21 Tentative Budget Categorical Cuts and Backfill

Program	2020-21 Allocation	\$13M Cut	50% Backfill	Net Program Funding
Adult Education Block Grant	4,434,542	(1,556,732)	778,367	3,656,177
C.A.R.E.	129,101	(57,641)	28,821	100,281
California College Promise	4,227,280	(2,177,948)	1,088,974	3,138,306
CalWORKs	462,343	(201,691)	100,845	361,497
D.S.P.S. and Deaf and Hard of Hearing	3,067,088	(1,216,387)	608,193	2,458,894
E.O.P.S.	1,614,019	(705,308)	352,654	1,261,365
Guided Pathways	229,555	(181,683)	90,842	138,714
S.F.A.A. (Student Fin Aid Assistance)	872,221	(346,062)	173,031	699,190
Strong Workforce Program	1,264,043	(1,094,840)	553,805	723,008
Student Equity and Achievement	8,575,019	(4,397,186)	2,192,206	6,370,039
Student Success Completion	2,196,127	(971,266)	485,633	1,710,494
Veteran Resource Center	115,983	(47,089)	23,545	92,439
Total	27,187,321	(12,953,833)	6,476,916	20,710,404



Available “Basic Aid” Funds

<u>FY 2020-21 RESOURCES</u>	<u>AMOUNT</u>
Balance at July 1, 2020*	\$23,078,969
Receipts FY 2020-21	<u>\$88,668,408</u>
Estimated Property Taxes for Basic Aid	\$111,747,377
Unallocated Funds	\$0
Contingency (20%)	<u>(\$17,733,682)</u>
Total Allocated Funds FY 2020-21	\$94,013,695

**Estimated (exact amounts will be available after the close of the fiscal year).*



Basic Aid Allocations

Projects	Amount
Long Term Obligations* and Fixed Expenses	\$ 11,655,816
Categorical Program Backfill	\$6,476,916
Capital Projects	
Capital Projects in EFMP	42,387,963
Technology Master Plan	333,000
Access Control Projects	2,600,000
ADA Projects	3,000,000
Scheduled Maintenance/Renovation Projects	11,560,000
District-wide Technology Priority Projects	<u>16,000,000</u>
Total	\$94,013,695

* Includes **OPEB Trust** \$5.2M normal current year expense and \$5M Pension Stabilization Trust



Budget Trends

- COVID-19 costs and forced unemployment have created a national recession that will likely take several years to recover from.
- Property Tax estimates have come down.
- State provided COLA and Growth have not been adequate to support the increased personnel costs over the past several years.
- District-wide **personnel costs** make up an average of 89.1% of total budget (excluding categorical backfill, reserves and basic aid funds), which is an increase from 88.7% last year.



Budget Trends

- PERS and STRS retirement rate increases will continue to have a significant impact on operating budgets and resources.

STRS & PERS Rates and Cost Increases (Unrestricted General Fund)

Fiscal Year	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	Annual Increase over 2015-16
	Actual	Actual	Actual	Actual	Estimated	Estimated	Estimated	Estimated	Estimated	Estimated	
STRS Annual Rate	10.730%	12.580%	14.430%	16.280%	17.100%	16.150%	16.020%	18.100%	18.100%	18.100%	
STRS Contribution	6,692,933	8,553,945	9,765,138	11,039,240	11,908,343	11,554,930	11,461,918	12,950,107	12,950,107	12,950,107	6,257,174
Annual Increase		1,861,012	1,211,193	1,274,102	869,103	(353,413)	(93,012)	1,488,189	-	-	
PERS Annual Rate	11.847%	13.888%	15.531%	18.062%	19.721%	20.700%	22.840%	25.500%	26.200%	26.500%	
PERS Contribution	4,491,723	5,646,703	6,282,896	7,617,986	8,490,708	9,101,147	10,042,039	11,211,558	11,519,327	11,651,227	7,159,504
Annual Increase		1,154,980	636,193	1,335,090	872,722	610,439	940,892	1,169,519	307,768	131,901	
Combined Annual Increase		3,015,992	1,847,386	2,609,192	1,741,825	257,026	847,880	2,657,709	307,768	131,901	13,416,678

*does not include state STRS on-behalf payments

Notes: FY 2019-2020 through FY 2020-2021 include negotiated salary increases
Future year estimates assumes no changes in salaries



Next Steps

- Closely monitor State budget
 - State budget process upended – expect another budget in August and possibly January
- Plan for cash deferrals and monitor cash flow
- Monitor enrollment trends and respond as needed
- Year-end Closing and preparation of Adopted Budget for September Board meeting



May Revise Summary – Legislative Action

	Governor	Joint Legislature	Notes
SCFF Base Reduction (8%)*	\$(593,000,000)	\$ 17,000,000	from Calbright
COLA (2.31%)*	\$(167,700,000)	\$ 167,744,000	
Growth (0.5%)*	\$ (31,900,000)	\$ 31,856,000	
Apprenticeship	\$ (83,200,000)	\$ 20,000,000	
Strong Workforce Local Program*	\$(135,600,000)	0	
Student Equity & Achievement Program*	\$ (68,800,000)	0	
Elimination of Proposals/Technical Adj	\$ (36,600,000)	\$ 5,990,000	Unknown if this amount is same under Joint proposal
Part-Time Faculty Compensation/Office*	\$ (7,300,000)	\$ 10,600,000	from Calbright
Calbright College*	\$ (3,000,000)	\$ (117,000,000)	Eliminated
Cash Deferrals (\$330 in 19/20, \$662 in 20/21)	\$(332,000,000)	\$ (1,071,900,000)	\$739.9 M goes away if Federal funds come in
Dreamer Resource Liaisons	0	\$ 5,800,000	
Basic Needs/Learning Loss/COVID 19	0	\$ 75,000,000	from Calbright
Food Pantries	0	\$ 11,400,000	

*These cuts are removed if Federal funds come through under the Governor's proposal

**The Legislative proposal uses one-time funding of \$20M for Apprenticeship and \$97M for Calbright College 19



TO: Board of Trustees

FROM: Kathleen F. Burke, Chancellor

RE: SOCCCD: Guidelines for Onsite Reopening

ACTION: Discussion

BACKGROUND

On May 23, 2020, the State of California approved Orange County's plan to reopen local businesses into Stage Two of the State's Resiliency Roadmap. As Orange County continues the process of reopening businesses into Stage Three, County cases of COVID-19 are increasing.

The presentation reviews the guidelines District leadership is using to review the current data and make decisions about the how the colleges and District Services will operate in the upcoming semester. Saddleback College and Irvine Valley College continue planning to stay ahead of the outbreak and prevent cases on campus, while considering how surrounding schools, colleges, and universities are announcing their Fall 2020 semester.

Due to the rising incidence of Covid-19 in February and March 2020 and growing consensus about limiting contacts and increasing social distancing to rapidly lower the rate of transmission, the South Orange County Community College District declared a state of emergency and ordered the campus closed to the public, effective Monday, March 16, 2020. These orders currently remain in force with distance education learning and teleworking continuing through August 7, 2020.

STATUS

SOCCCD Chancellor, Kathleen Burke; Saddleback College President, Elliot Stern; and Acting President of Irvine Valley College, Cindy Vyskocil will provide an update on the District's and colleges' response to novel coronavirus (Covid-19) as we head toward the Fall 2020 semester.

Item Submitted By: *Dr. Kathleen Burke, Chancellor*
Dr. Cindy Vyskocil, Acting President, Irvine Valley College
Dr. Elliot Stern, President, Saddleback College

SOCCCD Guidelines for Onsite Reopening

Dr. Kathleen Burke, Chancellor of SOCCCD

Dr. Elliot Stern, President of Saddleback College

Dr. Cindy Vyskocil, Acting President of Irvine Valley College



**South Orange County
Community College District**
Saddleback College • Irvine Valley College • ATEP



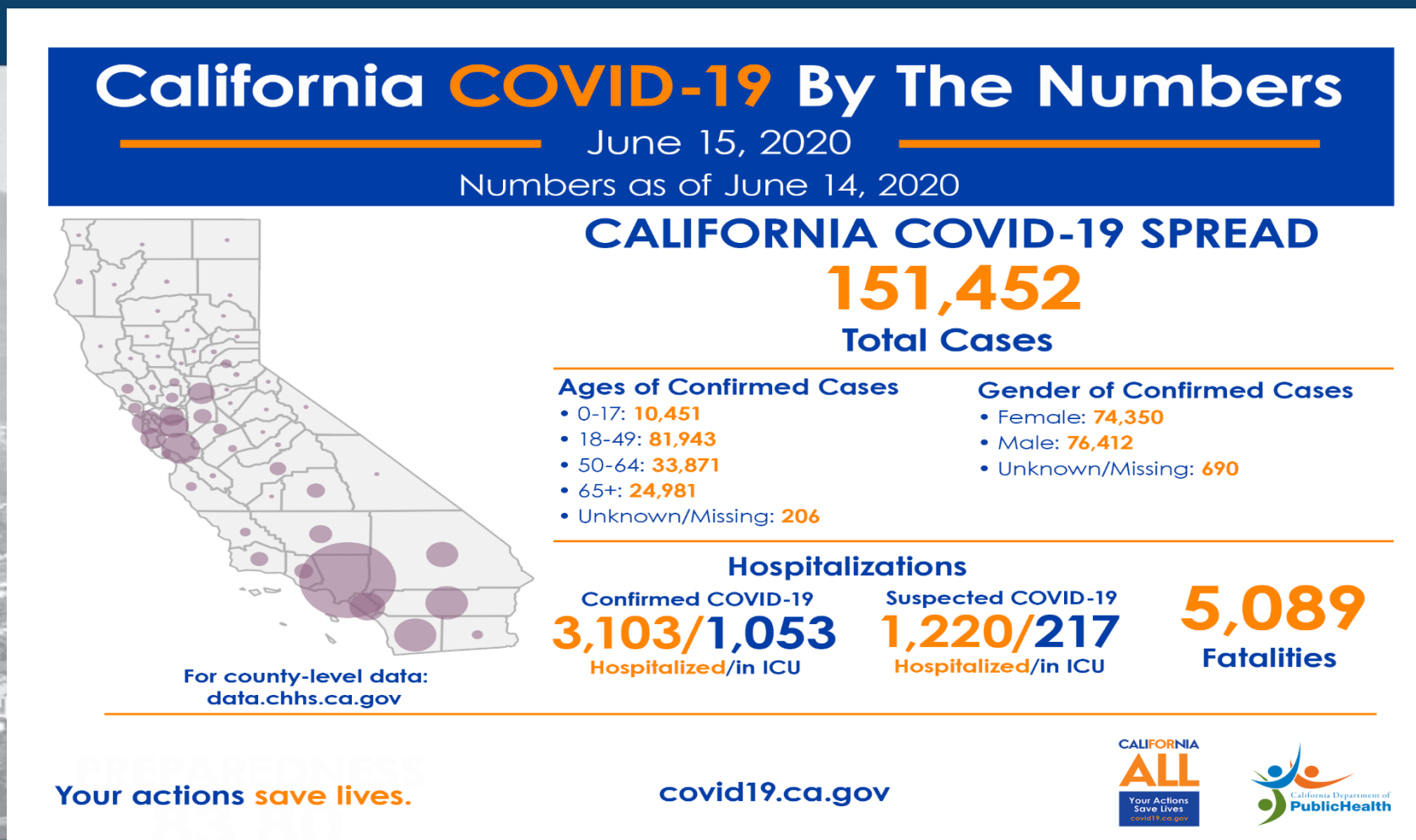
Guiding Principles

- Safety of students and employees
- Safety of students' and employees' direct contacts
- Continuity of learning with integrity
- Equity
- Support of our regional economy and workforce

Guiding Data Resources

- California Department of Public Health (CDPH)
- Orange County Health Care Agency (OCHCA)

Guiding CDPH Data

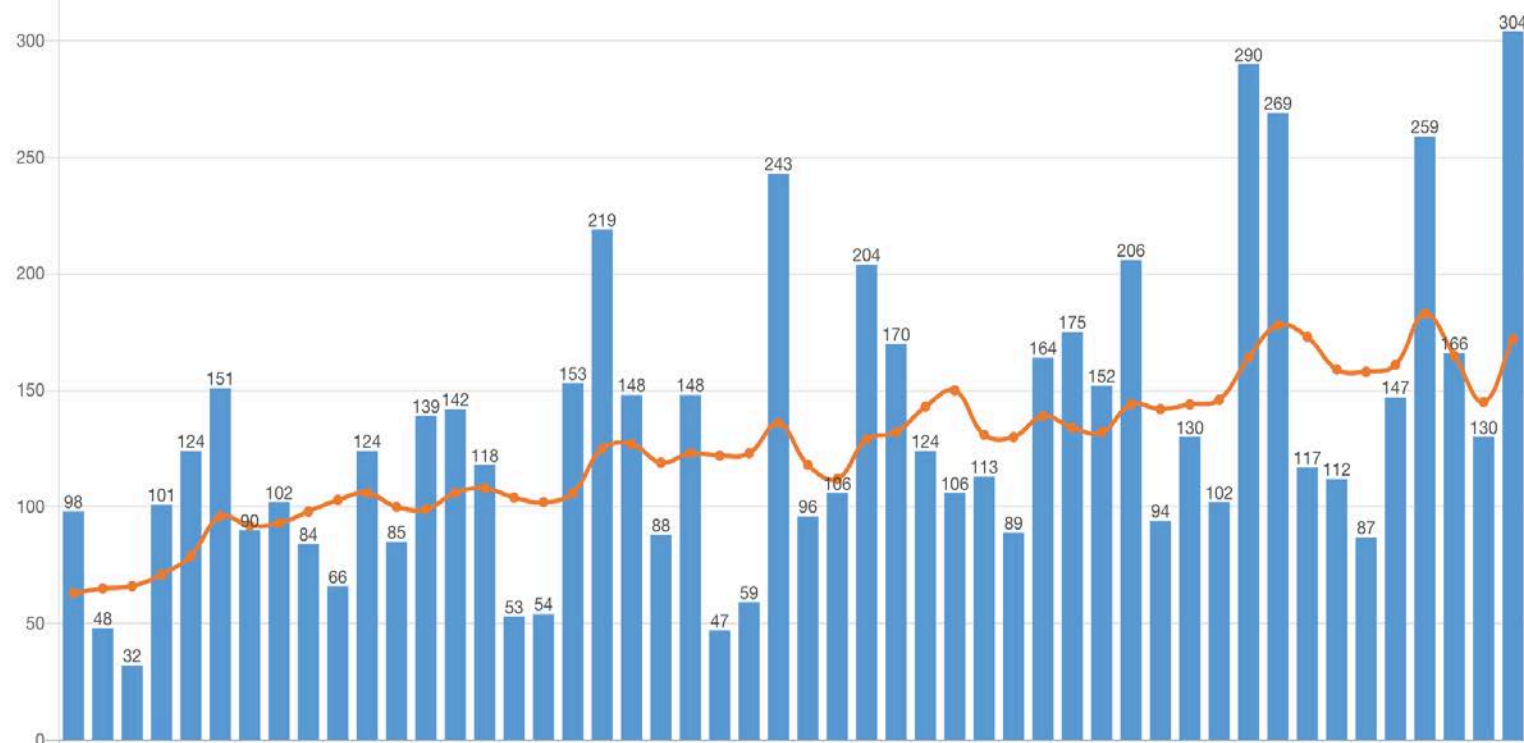


Guiding OCHCA Data

- Rate of transmission in Orange County-daily new case trend 

New COVID-19 Cases in Orange County by Date Reported

(April 26 – June 14, 2020) Source: OCHCA



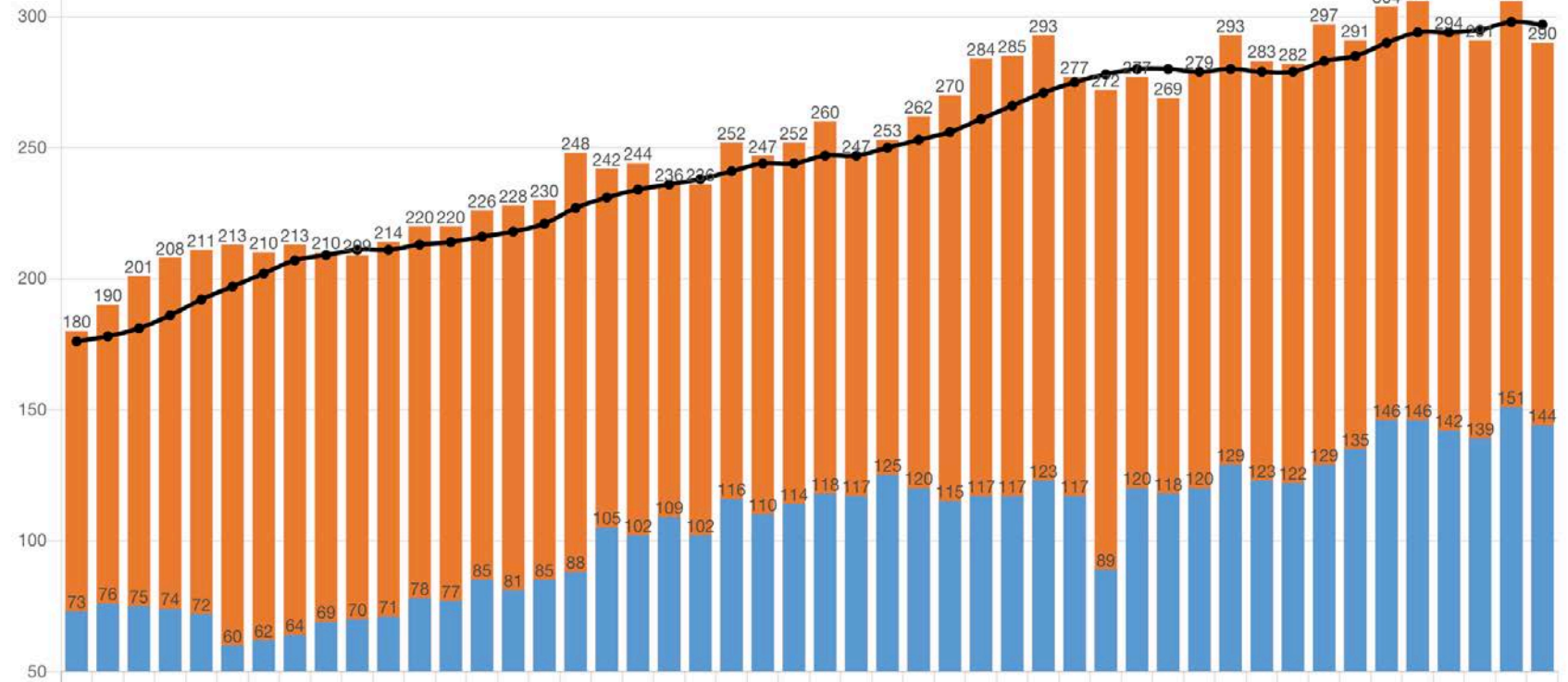
Guiding OCHCA Data

- Rate of hospitalizations in Orange County- daily new case trend



COVID-19 Cases Hospitalized in Orange County by Date Reported

(April 27 – June 14, 2020) Source: OCHCA



South Orange County Community College District

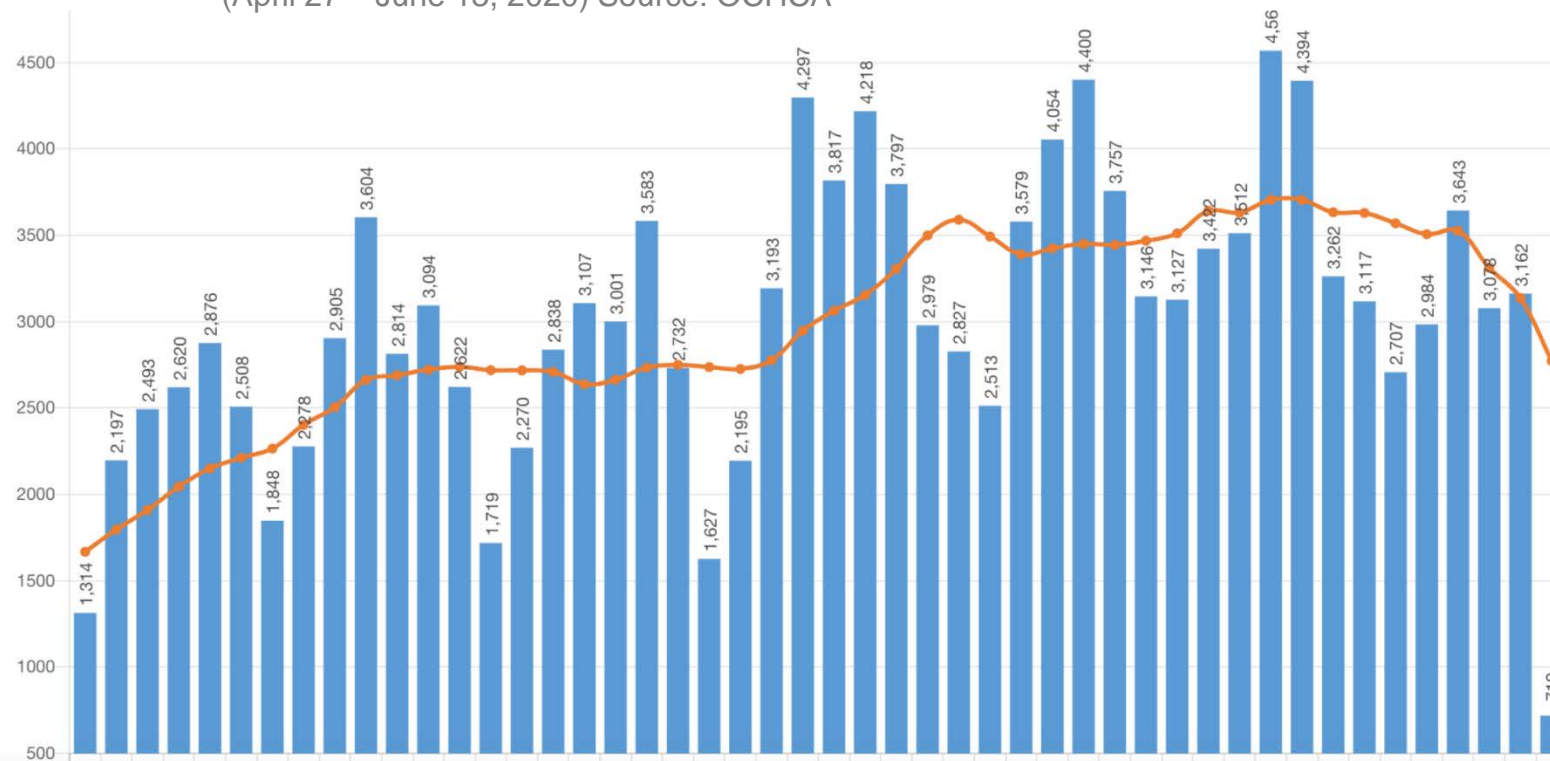
Saddleback College • Irvine Valley College • ATEP

Guiding OCHCA Data

- Percentage of tests positive in Orange County-daily new case trend >5%

COVID-19 Tests in Orange County by Date Reported

(April 27 – June 13, 2020) Source: OCHCA



Considerations for Onsite Reopening

- Health Screening
- Contact tracing and rapid isolation
- Prevention of Transmission
 - Physical distancing
 - Face covering
 - Ubiquitous access to hand washing or hand sanitizer
 - Traffic management in learning spaces, hallways, in/egress, restrooms
 - Increased cleaning of shared surfaces/decreased paper exchange
- Return of employees proportionate to return of students
- Training on safety protocols

Fall Scheduling Considerations

- Student Learning Outcomes (SLOs) must be met with integrity
- Return to campus only if special equipment needed, external certification requires hands-on lab, or SLOs otherwise require a return to lab/studio
- Virtual labs, take-home kits and pick-up/drop-off will replace need for most in-person labs or studio time
- Some non-contact/low-contact athletics may return to campus
- Technology will be supplied for all students who lack devices and accessories for online learning
- Full student supports online

Fall Scheduling Considerations

Saddleback: Online sections can be selected by student's preference for scheduled synchronous videoconference sessions—all synchronous, some synchronous or no synchronous sessions

Student's schedule for online synchronous sessions would become their on-campus schedule if conditions improved unexpectedly and more classes were able to return to face-to-face (F2F) learning

Thank You!



TO: Board of Trustees
FROM: Kathleen F. Burke, Chancellor
RE: SOCCCD: Minutes of the Board of Trustees Meeting
ACTION: Approval

Minutes from:

May 18, 2020 Regular Meeting of the Board of Trustees (Exhibit A) and
June 4, 2020 Special Meeting of the Board of Trustees (Exhibits B & C)

are submitted to the Board for review and approval.

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

**MINUTES OF THE BOARD OF TRUSTEES' MEETING
May 18, 2020**

PRESENT

Members of the Board of Trustees:

T.J. Prendergast, III, President
Timothy Jemal, Vice President
James R. Wright, Clerk
Barbara J. Jay, Member
David B. Lang, Member
Marcia Milchiker, Member
Terri Whitt Rydell, Member
Rose Esfandiari, Student Member

ABSENT

Administrative Officers:

Kathleen F. Burke, Chancellor
Robert Bramucci, Vice Chancellor, Technology and Learning Services
Ann-Marie Gabel, Vice Chancellor, Business Services
Kim Widdes, Acting Vice Chancellor, Human Resources
Elliot Stern, President Saddleback College
Cindy Vyskocil, Acting President Irvine Valley College

CALL TO ORDER: 5:00 P.M.

In an effort to control the spread of COVID-19, this meeting will not be physically open to the public. All members of the public may participate in the meeting via Zoom Videoconference. Upon entry into the meeting; all computers and telephones except for the Board of Trustees shall be muted. The May 18, 2020 Board Meeting will be conducted telephonically.

The closed session and regular session meeting will consist of two locations. The South Orange County Community College District Board of Trustees will participate via teleconference pursuant to Executive Order N-29-20 and N-35-20 issued by Governor Newsom on March 12 and March 21, 2020 respectively.

In compliance with the Executive Order, Board Members, interested parties, and members of the public will be able to call or sign-in to the meeting at 5 p.m. on Monday, May 18, 2020.

Primary Location: Saddleback College, Health Sciences/District Offices Building, Chancellor's Conference Room, HS 324, 28000 Marguerite Parkway, Mission Viejo, CA 92692.

**Teleconferencing Location: via Zoom Videoconferencing at
<https://socccd.zoom.us/j/91535920902?pwd=OG03M2JpWHRwMVFTQ001QnQ2VEtjUT09>**

**Meeting ID 915 3592 0902, Meeting Password: 255399
This agenda is available on the SOCCCD website at www.socccd.edu**

Consistent with the provisions of the Executive Order N-29-20 and N-35-20, the above-noticed meeting of the Board of Trustees shall take place as follows:

- 1. Members of the Board of Trustees may participate remotely via Zoom Videoconferencing. If members choose to participate remotely, their locations will not be noticed nor will public access be available at their locations.**
- 2. Members of the public may participate via Zoom Videoconferencing using the link above or by calling in to the meeting at (877) 853-5247 (Toll Free) or (888) 788- 0099 (Toll Free) Meeting ID: 915 3592 0902, Password: 255399**
- 3. Members of the public wishing to comment on an agenda item or another topic within the jurisdiction of the Board of Trustees will be given the opportunity to ask questions by submitting public comments via email to the Board of Trustees Liaison, Grace Garcia, at: ggarcia@socccd.edu. All public comments will be accepted via email. Submissions must be received prior to the posted start time of the meeting. Please include in the subject line of the email: COMMENTS FOR THE MEETING OF MAY 18, 2020. Please indicate if you are addressing a specific agenda item, or are making "Public Comment." Submissions will be read aloud at the meeting and must comply with the 2 minute time limit.**

American with Disabilities Act (ADA)

It is the policy of the SOCCCD to fully comply with the requirements of the Americans with Disabilities Act. Consistent with that policy, the facilities where this event will be held are wheelchair accessible. Upon request, this announcement and the agenda or program for the event and any related materials, will be provided in alternative formats (such as large print, braille or accessible electronic text). If you need such materials or other disability accommodations

(such as a translator) or more information, please contact the Office of the Chancellor at (949) 582-4840 at least 48 hours before the scheduled event.

1.0 PROCEDURAL MATTERS

1.1 Call to Order

1.2 Roll Call - Establishment of Quorum

Trustee T.J. Prendergast, Board President
Trustee Tim Jemal, Vice President
Trustee James Wright, Clerk of the Board
Trustee Barbara Jay, Member
Trustee David Lang, Member
Trustee Marcia Milchiker, Member
Trustee Terri Whitt Rydell, Member
Student Trustee Rose Esfandiari

1.3 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 submit your request via email prior to the start of closed session. 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 and 594954.5)

A. Public Employee Discipline, Dismissal, Release (Government Code Section 54957)

1.4 Conference with Labor Negotiators (Government Code Section 54957.6)

A. Faculty Association (FA)
Agency Designated Negotiator: Dr. Cindy Vyskocil, Acting President - IVC
B. Classified School Employees Association (CSEA)
Agency Designated Negotiator: Kim Widdes, Acting Vice Chancellor - HR
C. Police Officers Association (POA)
Agency Designated Negotiator: Dr. Cindy Vyskocil, Acting President – IVC

1.5 Conference with Real Property Negotiators (Government Code Section 54956.8)

A. Exchange of Property
Agency Designated Negotiators: South Orange County Community College District - Ann-Marie Gabel, CPA, Vice Chancellor, Business Services (Seller), Andrew Bernstein, Jackson Tidus, (District Real Estate

Legal Counsel) and Gregory G. Gotthardt, FTI Consulting, LLC (District Real Estate Consultant)

Lease of Property by District: Approximately 21.5 acres of real property located at 1610 Valencia Ave. and 1602 Victory Road Tustin, CA 92782 (Property) also known as the Advanced Technology & Education Park (ATEP site)

Negotiating Parties: Southern California University of Health Sciences

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).)
Significant exposure to litigation: 2 potential cases
 - 1. Mark Prizmic - Claim number 584466
 - 2. Refaat Bilal - Appeal of Administrative Determination
- B. Existing Litigation (Government Code Section 54956.9 (d)(1).)
1 case

RECONVENE OPEN SESSION: 6:30 P.M.

2.0 PROCEDURAL MATTERS

2.1 Actions Taken in Closed Session

On a 7 to 0 roll call vote, the board, in closed session, voted to issue a Notice of Rejection of Claim, regarding claim #584466, pursuant to Government Code Section 913. The Governing Board further authorizes the Chancellor or her designee to issue any appropriate notices.

On a 7 to 0 roll call vote, the board, in closed session, voted to deny the appeal of administrative determination of complaint alleging discrimination filed by an Irvine Valley College Student.

**2.2 Invocation
Led by Trustee Tim Jemal**

**2.3 Pledge of Allegiance
Led by Trustee David Lang**

**2.4 Swearing In: Student Trustee Rose Esfandiari
Oath of Office was administered by Board President, T.J. Prendergast**

2.5 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 submit your request via email prior to the beginning of open session. Speakers are limited to two minutes each.

Two public comments were made.

A public comment from an IVC student regarding the quality of education and the abundance of opportunities found at IVC. A public comment regarding Agenda Item 5.2, Resolution #4. A request to the Board of Trustees and the authors of the resolution to consider modifying parts of the resolution.

3.0 REPORTS

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

- A. Student Trustee
- B. Associated Student Government Reports
- C. Saddleback College Academic Senate
- D. Irvine Valley College Academic Senate
- E. Faculty Association
- F. Irvine Valley College Classified Senate
- G. Saddleback College Classified Senate
- H. California School Employees Association
- I. Police Officers Association
- J. Board Request(s) for Reports

4.0 DISCUSSION ITEMS

- 4.1 Saddleback College and Irvine Valley College: Student Government Tentative Budgets FY 2020-2021
Representatives from student government and college staff will present the tentative student government budgets for FY 2020-2021. The student government tentative budgets FY 2020-2021 are being submitted for approval under Agenda Item 6.5.

[Item 4.1](#)
[Exhibits A-B](#)

Trustee Milchiker requested to remove item 5.2 and Trustee Jemal requested to remove item 5.5 from the consent calendar for separate discussion and action.

On a motion made by Trustee Lang and seconded by Trustee Jay, the balance of the consent calendar was approved on a unanimous roll-call vote.

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 a Special Meeting held virtually on April 20, 2020 and a Regular Meeting held virtually on April 27, 2020.

[Item 5.1](#) [Exhibits A-B](#)

5.2 Irvine Valley College, Saddleback College, SOCCCD: Resolutions

1. Tammy Bostwick, Outstanding Classified Employee of the Year, Irvine Valley College
2. Kevin Dalla Betta, Outstanding Classified Employee of the Year, Saddleback College
3. Danielle Miller, Classified Employee Outstanding Service Award, District Services
4. Resolution denouncing Xenophobia and anti-Asian sentiment arising due to fears of the COVID-19 Pandemic and affirming SOCCCD's commitment to the well-being and safety of Asian American communities.
5. Resolution affirming our unwavering commitment to student success and equity as we respond to and recover from the COVID-19 Pandemic.

The honorees receiving resolutions were acknowledged and congratulated on behalf of the Board of Trustees by Chancellor Burke.

On a motion made by Trustee Lang and seconded by Trustee Milchiker, Resolution 4 was removed for separate discussion. The board approved the resolution as submitted with no changes or amendments. The motion was approved on a 5-0 roll-call vote, with Trustee Prendergast and Trustee Rydell abstaining.

On a motion made by Trustee Jay and seconded by Trustee Rydell, the balance of the resolutions were approved on a unanimous roll-call vote.

[Item 5.2](#) [Resolution 1](#) [Resolution 2](#) [Resolution 3](#) [Resolution 4](#) [Resolution 5](#)

- 5.3 Saddleback College: New, Revised, and Deleted Curriculum for the 2020-21 and 2021-22 Academic Years

Approve the proposed curriculum change for the 2020-21 academic year at Saddleback College as listed in Exhibit A and the proposed curriculum changes for the 2021-22 academic year

[Item 5.3](#)
[Exhibits A-B](#)

- 5.4 SOCCCD: Transfer of Budget Appropriations: Adopt Resolution No. 20-12 to Approve FY 2019-2020 Budget Transfers
Adopt Resolution No. 20-12 to approve the transfer of budget appropriations as listed.

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

- 5.5 SOCCCD: Budget Amendment: Adopt Resolution No. 20-13 to Amend FY 2019-2020 Adopted Budget
Adopt Resolution No. 20-13 to amend the FY 2019-2020 Adopted Budget as listed.

On a motion made by Trustee Lang and seconded by Trustee Jay, this item was approved on a unanimous roll-call vote.

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

At 8:52 p.m., a motion was made by Trustee Lang and seconded by Trustee Jemal to extend the meeting to 9:30 p.m., the extension was approved on a unanimous roll-call vote.

- 5.6 SOCCCD: April 2020 Amendment
Ratify the amendment as listed.

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

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

[Item 5.7](#)
[Exhibits A-C](#)

- 5.8 SOCCCD: Contracts
Ratify contracts as listed.

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

6.0 GENERAL ACTION ITEMS

- 6.1 SOCCCD: California Environmental Quality Act Exemption for Solar Shade Canopies Project at Irvine Valley College
Declare the Solar Shade Canopies project at Irvine Valley College to have no significant impact upon the environment and authorize the filing of the Notice of Exemption.

On a motion made by Trustee Wright and seconded by Trustee Jemal, this item was approved on a unanimous roll-call vote.

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

- 6.2 SOCCCD: Irvine Valley College Solar Shade Canopies Project, Energy Services Agreement Public Hearing
Open a public hearing and invite members of the public to present their comments with regard to the Energy Services agreement to install solar shade canopies equipment at Irvine Valley College.

Board President Prendergast called for a Public Hearing in order to provide the public an opportunity to express opinions about the Energy Services agreement to install solar shade canopies equipment at Irvine Valley College. Hearing no public comments, the Public Hearing was closed and the regular Board of Trustees meeting was reconvened.

[Item 6.2](#)
[Exhibit A](#)

- 6.3 SOCCCD: Irvine Valley College Solar Shade Canopies Project, Adopt Resolution No. 20-14, Authorizing Entering into an Energy Services Agreement
Adopt Resolution No. 20-14 to authorize entering into an Energy Services agreement for the Irvine Valley College Solar Shade Canopies project.

On a motion made by Trustee Milchiker and seconded by Trustee Wright, this item was approved on a unanimous roll-call vote.

[Item 6.3](#)
[Exhibit A](#)

- 6.4 SOCCCD: Irvine Valley College Solar Shade Canopies Project, Award of Energy Services Agreement, Operations and Maintenance Agreement and the Performance Output Guarantee Agreement, Borrego Solar Systems, Inc.
Approve the Energy Services agreement, for a fixed price, lump sum value of \$3,180,067, and the Operations and Maintenance Agreement and the Performance Output Guarantee Agreement, with a contract value

of \$890,657, for the Irvine Valley College Solar Shade Canopies project with Borrego Solar Systems, Inc.

On Motion made by Trustee Wright and seconded by Trustee Jemal, this item was approved on a 5-0 roll-call vote with Trustee Jay and Trustee Milchiker abstaining.

[Item 6.4](#)
[Exhibits A-E](#)

At 9:16 p.m. a motion was made by Trustee Rydell and seconded by Trustee Lang to extend the meeting to 10 p.m., the extension was approved on a unanimous roll-call vote.

- 6.5 Saddleback College and Irvine Valley College: Student Government Tentative Budgets FY 2020-2021
Approve the FY 2020-2021 tentative student government budgets as listed.

On a motion made by Trustee Jemal and seconded by Trustee Milchiker, this item was approved on a unanimous roll-call vote.

[Item 6.5](#)
[Exhibits A-B](#)

- 6.6 SOCCCD: Annual Approval for Student Trustee to Receive Compensation and to Make/Second Motions for Board Meetings
Approve compensation for the Student Trustee; allow the student trustee to make and second motions; and approve the term commencement date of May 18.

On a motion made by Trustee Jemal and seconded by Trustee Milchiker, this item was approved on a unanimous roll-call vote.

[Item 6.6](#)

- 6.7 SOCCCD: Consolidated Elections for Members of Governing Boards
Approve Resolution #20-15 to notify the Orange County Department of Education of the consolidated election specifications.

On a motion made by Trustee Lang and seconded by Trustee Jay, this item was approved on a unanimous roll-call vote.

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

- 6.8 SOCCCD: 2021-2022 Academic Calendar
Approve the proposed Academic Calendar for 2021-2022.

On a motion made by Trustee Jemal and seconded by Trustee Wright, this item was approved on a unanimous roll-call vote.

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

- 6.9 SOCCCD: Academic Employee and Classified Administrator Personnel Actions – Regular Items
Ratify New Personnel Appointments, Additional Compensation: General Fund, Additional Compensation: Categorical/Non-General Fund, Authorization to Eliminate Positions and/or Position Numbers.

Two amendments were made to Exhibit B. 1., on page 1 of 6 – Beano, E. stipend was removed, and on page 4 of 6 – Tchaikovsky, B. stipend was removed.

On a motion made by Trustee Milchiker and seconded by Trustee Jay, this item was approved on a unanimous roll-call vote.

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

- 6.10 SOCCCD: Faculty Conversion to Canvas One – Time Stipends
Ratify Additional Compensation: Canvas Conversion-General Fund.

On a motion made by Trustee Jay and seconded by Trustee Wright, this item was approved on a 6-1 roll-call vote with Trustee Lang casting a negative vote.

[Item 6.10](#)
[Exhibit A](#)

- 6.11 SOCCCD: Classified Personnel Actions – Regular Items
Ratify Authorization to Establish and Announce (A) Classified Position(s), Out of Class Assignments – for Positions that are Temporarily Available due to Leaves of Absence, etc., Resignation/Retirement/Conclusion of Employment.

On a motion made by Trustee Wright and seconded by Trustee Jay, this item was approved on a unanimous roll-call vote.

[Item 6.11](#)
[Exhibit A](#)

6.12 SOCCCD: Non-Bargaining Unit Personnel Action – Regular Items
Ratify New Personnel Appointments.

On a motion made by Trustee Wright and seconded by Trustee Jay, this item was approved on a unanimous roll-call vote.

[Item 6.12](#)
[Exhibit A](#)

6.13 SOCCCD: Equal Employment Opportunity (EEO) Plan 2019 - 2022
Approve the SOCCCD Equal Employment Opportunity Plan, designed to communicate the importance of diversity in the workplace and eliminate barriers to equal employment opportunities

On a motion made by Trustee Lang and seconded by Trustee Wright, this item was approved on a unanimous roll-call vote.

[Item 6.13](#)
[Exhibits A-B](#)

6.14 SOCCCD: Destruction of Class 3 Disposable Records
Approve destruction of Class 3 disposable records in compliance with code.

On a motion made by Trustee Lang and seconded by Trustee Rydell, this item was approved on a unanimous roll-call vote.

[Item 6.14](#)
[Exhibit A](#)

6.15 SOCCCD: Sabbatical Leave Revision
Approve Revision of Sabbatical Leave previously approved by the Board.

On a motion made by Trustee Lang and seconded by Trustee Jay, this item was approved on a unanimous roll-call vote.

[Item 6.15](#)
[Exhibit A](#)

6.16 SOCCCD: Sabbatical Leave Rescindment
Approve Rescindment of Sabbatical Leave previously approved by the Board.

On a motion made by Trustee Jay and seconded by Trustee Wright, this item was approved on a unanimous roll-call vote.

[Item 6.16](#)
[Exhibit A](#)

7.0 REPORTS

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

[Item 7.1](#)

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

[Item 7.2](#)
[Exhibit A](#)

- 7.3 SOCCCD: Monthly Financial Status Report
The reports display the adopted budget, revised budget and transactions through April 30, 2020.

[Item 7.3](#)
[Exhibit A](#)

- 7.4 SOCCCD: Quarterly Investment Report
Report for period March 31, 2020.

[Item 7.4](#)

- 7.5 SOCCCD: Retiree (OPEB) Trust Fund
Report for period ending March 31, 2020.

[Item 7.5](#)
[Exhibit A](#)

- 7.6 SOCCCD: Pension Stabilization Trust Fund
Report for period ending March 31, 2020.

[Item 7.6](#)
[Exhibit A](#)

8.0 WRITTEN REPORTS FROM ADMINISTRATION

Reports by the following individuals may be written and submitted through the docket process prior to distribution of the Board agenda packet.

- A. Chancellor
- B. Acting President, Irvine Valley College
- C. President, Saddleback College

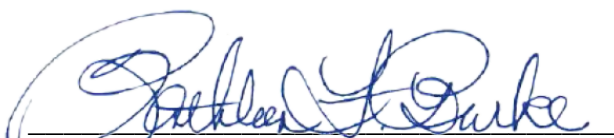
[Item 8.0](#)

[Chancellor's Written Report](#)
[Irvine Valley College Written Report](#)
[Saddleback College Written Report](#)

9.0 ADDITIONAL ITEMS

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

The meeting was adjourned at 9:43 p.m.

A handwritten signature in blue ink, appearing to read "Kathleen F. Burke", is written over a horizontal line.

Kathleen F. Burke
Secretary, Board of Trustees

MINUTES OF THE SPECIAL BOARD OF TRUSTEES' MEETING
June 4, 2020

PRESENT

Members of the Board of Trustees:

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

Administrative Officers:

Kathleen F. Burke, Chancellor
Ann-Marie Gabel, Vice Chancellor, Business Services
Bob Bramucci, Vice Chancellor, Technology and Learning Services
Elliot Stern, Saddleback College
Cindy Vyskocil, Acting President, Irvine Valley College

CALL TO ORDER: 5:30 P.M.

1.0 PROCEDURAL MATTERS

1.1 Call To Order

- 1.2 Roll Call – Establishment of Quorum
Trustee T.J. Prendergast, Board President
Trustee Tim Jemal, Vice President
Trustee James Wright, Clerk of the Board
Trustee Barbara Jay, Member
Trustee David Lang, Member
Trustee Marcia Milchiker, Member
Trustee Terri Whitt Rydell, Member

All board members present with the exception of Trustee Terri Whitt Rydell who was absent during roll call. Trustee Rydell was present for the meeting.

1.3 Public Comments

*Members of the public may address the Board on items listed on the agenda. **Speakers are limited to two minutes each.***

No public comments were made.

2.0 DISCUSSION ITEM

- 2.1 SOCCCD: May Revise and Impacts to the Tentative Budget for Fiscal Year 2020-2021 will be presented.

Vice Chancellor Ann-Marie Gabel presented the Budget Study Session and provided an update of revenues, expenditures and reserve estimates based on the latest economic forecast. The PowerPoint presentation is attached as Exhibit C.

3.0 ACTION ITEM

- 3.1 SOCCCD: Select one of the options presented to address the May Revise reductions for incorporation into the FY 2020-2021 Tentative Budget.

Board members provided Vice Chancellor Gabel with direction to pursue the following recommendation:

Reduce Basic Aid allocation amount by \$8,208,916

- Reduce IVC Student Services Center project resulting in a revised allocation of \$4,993,273
- Results in a revised Basic Aid allocation amount of \$87,536,779

Categorical Programs cover \$6,476,916 (50% of the reduction)

- Allow the colleges to determine which categorical program(s) cover the needed reduction amount.

ADJOURNMENT

The meeting adjourned at 7:14 p.m.



Kathleen F. Burke
Secretary, Board of Trustees



Budget Study Session

Board of Trustees Meeting
June 4, 2020



Agenda

- May Revise Summary
- Tentative Budget
- Impact to Categorical Programs
- Options
- Recommendation



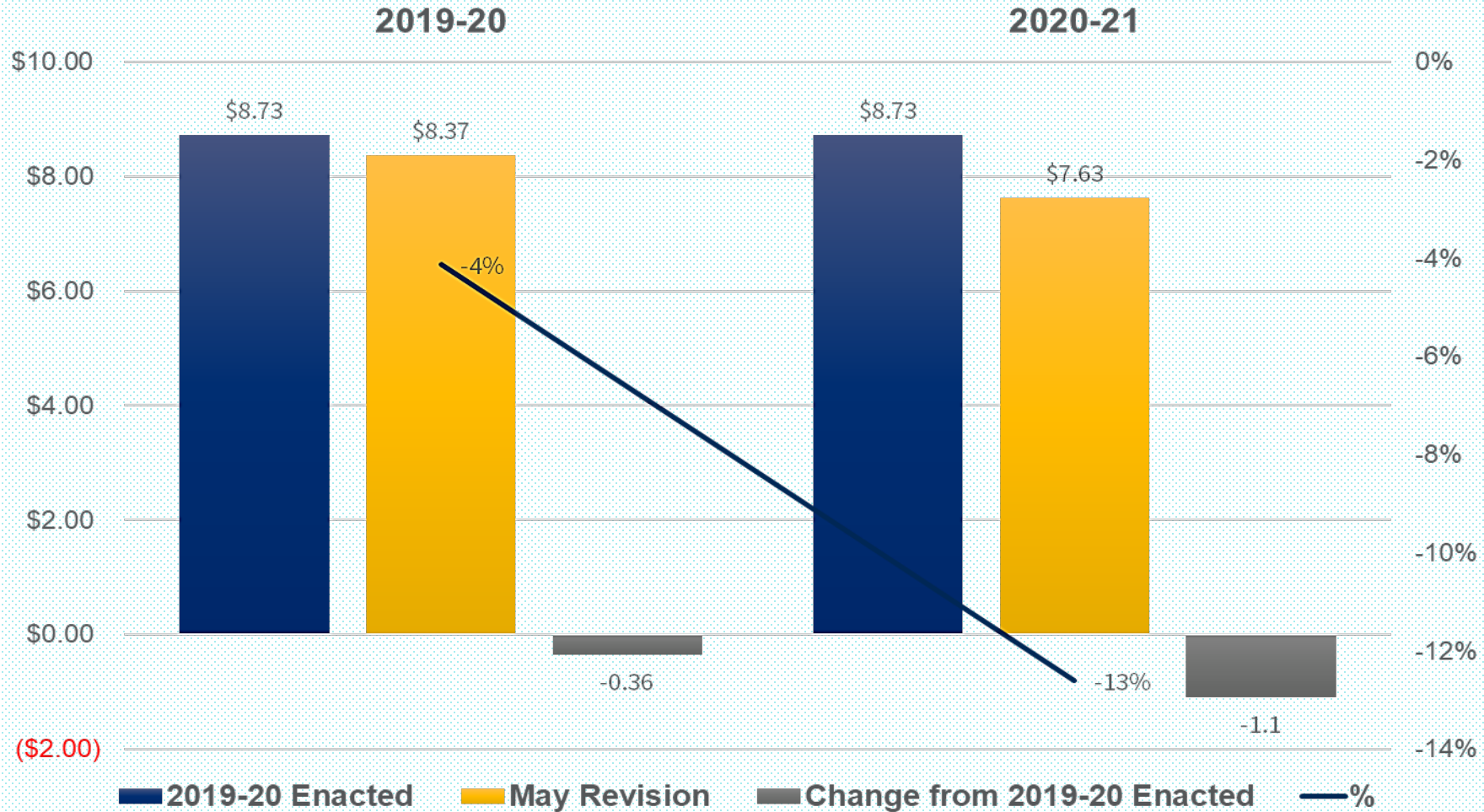
May Revise Summary

- Overall State Budget:
 - \$54 billion shortfall
 - \$9 billion reduction for 2019-20
 - \$32 billion reduction for 2020-21
 - \$13 billion increase in costs for COVID-19
- \$133.9 billion General Fund – down 9.4% from 2019-20
 - Sales Tax projections down 27%
 - Personal Income Tax projections down 25%
 - Corporate Tax projections down 22%



May Revise Summary

CCC Prop 98 Funding





May Revise Summary – Community Colleges

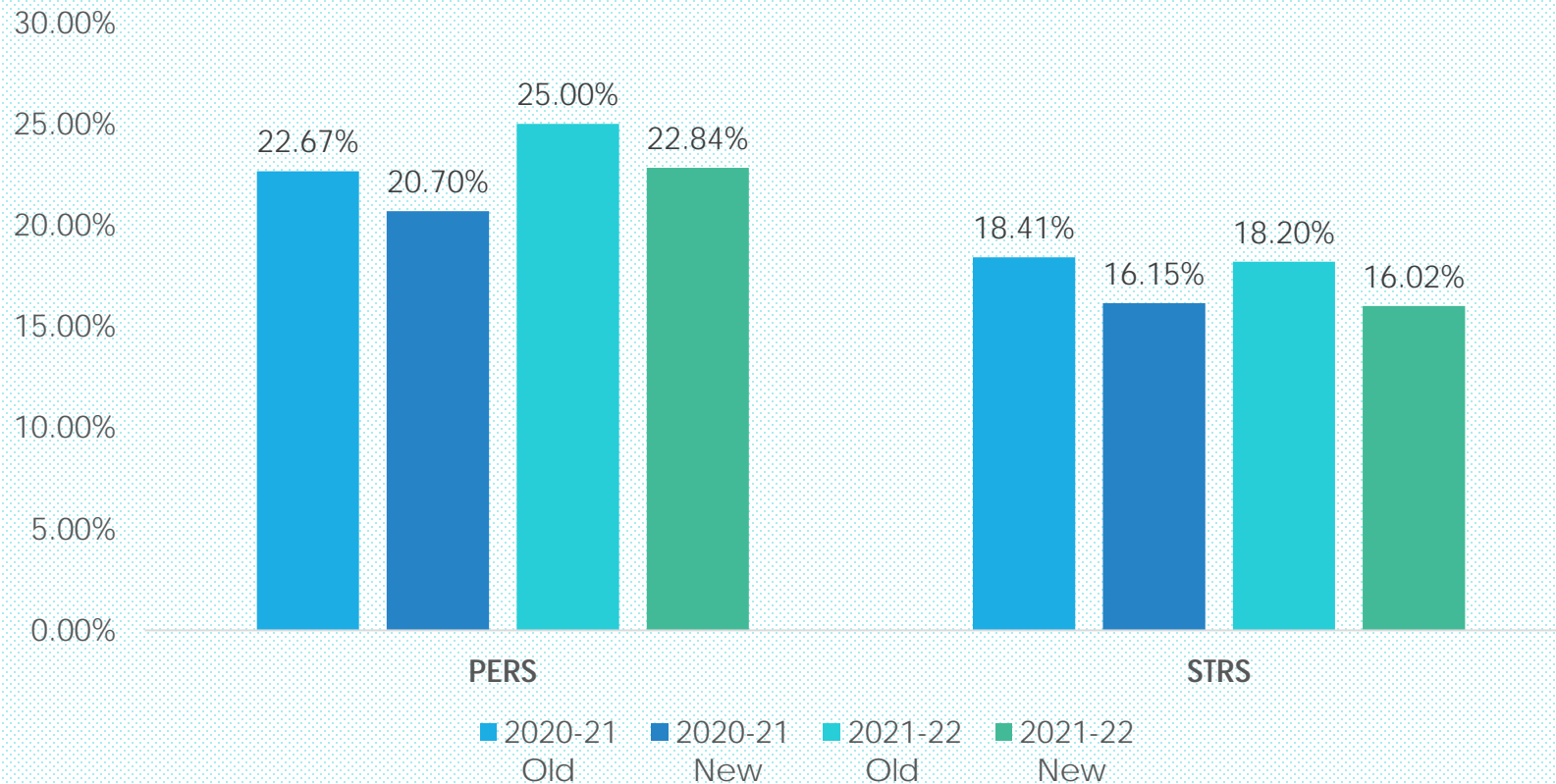
	Total Cuts	General Fund	Property Taxes
Total Cuts to General Fund	\$1,459,000,000		
Property Tax Estimation (3.8%)			\$130,100,000
*SCFF Base Reduction (8%)		\$593,000,000	
*COLA (2.31%)		\$167,700,000	
*Growth (0.5%)		\$ 31,900,000	
Apprenticeship		\$ 83,200,000	
*Strong Workforce Local Program		\$135,600,000	
*Student Equity & Achievement Program		\$ 68,800,000	
Elimination of Proposals/Technical Adj		\$ 36,600,000	
*Part-Time Faculty Compensation/Office		\$ 7,300,000	
*Calbright College		\$ 3,000,000	
Cash Deferrals (\$330 in 19/20, \$662 in 20/21)		\$332,000,000	

Note: *These cuts are removed if Federal funds come through



May Revise Summary – Community Colleges

- \$2.3 billion reallocated to buy down PERS and STRS employer rates





May Revise Summary – Community Colleges

- Student Centered Funding Formula (SCFF) Changes:
 - Hold Harmless extended two years to 2023-24
 - 2019-20 Rates established
- 50% Law changes to exclude COVID-19 expenses
- Short-term Career Technical Education (CTE) course and program approval changes to expedite creation of new certificates
- IVC Fine Arts and SC Gateway Buildings fully funded



May Revise Summary – Community Colleges

"...the proportional reduction for an excess tax district shall be achieved by reducing the amount of funding received by the applicable district from any other categorical program funding."



May Revise Summary – Legislative Action

	Governor	Joint Legislature	Notes
SCFF Base Reduction (8%)	\$(593,000,000)	\$ 17,000,000	from Calbright
COLA (2.31%)	\$(167,700,000)	\$ 167,160,000	
Growth (0.5%)	\$ (31,900,000)	\$ 31,860,000	
Apprenticeship	\$ (83,200,000)	\$ 20,000,000	
Strong Workforce Local Program	\$(135,600,000)	0	
Student Equity & Achievement Program	\$ (68,800,000)	0	
Elimination of Proposals/Technical Adj	\$ (36,600,000)	\$ 5,990,000	Unknown if this amount is same under Joint proposal
Part-Time Faculty Compensation/Office	\$ (7,300,000)	\$ 10,600,000	from Calbright
Calbright College	\$ (3,000,000)	\$ (80,000,000)	Eliminated
Cash Deferrals (\$330 in 19/20, \$662 in 20/21)	\$ (332,000,000)	\$(1,006,281,000)	\$674.3 M goes away if Federal funds come in
Dreamer Resource Liaisons	0	\$ 5,800,000	
Basic Needs/Learning Loss/COVID 19	0	\$ 75,000,000	from Calbright
Food Pantries	0	\$ 11,400,000	



May Revise Summary – SOCCCD

EXHIBIT C
Page 10 of 27

	Total Impact from January	Unrestricted General Fund	Restricted General Fund
Total Potential Impact to SOCCCD	\$34,328,853	\$ 17,781,021	\$ 16,547,832
*SCFF Base Reduction (8%)		\$ 12,953,832	
*COLA (2.31%)		\$ 3,740,418	
*Growth (0.5%)		\$ 795,771	
Part Time Faculty Compensation/Office		\$ 291,000	
Strong Workforce Local Program (58%)			\$ 1,600,000
Student Equity & Achievement Program (15%)			\$ 1,500,000
Adult Education Program (10%)			\$ 494,000
Categorical Cuts for Basic Aid Districts (48%)			\$ 12,953,832
Cash Deferrals (\$330 M in 19/20, \$662 M in 20/21)		\$3,966,000	

Note: *DRAC Formula augmented by \$17,490,021 above May Revise SCFF calculation



Tentative Budget – Student Centered Funding Formula

EXHIBIT C
Page 11 of 27

	Saddleback College	Irvine Valley College	SOCCCD Total
	Base Allocation	Base Allocation	Base Allocation
Total Base Allocation Funding	\$ 73,718,144	\$ 46,709,191	\$ 120,427,335
	Supplemental Allocation	Supplemental Allocation	Supplemental Allocation
Total Supplemental Allocation Funding:	\$ 11,380,740	\$ 8,687,472	\$ 20,068,212
	Student Success Incentive	Student Success Incentive	Student Success Incentive
Total Student Success Incentive Alloc Funding:	\$ 10,183,613	\$ 6,392,008	\$ 16,575,621
Total Computational Revenue (TCR) Under SCFF:	\$ 95,282,497	\$ 61,788,671	\$ 157,071,168
	60.7%	39.3%	100.0%
2019-20 Total Computational Revenue plus COLA:	\$ 98,201,565	\$ 63,721,338	\$ 161,922,903
Hold Harmless	\$ 2,919,068	\$ 1,932,667	\$ 4,851,735
Deficit Factor 8%	\$ (7,856,124)	\$ (5,097,708)	\$ (12,953,832)
SCFF 2020-21 - Deficit Factor	\$ 90,345,441	\$ 58,623,630	\$ 148,969,071
Basic Aid Funded Deficit & COLA 2.31%	\$ 10,124,581	\$ 6,569,669	\$ 16,694,250
Basic Aid Funded Growth .48%	\$ 482,612	\$ 313,159	\$ 795,771
Adjusted SCFF Funding 2020-21	\$ 100,952,634	\$ 65,506,458	\$ 166,459,092
SCFF 2019-20	\$ 97,220,787	\$ 64,702,116	\$ 161,922,903
Increase/(Decrease) in Funding	\$ 3,731,847	\$ 804,342	\$ 4,536,189



Tentative Budget – 2020-21 Revenue Estimates

Original Estimate

Board Approved Amounts 4/27/20

TAXES

Secured
Supplemental Role
Unsecured
Homeowners
Total Taxes

Interest on Taxes
Enrollment Fees (98%)
Total Revenue

FY 2019-2020 Projected		FY 2020-2021 Projected	
% Inc	Rev Calc	% Inc	Rev Calc
5.67%	222,500,000	3.90%	231,177,500
0.00%	3,000,000	0.00%	3,000,000
0.00%	5,800,000	0.00%	5,800,000
0.00%	1,140,000	0.00%	1,140,000
	232,440,000		241,117,500
	125,000		125,000
0.00%	16,200,000	0.00%	16,800,000
	248,765,000		258,042,500
FY 2019-2020 Projected		FY 2020-2021 Projected	
% Inc	SCFF Calc	% Inc	SCFF Calc
	156,809,621		161,922,903
3.26%	5,113,282	2.29%	3,708,034
0.00%	-	0.50%	828,155
	161,922,903		166,459,092
Property Taxes Available			
	86,842,097		91,583,408

Current Estimate

After May Revise

FY 2019-2020 Projected		FY 2020-2021 Projected	
% Inc	Rev Calc	% Inc	Rev Calc
5.67%	222,500,000	2.50%	228,062,500
0.00%	3,750,000	-6.67%	3,500,000
0.00%	5,650,000	-2.65%	5,500,000
0.00%	1,140,000	0.00%	1,140,000
	233,040,000		238,202,500
	125,000		125,000
0.00%	16,200,000	0.00%	16,800,000
	249,365,000		255,127,500
FY 2019-2020 Projected		FY 2020-2021 Projected	
% Inc	SCFF Calc	% Inc	SCFF Calc
	156,809,621	-8.00%	148,969,071
3.26%	5,113,282	2.31%	3,740,418
0.00%	-	0.48%	795,771
	161,922,903	8.00%	12,953,832
	161,922,903		166,459,092
	87,442,097		88,668,408



Tentative Budget – 2020-21 Basic Aid Funding

Original Estimate Board Approved Amounts 4/27/20

	FY 2019-2020 Projected	FY 2020-2021 Projected
Property Tax Revenue	232,440,000	241,117,500
Net Student Fee Revenue	16,200,000	16,800,000
Interest on Property Taxes	125,000	125,000
Total Revenues	248,765,000	258,042,500
DRAC Model Allocation	(161,922,903)	(166,459,092)
Total Property Taxes for Basic Aid	86,842,097	91,583,408
Contingency for Unrealized Tax Coll (20%)	(17,145,419)	(18,316,682)
Net Amount Property Taxes for Basic Aid	69,696,678	73,266,726
Prior Year Contingency	14,657,876	17,145,419
Unallocated Prior Year Funds	17,728,330	5,333,550
Basic Aid Project Funds Returned	1,006,864	
Total Basic Aid Funds Available	103,089,748	95,745,695
Long Term Obligations and Fixed Exp	(5,830,000)	(11,655,816)
Allocation for Basic Aid Projects	(87,626,198)	(84,089,879)
Additional Allocation	(4,300,000)	
Net Amount Available for BAARC Allocation	5,333,550	-

Current Estimate After May Revise

	FY 2019-2020 Projected	FY 2020-2021 Projected
Property Tax Revenue	233,040,000	238,202,500
Net Student Fee Revenue	16,200,000	16,800,000
Interest on Property Taxes	125,000	125,000
Total Revenues	249,365,000	255,127,500
DRAC Model Allocation	(161,922,903)	(166,459,092)
Total Property Taxes for Basic Aid	87,442,097	88,668,408
Contingency for Unrealized Tax Coll (20%)	(17,145,419)	(17,733,682)
Net Amount Property Taxes for Basic Aid	70,296,678	70,934,726
Prior Year Contingency	14,657,876	17,145,419
Unallocated Prior Year Funds	17,728,330	5,933,550
Basic Aid Project Funds Returned	1,006,864	
Total Basic Aid Funds Available	103,689,748	94,013,695
Long Term Obligations and Fixed Exp	(5,830,000)	(11,655,816)
Allocation for Basic Aid Projects	(87,626,198)	(84,089,879)
Additional Allocation	(4,300,000)	
Net Amount Available for BAARC Allocation	5,933,550	(1,732,000)



Impact to Categorical Programs

Program	2020-21 Allocation
Adult Education Block Grant	4,434,542
Cooperative Agencies Resources for Education (CARE)	129,101
California College Promise	4,227,280
CalWORKs	462,343
Disabled Students Programs and Services (DSPS) and Deaf and Hard of Hearing	3,067,088
Extended Opportunity Programs and Services (EOPS)	1,614,019
Equal Employment Opportunity	50,000
Guided Pathways	229,555
Student Financial Aid Administration (SFAA)	872,221
Strong Workforce Program	1,264,043
Student Equity and Achievement Program (SEAP)	8,575,019
Student Success Completion	2,196,127
Veterans Resource Center	115,983
Total	\$27,237,321
8% Basic Aid Reduction	48% (12,953,832)
Amount Remaining for Categorical Programs	\$14,283,489



Impact to Categorical Programs

Categorical Program Overview:

- Supplemental funding to remove academic barriers to reduce/eliminate achievement gaps
 - DSPS, CalWORKs, CARE, EOPS, SFA, Student Success Completion, and SEAP
- Support important programs that may not be offered due to their high cost
 - Adult Education and Strong Workforce
- Support CCCCO Vision for Success outcomes
 - Guided Pathways, Promise, and SEAP

Any significant reduction of funding will decrease capacity to achieve the strategic goals/outcomes established by the State and Board to improve access, equity and success, specifically impacting our most vulnerable student populations.



Categorical Budgets

Funding Source/Program Name	Permanent Salaries & Benefits (Filled)	Temporary Salaries & Benefits (Unfilled)	Supplies, Books, and Materials	Other Operating Expenses	Equipment and Furniture	Student Aid
Adult Education Block Grant	35%	35%	1%	20%	9%	0%
CARE	0%	37%	2%	4%	0%	57%
California College Promise	9%	5%	1%	1%	0%	84%
CalWORKs	60%	33%	1%	0%	4%	2%
DSPS and Deaf and Hard of Hearing	82%	14%	1%	2%	1%	0%
EOPS	66%	7%	1%	2%	0%	24%
Equal Employment Opportunity Fund	0%	6%	28%	66%	0%	0%
Guided Pathways	84%	8%	1%	7%	0%	0%
Student Financial Aid Administration	91%	1%	1%	7%	0%	0%
Strong Workforce Local	85%	3%	1%	3%	8%	0%
Student Equity and Achievement Program	67%	26%	1%	2%	1%	3%
Student Success Completion Grant	0%	0%	0%	0%	0%	100%
Veterans Resource Center	58%	35%	2%	5%	0%	0%



Categorical Budgets

Program	2020-21 Allocation	Salaries & Benefits (Filled)	FTE	Operational Funds	Percent
Adult Education Block Grant	4,434,542	1,556,773	12.1	2,877,769	65%
CARE	129,101	-	-	129,101	100%
California College Promise	4,227,280	379,428	3.0	3,847,852	91%
CalWORKs	462,343	276,484	2.0	185,859	40%
DSPS and Deaf and Hard of Hearing	3,067,088	2,529,869	18.8	537,219	18%
EOPS	1,614,019	1,063,912	8.5	550,107	34%
Equal Employment Opportunity	50,000	-	-	50,000	100%
Guided Pathways	229,555	193,626	0.4	35,929	16%
SFAA	872,221	792,461	6.5	79,760	9%
Strong Workforce Program (Local)	1,264,043	1,075,763	7.4	188,280	15%
Student Equity and Achievement	8,575,019	5,755,269	41.4	2,819,750	33%
Student Success Completion	2,196,127	-	-	2,196,127	100%
Veteran Resource Center	115,983	67,498	0.9	48,485	42%
Total	\$27,237,321	\$13,691,083	101.0	\$13,546,238	50%



Categorical Program Funds Available

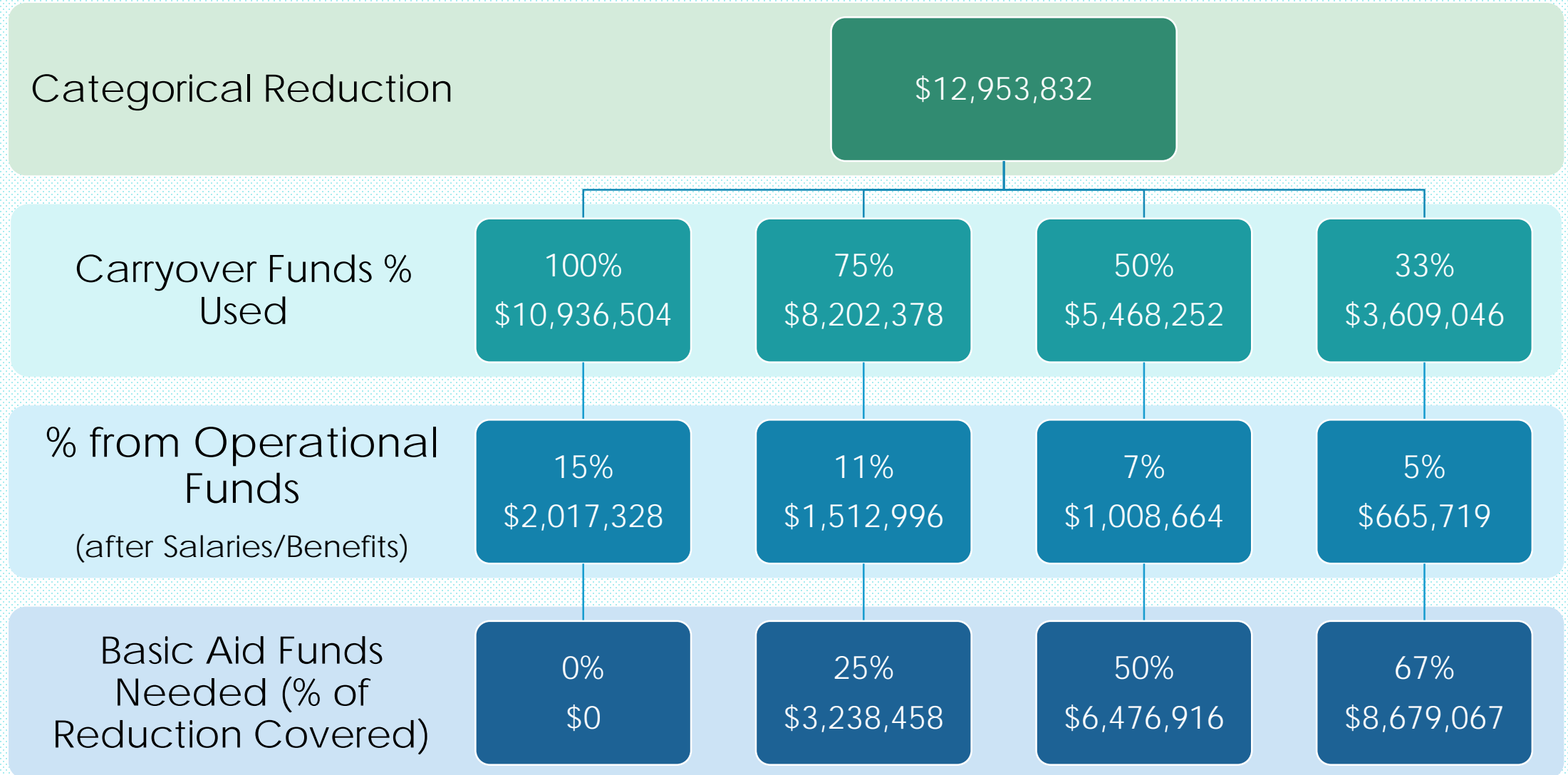
Program	Operational Funds	+	Carry Over Funds	=	Total Funds	-	Committed	-	Student Aid Budgeted	=	Available
Adult Education Block Grant*	2,877,769		2,780,685		5,658,454		2,033,754				3,624,700
CARE	129,101				129,101				69,221		59,880
California College Promise	3,847,852		1,597,078		5,444,930				3,422,594		2,022,336
CalWORKs	185,859				185,859						185,859
DSPS and Deaf and Hard of Hearing	537,219				537,219						537,219
EOPS	550,107				550,107				284,777		265,330
Equal Employment Opportunity	50,000				50,000						50,000
Guided Pathways	35,929		581,000		616,929						616,929
SFAA	79,760				79,760						79,760
Strong Workforce Program (Local)	188,280		1,854,000		2,042,280						2,042,280
Student Equity and Achievement	2,819,750		4,119,190		6,938,940						6,938,940
Student Success Completion	2,196,127				2,196,127				2,196,127		-
Veteran Resource Center	48,485		4,551		53,036						53,036
Total	\$13,546,238		\$10,936,504		\$24,482,742		\$2,033,754		\$5,972,719		\$16,476,269

*Committed funds are allocated through the consortia to K-12 districts and other service partners

More than \$12.9
million need



Options





Options – Basic Aid Allocation Reduced

	Approved Basic Aid Allocation	Changes	Revised Basic Aid Allocation
Total Basic Aid Allocation	\$95,745,695		
Change due to Property Taxes estimates		\$ (1,732,000)	\$94,013,695
Options:			
Categoricals absorb 100% of cuts		\$ 0	\$94,013,695
Categoricals absorb only 75% of cuts		\$ (3,238,458)	\$90,775,237
Categoricals absorb only 50% of cuts		\$ (6,476,916)	\$87,536,779
Categoricals absorb only 33% of cuts		\$ (8,679,067)	\$85,334,628



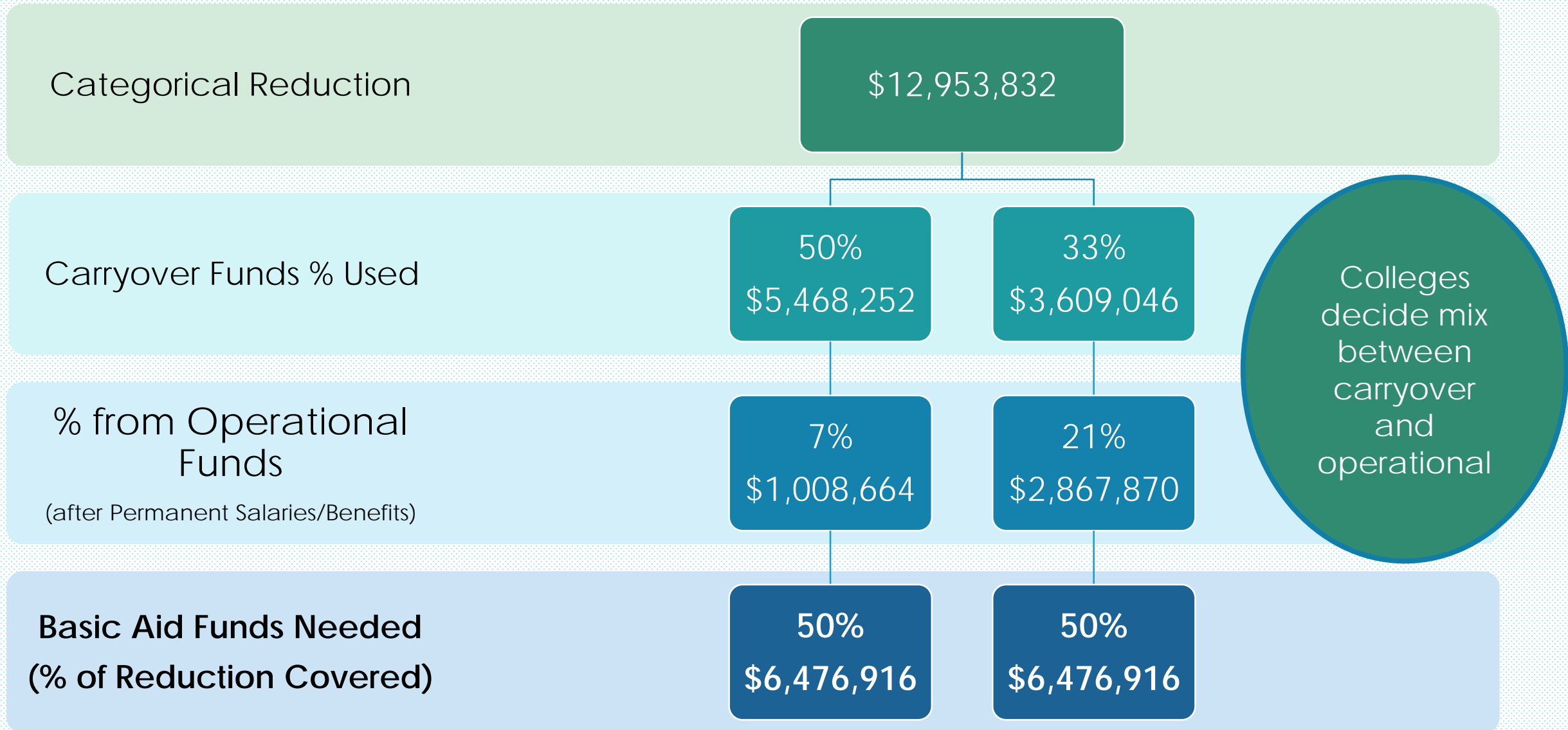
Recommendation

■ Goals:

- Protect permanent employees
- Minimize impact to students
- Provide flexibility to colleges to determine programs impacted and mix of reductions between carryover and operations
- Acknowledge BP/AR 3110 split between colleges for Basic Aid

■ Recommendation:

- Cover Property Taxes estimated shortfall of \$1,732,000
- Utilize a portion of the Categorical Carryover Funds
- Utilize a portion of the Categorical Operational Funds
- Utilize a portion of Basic Aid (BA) Allocations
- Adjust Capital Projects BA allocation in accord with BP/AR 3110 split





Recommendation

	Approved Basic Aid Allocation	Changes	Revised Basic Aid Allocation
Total Basic Aid Allocation	\$95,745,695		
Change due to Property Taxes estimates		\$ (1,732,000)	
Categoricals absorb only 50% of cuts		\$ <u>(6,476,916)</u>	
Total Changes to Basic Aid Allocation		\$ (8,208,916)	
Total Revised Basic Aid Allocation			\$87,536,779
Breakdown of Basic Aid Projects			
Long Term Obligations and Fixed Expenses	\$11,655,816	0	\$11,655,816
Capital Projects	\$50,929,879	\$ (8,208,916)	\$42,720,963
Access Controls and ADA	\$ 5,600,000	0	\$ 5,600,000
Scheduled Maintenance and Renovation Projects	\$11,560,000	0	\$11,560,000
Technology Projects	\$ <u>16,000,000</u>	<u>0</u>	\$ <u>16,000,000</u>
Total Basic Aid Projects	\$95,745,695	\$ (8,208,916)	\$87,536,779



Recommendation

Total Capital Projects Approved (10 Projects)

\$50,596,879

IVC Student Services Center

\$13,202,189

Property Taxes

Categorical
Programs

Basic Aid
\$1,732,000



Basic Aid = 50%
\$6,476,916

IVC Student Services Center (Revised)

\$4,993,273



Recommendation

- Reduce Basic Aid allocation amount by \$8,208,916
 - Reduce IVC Student Services Center project resulting in a revised allocation of \$4,993,273
 - Results in a revised Basic Aid allocation amount of \$87,536,779
- Categorical Programs cover \$6,476,916 (50% of the reduction)
 - Allow the colleges to determine which categorical program(s) cover the needed reduction amount



Recommendation

- IVC Student Services Center project:
 - Total Budget = \$90,000,000
 - Previous Basic Aid Allocations = \$23,850,000
 - Current Approved Basic Aid Allocation = \$13,202,189
 - Revised Approved Basic Aid Allocation = \$ 4,993,273
 - Current Balance needed to fully fund project = \$52,947,811
 - Revised Balance needed to fully fund project = \$61,156,727

Note: If reductions don't come to fruition as proposed in the May Revise or if revenue estimates change after year-end closing, we will adjust this budget accordingly up to the amount previously approved.



Questions?

TO: Board of Trustees
FROM: Kathleen F. Burke, Chancellor
RE: SOCCCD: Resolution
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.

There is one resolution being submitted to the board for approval this month affirming the District's commitment to diversity and respect for all students, employees, and community members, and condemning acts of police brutality, racial profiling, and the use of excessive and militarized force in the wake of the death of George Floyd and others.

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

June 22, 2020

In support of people of color throughout the United States, especially in Orange County, and condemning all acts of police brutality, racial profiling, and the use of excessive and militarized force throughout the South Orange County Community College District.

Whereas all California community colleges ensure equal educational opportunity of all students and embrace diversity among students, faculty, staff, and the communities we serve, as an integral part of our history; and

Whereas embracing diversity means that we must intentionally practice acceptance and respect towards one another and understand that discrimination and prejudices create and sustain privileges for some while creating and sustaining disadvantages for others; and

Whereas our commitment to diversity requires that we strive to eliminate those barriers to equity and that we act deliberately to create a safe and inclusive environment where individual and group differences are valued and leveraged for our growth and understanding as an educational community; and

Whereas police brutality and the use of excessive and militarized force are among the most serious ongoing human rights and civil liberties violations in the United States and have led to community destabilization, a decrease in public safety, and the exacerbation of structural inequities; and

Whereas the system of policing in America, and its systemic targeting of and use of deadly and brutal force against people of color, particularly Black people, stems from the long legacy of slavery, lynching, Jim Crow laws, and the War on Drugs in the United States and has been perpetuated by violent and harmful law enforcement practices; and

Whereas contemporary police practices that employ policing for low level offenses or so called “broken windows” policing, as well as expanded and excessively militarized policing, has led to mass criminalization, heightened violence, and mass incarceration that disproportionately impacts Black and Brown people; and

Whereas data shows there is a direct correlation between the increased militarization of a police department and corresponding levels of police brutality;

Whereas police use of force is among the leading causes of death for young men of color; and

Whereas Black people, including Black women and girls, Native Americans, and Latinx are killed by police at disproportionately higher rates than their White peers; and

Whereas people with disabilities and other historically marginalized communities, including LGBTQ+ individuals, immigrants, and those experiencing homelessness are significantly more likely to be criminalized and targets of police violence; and

Whereas police brutality and the use of excessive force have robbed countless communities of precious lives, have inflicted intergenerational harm and trauma to families, and are intensifying our Nation’s mental health crisis; and

Whereas police in the United States, through acts of brutality and the use of excessive force, kill far more people than police in other comparable nations and have been historically shielded from accountability; and

Whereas the killings of hundreds each year, and the demonstrations that followed have brought sustained national attention to the racially biased police violence against people; and

Whereas the South Orange County Community College District Board of Trustees condemns the opportunistic actions of a few lawbreakers during the demonstrations in which activists are seeking “Equal Justice Under the Law,” which is a cornerstone of jurisprudence in the United States and is what protestors throughout the nation are demanding, and

Whereas the South Orange County Community College District Board of Trustees finds that the conduct of police officers who engage in racial profiling and excessive force, which can include shootings, brutal beatings, fatal chokings, and any other excessive treatment is a violation of the Constitution of the United States; and

Whereas the South Orange County Community College District Board of Trustees finds that the rule of law in the United States is undermined when police officers engage in conduct inconsistent with the Constitution of the United States; and

Whereas South Orange County Community College District Board of Trustees has a moral and constitutional obligation to protect the civil rights and liberties of all people from police abuses;

Now, therefore, be it resolved, that the South Orange County Community College District Board of Trustees:

(1) condemns all acts of brutality, racial profiling, and the use of excessive force by law enforcement officers and calls for the end of militarized policing practices;

(2) supports strengthening efforts to eliminate instances of excessive use of force, and conduct stringent oversight and independent investigations into instances of police brutality, racial profiling, and excessive use of force, and hold individual law enforcement officers and police departments accountable, including—

(A) calling on the Department of Justice to—(i) reinstitute its role in investigating individual instances of police brutality, violence, and racial profiling, and police departments that violate civil rights; and (ii) take on a role in filing briefs urging courts to reconsider decisions that permit unreasonable and excessive police practices and establish meaningful oversight of consent decrees; and

(B) encourage local municipalities to establish independent all-civilian review boards, with the authority to effectively investigate incidents of police misconduct, to ensure meaningful community level oversight, transparency, accountability, and discipline of police officers; and

(3) calls for the adoption of sound and unbiased law enforcement policies at all levels of government that reduce the disparate impact of police brutality and use of force on Black and Brown people and other historically marginalized communities; and,

(4) recognizes the complexity of our present state and calls to for a better future for all students, faculty, staff and the wider communities we represent.

PASSED AND ADOPTED on this 22nd day of June, 2020 in the South Orange County Community College District.

AYES:

NOES:

ABSENT:

ABSTAINED:

T.J. Prendergast III, Board President
South Orange County Community College District

TO: Board of Trustees

FROM: Kathleen F. Burke, Chancellor

RE: Irvine Valley College: Curriculum Revisions for the 2020-2021 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

IVC proposes additions, revisions, and deletions to the curriculum of the College. Exhibit A includes new, revised, and deleted courses and programs that are recommended by the Curriculum Committee and includes collegial consultation with the Academic Senate of IVC for the 2020-2021 academic year pursuant to Title 5, Section 53200 et seq.

RECOMMENDATION

The Chancellor recommends that the Board of Trustees approve the proposed curriculum changes for the 2020-2021 academic year at IVC.

**IRVINE VALLEY COLLEGE
NEW, REVISED, AND DELETED COURSES
ACADEMIC YEAR 2020-2021**

**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 2020-2021**

**Exhibit A
Page 2 of 2**

School	Catalog Id	Course Id	Abbreviated Course Title	Action Taken
Arts	6310.00	COMM 1	Communication Fundamentals	tps, moe, SLOs, txt
	6320.00	COMM 3	Argumentation and Debate	tps, SLOs
	13243.05	DMA 62	Motion Graphics	assign, moe, SLOs
	9921.20	DNCE 1	Introduction to Dance: Overview	lrng obj, tps, assign, moe, SLOs, txt
	4790.05	MUS 20	Music Appreciation	moe, SLOs, txt
	4790.15	MUS 20H	Music Appreciation Honors	moe, SLOs, txt
	1004.00	MUS 39	Chorale	tps, moe, SLOs, txt
	9202.00	TA 8	Advanced Acting	moe, SLOs
BS	10310.30	CWE 167A	Cooperative Work Experience	nc
	14875.00	CWE 167B	Cooperative Work Experience	nc
	14876.00	CWE 167C	Cooperative Work Experience	nc
	14877.00	CWE 167D	Cooperative Work Experience	nc
LLR	10619.20	ESL 387	Advanced Grammar Review	dc
	10637.20	ESL 392	Advanced Conversation	dc
	10641.20	ESL 393	Advanced Pronunciation	dc
PST	1280.00	CHEM 12B	Organic Chemistry	moe, SLOs, txt
	10340.00	GEOL 181	Geology Field Studies: Coastal and Offshore Geology	tps, moe, SLOs, txt
SBS	2985.00	GEOG 12	Introduction to Geographic Information Systems	tps, SLOs, txt
	5735.00	PS 4	Introduction to Political Science	lrng obj, moe, SLOs
	9295.00	PS 6	Politics and Government of the Middle East	lrng obj, moe, SLOs, txt
	5750.00	PS 12	Comparative Politics	rec prep, lrng obj, moe, SLOs, txt
	5750.05	PS 12H	Comparative Politics Honors	rec prep, lrng obj, moe, SLOs, txt
	5760.00	PS 14	International Relations	rec prep, lrng obj, moe, SLOs, txt
	5765.00	PS 17	Latin American Politics and Government	lrng obj, moe, SLOs, txt
	13268.00	PS 21	Model United Nations	rec prep, lrng obj, moe, SLOs, txt
	14490.00	PSYC 11	Introduction of Language Acquisition	assign, moe
	13274.00	PSYC 20	The Psychology of Gender	lrng obj, assign, moe, txt
	14869.00	PSYC 20H	The Psychology of Gender Honors	nc
	13206.00	PSYC 32	Psychology of Personality	moe, SLOs, txt
	5900.00	PSYC 33	Psychology of Adjustment	cat desc, sch desc, assign, moe, SLOs, txt
	14868.00	SOC 3H	Global Sociology: The Modern World System Honors	nc

TO: Board of Trustees

FROM: Kathleen F. Burke, Chancellor

RE: SOCCCD: Irvine Valley College, Notice of Completion, Access Control & Security Systems and Hardware Project, Blue Violet Networks, LLC

ACTION: Approval

BACKGROUND

The Board of Trustees approved or ratified agreements for the Irvine Valley College project as follows:

- The Board of Trustees approved the associated CMAS Agreements No. 3-17-84-0052B and 4-16-84-0053A with Blue Violet Networks, LLC on June 25, 2018, for the Irvine Valley College Access Control & Security Systems and Hardware project. Pursuant to this approval, on April 27, 2020, the Board of Trustees ratified the purchase order #P196921, for a contract total of \$331,443.67.

STATUS

Contract work is complete on the project. Staff recommends the Notice of Completion be filed for the following project:

- Irvine Valley College Access Control & Security Systems and Hardware project (EXHIBIT A)

RECOMMENDATION

The Chancellor recommends that the Board of Trustees authorize filing the Notice of Completion for the Access Control & Security Systems and Hardware project #P196921 at Irvine Valley College to Blue Violet Networks, LLC, for a contract total of \$331,443.67. It is also recommended that the Board of Trustees 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: Facilities Planning

EXEMPT PER GOVERNMENT CODE 27383

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: Access Control & Security Systems and Hardware project #P196921 at IRVINE VALLEY COLLEGE, the contract for the doing of which was heretofore entered into the 13th day of March 2020, which contract was made with BLUE VIOLET NETWORKS, LLC, as Contractor; that said improvements were completed on the 4th day of May 2020, and accepted by formal action of the governing board of said District on the 22nd day of June 2020, 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 GENERAL REINSURANCE CORPORATION 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 _____
Ann-Marie Gabel
Vice Chancellor, Business Services

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 _____
Ann-Marie Gabel
(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: Kathleen F. Burke, Chancellor

RE: SOCCCD: Irvine Valley College Scheduled Maintenance Roofing, PAC and A200, Award of Bid No. 375, Premier Roofing CA, Inc.

ACTION: Approval

BACKGROUND

On June 25, 2018, the Board of Trustees approved basic aid funds equaling \$3,828,162 for Irvine Valley College scheduled maintenance projects (college-wide). Combined with matching local funds, a budget of \$7,656,324 was made available, with \$2,586,987 allocated to scheduled maintenance roofing.

STATUS

On May 5 and May 12, 2020, the District ran newspaper advertisements requesting bids for the Irvine Valley College Scheduled Maintenance Roofing, PAC and A200 project. The request for bids was also posted on the District website and sent through the PlanetBids portal. A total of 270 contractors were solicited. Five bids were received on May 28, 2020. The lowest responsive, responsible bid was submitted by Premier Roofing CA, Inc. in the amount of \$466,663 (EXHIBIT A). The District and college staff have reviewed the bids and recommend approval of bid and award of agreement to Premier Roofing CA, Inc.

Basic Aid funds are available in the amount of \$1,293,494 with a local match of \$1,293,494 for a total of \$2,586,987 available funds.

RECOMMENDATION

The Chancellor recommends that the Board of Trustees approve award of Bid No. 375, Irvine Valley College Scheduled Maintenance Roofing, PAC and A200 project, and approve the agreement (EXHIBIT B) with Premier Roofing CA, Inc., in the amount of \$466,663.

Bid No. 375
Scheduled Maintenance Roofing, PAC and A200
Irvine Valley College
South Orange County Community College District

June 22, 2020

<u>CONTRACTORS</u>	<u>LOCATION</u>	<u>AMOUNT</u>
*Premier Roofing CA, Inc.	Spring Valley, CA	\$466,663.00
Best Contracting Services, Inc.	Gardena, CA	\$569,900.00
Letner Roofing Co.	Orange, CA	\$699,900.00
Bligh Pacific	Santa Fe Springs, CA	\$725,517.00
Commercial Roofing Systems, Inc.	Anaheim, CA	\$738,400.00

***Recommended Award**



SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

CONSTRUCTION SERVICES AGREEMENT

IRVINE VALLEY COLLEGE SCHEDULED MAINTENANCE ROOFING, PAC AND A200

PREMIER ROOFING CA, INC.

THIS AGREEMENT, dated the 23rd day of June, 2020, in the County of Orange, State of California, is by and between South Orange County Community College District, (hereinafter referred to as "DISTRICT"), and Premier Roofing CA, Inc., 9054 Olive Drive, Spring Valley, CA 91977, (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 Scheduled Maintenance Roofing, PAC and A200, Irvine Valley College 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, 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 Four Hundred Sixty Six Thousand Six Hundred Sixty Three Dollars (\$466,663.00).

4. The work shall be commenced on the date of the DISTRICT'S Notice to Proceed and shall be completed within Sixty Two (62) 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 One Thousand Dollars (\$1,000.00) 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
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Subcontractors of every tier	\$1,000,000
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and

Subject to the same limit for each person on account of one accident, in an amount not less than	\$2,000,000
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Subcontractors of every tier	\$1,000,000
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Property Damage Insurance in an amount not less than	\$2,000,000
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Subcontractors of every tier	\$1,000,000
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Builder's Risk Insurance without exclusion or limitation in an amount not less than	120% of the Contract Price
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Excess Liability Insurance (Contractor only)	\$2,000,000
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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 Randy Reber, 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. Force Majeure. The Contractor and District are excused from performance during the time and to the extent that they are prevented from obtaining, performing any act or rendering any services required under this Agreement by a Force Majeure Event. If a Force Majeure Event caused the failure or delay beyond the Parties' control and which by the Parties' exercise of due diligence could not reasonably have been avoided, an extension of contract times in an amount equal to the time loss due to such delay shall be the Contractor's sole and exclusive remedy for such delay. A "Force Majeure Event" shall mean events or circumstances occurring by acts of God, such as tornadoes, lightning, earthquakes, hurricanes, floods, or other natural disasters; epidemics; pandemics; quarantine restrictions; fire; strikes; lock-out; commandeering of materials, products, plants or facilities by the government; terrorist attacks; wars; riots; civil disturbances; or governmental acts, including sanction, embargo, and import or export regulation, or order; when satisfactory evidence thereof is presented to the other party, provided that it is satisfactorily established that the non-performance is not due to the fault or neglect of the party not performing.

15. 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

By: _____
Signature

By: _____
Signature

Print Name

Print Name

Title

Title

CONTRACTOR'S License No.

Tax ID/Social Security No.

(CORPORATE SEAL OF CONTRACTOR,
if corporation)

TO: Board of Trustees

FROM: Kathleen F. Burke, Chancellor

RE: Saddleback College: New, Revised, and Deleted Curriculum for the 2020-21 and 2021-22 Academic Years

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 2020-21 and 2021-22 academic years. Exhibit A includes revised programs for academic year 2020-21; Exhibit B includes new, revised, and deleted courses for academic year 2021-22; and Exhibit C includes new and revised programs for academic year 2021-22. The new, revised, and deleted 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 Chancellor recommends that the Board of Trustees approve the proposed curriculum change for the 2020-21 academic year at Saddleback College as listed in Exhibit A and the proposed curriculum changes for the 2021-22 academic year as listed in Exhibits B and C.

SADDLEBACK COLLEGE
REVISED PROGRAMS
ACADEMIC YEAR 2020-2021

**Current
General Education**

CSU-GE Certificate of Achievement

Students may earn a Certificate of Achievement in General Education upon completion of a pattern of approved courses intended for transfer. See www.assist.org for additional information.

Program Student Learning Outcomes

Students who complete this program will be able to:

- Explain the values of a culture as expressed through its art or language.
- Demonstrate effective expository and persuasive writing skills.
- Develop a reasoned solution to a problem.
- Evaluate new and accepted ideas about the natural universe using testable methodology.
- Evaluate the methods of inquiry and evidence used in the behavioral and social sciences.

California State University General Education Certification (CSU-GE)

Completion of a minimum of 39 units including all the requirements of the California State University General Education Certification. SEE THE ARTICULATION/TRANSFER PATTERN SECTION OF THE CATALOG FOR A LIST OF SPECIFIC COURSE REQUIREMENTS.

Course ID	Title	Units
Required Core 39 Units		
Area A: English Language, Communication and Critical Thinking 9 units required. Complete one course in Area A1, A2, and A3.		
A1 Oral Communication		
COMM 1*	Communication Fundamentals	3
Or		
COMM 1H*	Honors Communication Fundamentals	3
COMM 5	Interpersonal Communication	3
A2 Written Communication		
ENG 1A*	Principles of Composition I	4
Or		
ENG 1AH*	Honors Principles of Composition I	4
A3 Critical Thinking		
ENG 1B*	Principles of Composition II	3
Or		
ENG 1BH*	Honors Principles of Composition II	3
ENG 70*	Critical Thinking, Reading, and Writing	3
PHIL 12*	Introduction to Logic	3
COMM 2*	Persuasion	3
COMM 3*	Argumentation and Debate	3
Area B: Scientific Inquiry and Quantitative Reasoning – 9 units required.		
Complete one course from Area B1 and one course from Area B2. One course must have a laboratory. #denotes laboratory courses. Complete one Math course from Area B4.		
B1 Physical Science		
ASTR 20	General Astronomy	3
ASTR 20	General Astronomy	3
And		
ASTR 25*#	Observational Astronomy	3
ASTR 21	The Solar System	3
CHEM 1A*#	General Chemistry	5
CHEM 1B*#	General Chemistry	5

CHEM 2*#	General Chemistry Principles	2
CHEM 3*#	Fundamental Chemistry	4
CHEM 12A*#	Organic Chemistry	5
CHEM 12B*#	Organic Chemistry	5
CHEM 13*	Organic Chemistry Principles	3
CHEM 108#	Introduction to General, Organic, and Biochemistry	4
ENV 5	Biodiversity Conservation	3
ENV 23#	Environmental Geology	4
GEOG 1	Physical Geography	3
Or		
GEOG 1H	Honors Physical Geography	3
GEOG 1	Physical Geography	3
And		
GEOG 1L*#	Physical Geography Laboratory	1
GEOL 1#	Introduction to Physical Geology	4
GEOL 2*#	Historical Geology	4
GEOL 3	Geology of California	3
GEOL 4	Natural Disasters	3
GEOL 7	Weather and Climate	3
GEOL 20#	Introduction to Earth Science	4
GEOL 21	The Solar System	3
GEOL 23#	Environmental Geology	4
MS 4#	Southern California Coastal Ecology	4
MS 20#	Introduction to Oceanography	4
PHYS 1A*#	Physics with Calculus for Chemistry and Life Sciences I	4
PHYS 1B*#	Physics with Calculus for Chemistry and Life Sciences II	4
PHYS 2A*#	Introduction to Physics	5
PHYS 2B*#	Introduction to Physics	5
PHYS 4A*#	General Physics	5
PHYS 4B*#	General Physics	5
PHYS 4C*#	General Physics	5
PHYS 20#	The Ideas and Events of Physics	4
B2 Biological Science		
ANTH 1	Biological Anthropology	3
Or		
ANTH 1H	Honors Biological Anthropology	3
ANTH 1	Biological Anthropology	3
And		
ANTH 1L*#	Biological Anthropology Laboratory	1
BIO 3AH*#	Honors General Biology I	5
BIO 3BH*#	Honors General Biology II	5
BIO 3C*#	Biochemistry and Molecular Biology	5
BIO 4A*#	Principles of Cellular Biology	4
BIO 4B*#	Principles of Organismal Biology	4
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	4
BIO 40	Evolution	3
BIO 43*	Animal Behavior	3
BIO 113#	Human Anatomy and Physiology	4
ENV 18#	Introduction to Ecology	4
ENV 24#	Natural History of California	4
HORT 20#	Introduction to Horticultural Science	4
PSYC 3*	Biological Psychology	4

SADDLEBACK COLLEGE
REVISED PROGRAMS
ACADEMIC YEAR 2020-2021

B4 Mathematics			MUS 23	Introduction to World Music	3
MATH 2*	Pre-Calculus Mathematics	5	MUS 24	Music since 1900	3
MATH 3A*	Analytic Geometry and Calculus	5	MUS 27	History of Jazz	3
Or			MUS 28	History of Rock	3
MATH 3AH*	Honors Analytic Geometry and Calculus	5	MUS 32*	Singing Society	2
MATH 3B*	Analytic Geometry and Calculus	5	MUS 33*	Masterworks Chorale	2
MATH 3C*	Analytic Geometry and Calculus	5	MUS 34*	Early Music Ensemble	2
MATH 7*	College Algebra	5	MUS 35*	Contemporary Choir	2
MATH 8*	College Algebra for Brief Calculus	5	MUS 47*	Saddleback College Big Band	2
MATH 10*	Introduction to Statistics	3	PHOT 25	History of Photography	3
MATH 11*	A Brief Course in Calculus	5	TA 10	Musical Theatre Techniques	3
MATH 14*	Mathematics for Elementary School Teachers	4	TA 11	Stage Movement	3
			TA 25	Theatre History – Primitive to Renaissance	3
MATH 24*	Elementary Differential Equations	4	TA 110	Chicana(o) Latina(o) Theatre	3
MATH 26*	Introduction to Linear Algebra	4			
MATH 103*	Mathematical Ideas	3	C2 Humanities		
MATH 124*	Trigonometry	3	ARAB 1*	Elementary Arabic	5
PSYC 44*	Statistics for the Behavioral Sciences	3	ARAB 2*	Elementary Arabic	5
			ARAB 3*	Intermediate Arabic	5
Area C: Arts and Humanities 9 units required. Complete one Course from Area C1 and one course from Area C2. Complete a third course from either Area.			ARAB 4*	Intermediate Arabic	5
C1Arts			ARAB 10*	Intermediate Conversational Arabic	3
ARCH 12	History of Architecture	3	ARAB 21	Introduction to Arabic Culture	3
ART 4	Fundamentals of Arts	3	CHI 1*	Elementary Chinese	5
ART 40	2-D Foundations	3	CHI 2*	Elementary Chinese	5
ART 41	Three-Dimensional Design	3	CHI 3*	Intermediate Chinese	5
ART 42	Color Theory and Practice	3	CHI 4*	Intermediate Chinese	5
ARTH 20	Art Appreciation	3	CHI 21*	Introduction to Chinese Culture and Influence in the U.S.	3
ARTH 21	Women and Art	3	COMM 30	Introduction to Oral Interpretation	3
ARTH 22	Survey of Asian Art	3	ENG 3*	Introduction to Creative Writing	3
ARTH 23	African, Oceanic, and Ancient North American Art	3	ENG 4*	Fiction Fundamentals	3
ARTH 24	Indigenous Arts of the Americas	3	ENG 15A*	Survey of American Literature – 1620-1860	3
ARTH 25	Survey of Art History – Ancient Worlds to Gothic	3	ENG 15B*	Survey of American Literature – 1860-Contemporary	3
ARTH 26*	Survey of Western Art History – Renaissance to Contemporary	3	ENG 17A*	Survey of English Literature – Beowulf to Romantic Movement	3
ARTH 27	History of American Art	3	ENG 17B*	Survey of English Lit – Romantic Movement to the Present	3
ARTH 29	Introduction to World Art	3	ENG 18*	Shakespeare – The Tragedies	3
ARTH 30	History of Modern Art 1825-1945	3	ENG 21A*	World Literature – Ancient to 17 th Century	3
ARTH 32	Survey of Contemporary Art	3	ENG 21B*	World Literature – 17 th Century to Modern Period	3
COMM 32*	Interpreters' Theatre	3	ENG 22*	Introduction to Shakespeare	3
CTVR 2	History and Appreciation of Television Broadcasting	3	ENG 24*	Ethnic Voices in Literature – The American Experience	3
CTVR 3	History and Appreciation of American Cinema	3	ENG 25*	Introduction to Literature	3
CTVR 5	History and Appreciation of International Cinema	3	ENG 27A*	Introduction to the Novel	3
CTVR 7	Cross Cultural Cinema	3	Or		
CTVR 9	Women in Cinema and Television	3	ENG 27AH*	Honors Introduction to the Novel	3
DANC 64	History of Dance	3	ENG 44*	Classical Mythology	3
DANC 74	Multicultural Dance History in the United States	3	ENG 52*	The Film as Literature	3
FA 27	Introduction to Fine Arts	3	ENG 142*	Children's Literature	3
FASH 144	Fashion Trends and Cultural Costumes	3	FR 1*	Elementary French	5
GD 1	History of Animation	3	FR 2*	Elementary French	5
GD 2	History of Graphic Design	3	FR 3*	Intermediate French	5
HORT 115	History of Landscape Design	3	FR 4*	Intermediate French	5
ID 110	Fundamentals of Interior Design	3	FR 10*	Intermediate Conversational French	3
ID 122	History of Interior Architecture and Furnishings I	3	FE 21	Introduction to French Language and Culture	3
ID 125	History of Interior Architecture and Furnishings II	3	GER 1*	Elementary German	5
MUS 1	The Basic of Music	3	GER 2*	Elementary German	5
MUS 20	Music Appreciation	3	GER 3*	Intermediate German	5
			GER 4*	Intermediate German	5
			HEBR 1*	Elementary Hebrew	5
			HEBR 2*	Elementary Hebrew	5
			HIST 4	World History to 1500	3

SADDLEBACK COLLEGE
REVISED PROGRAMS
ACADEMIC YEAR 2020-2021

HIST 5	World History since 1500	3	SL 4*	American Sign Language IV	4
HIST 16	History of the United States to 1876	3	SL 10	Deaf Culture and Its History	3
HIST 17	History of the United States since 1876	3	SPAN 1*	Elementary Spanish	5
HON 11H*	Honors Culture, Science, Society – The Renaissance	3	Or		
HON 12H	Honors Culture, Science, Society – The Post Modern World	3	SPAN 1H*	Honors Elementary Spanish	5
HON 13H*	Honors Culture, Science, Society – Power, Resistance, Empire	3	SPAN 2*	Elementary Spanish	5
HON 14H*	Honors Culture, Science, Society – Transformation of Empire	3	Or		
HON 15H*	Honors Culture, Science, Society – From Philosophy to Science	3	SPAN 2H*	Honors Elementary Spanish	5
HON 16H*	Honors Culture, Science, Society – Natural And Social Science	3	SPAN 3*	Intermediate Spanish	5
HUM 1*	Introduction to Humanities	3	SPAN 4*	Intermediate Spanish	5
HUM 2*	Origins of Western Culture in Literature	3	SPAN 10*	Intermediate Conversational Spanish	3
HUM 3*	The Culture of Medieval and Renaissance Europe	3	SPAN 11*	Advanced Conversational Spanish	3
HUM 21	The Search for Meaning – Ideas of Self Across Cultures	3	SPAN 20A*	Civilization of Spain through 1898	3
HUM 25*	Planet Earth – Contemporary Issues and Controversies	3	SPAN 20B*	Civilization of Spain 1898 to Present	3
HUM 30BH*	Honors Culture, Science, Society B-Power, Resistance, Empire	3	SPAN 21A*	Civilization of Latin America through 1900	3
HUM 30CH	Honors Culture, Science, Society C – Nature & Politics I	3	SPAN 21B*	Civilization of Latin America 1900-Present	3
HUM 31BH*	Honors Culture, Science, Society B-Transformation of Empire	3	SPAN 21C*	Hispanic Culture and Literature in the United States	3
HUM 31CH	Honors Culture, Science, Society C – Nature & Politics II	3	Area D: Social Sciences 9 units required.		
ITA 1*	Elementary Italian	5	Choose three courses from a least two different subjects		
ITA 2*	Elementary Italian	5	ANTH 2	Cultural Anthropology	3
ITA 3*	Intermediate Italian	5	Or		
ITA 4*	Intermediate Italian	5	ANTH 2H	Honors Cultural Anthropology	3
ITA 21*	Introduction to Italian Culture	3	ANTH 3*	Culture and Language	3
JA 1*	Elementary Japanese	5	ANTH 4	Native American Cultures	3
JA 2*	Elementary Japanese	5	ANTH 5	Anthropology of Latin America-Culture, Identity, and Power	3
JA 3*	Intermediate Japanese	5	ANTH 6*	Global Issues in Anthropological Perspective	3
JA 4*	Intermediate Japanese	5	ANTH 8	World Prehistory	3
JA 21*	Introduction to Japanese Culture	3	ANTH 9	Introduction to Archaeology	3
KOR 1*	Elementary Korean	5	ANTH 13	Magic, Witchcraft, and Religion	3
KOR 2*	Elementary Korean	5	ANTH 15	The World of Primates	3
KOR 3*	Intermediate Korean	5	ANTH 17	The Biological Evolution of Human Nature	3
KOR 4*	Intermediate Korean	5	ANTH 21	Women, Gender, and Culture - Cross-Cultural Perspectives	3
KOR 21*	Introduction to Korean Culture	3	CDE 7*	Child Growth and Development	3
PHIL 1*	Introduction to Philosophy	3	Or		
Or			CDE 7H*	Honors Child Growth and Development	3
PHIL 1H*	Honors Introduction to Philosophy	3	CDE 15*	Child, Family, and Community	3
PHIL 5*	History of Modern Philosophy	3	COMM 20	Intercultural Communication	3
PHIL 10*	World Religions	3	CTVR 1	Mass Media and Society	3
PHIL 14*	Philosophy of Religion	3	ECON 2*	Principles (MACRO)	3
PHIL 15*	Introduction to Ethics	3	Or		
PORT 1*	Elementary Portuguese	5	ECON 2H*	Honors Principles of Macroeconomics	3
PORT 2*	Elementary Portuguese	5	ECON 4	Principles (MICRO)	
PORT 3*	Intermediate Portuguese	5	Or		
PORT 4*	Intermediate Portuguese	5	ECON 4H*	Honors Principles of Microeconomics	3
PRSN 1*	Elementary Persian	5	ECON 11	International Political Economy	3
PRSN 2*	Elementary Persian	5	ENV 1	Introduction to Environmental Studies	3
PRSN 3*	Intermediate Persian	5	ENV 6*	Scarcity and Environment	3
PRSN 4*	Intermediate Persian	5	ES 1	Multicultural Experiences in the United States	3
PRSN 21*	Introduction to Persian Culture	3	ES 3	Introduction to Chicana(o) and Latina(o) Cultures	3
SL 1*	American Sign Language I	4	GEOG 2	Cultural Geography	3
SL 2*	American Sign Language II	4	Or		
SL 3*	American Sign Language III	4	GEOG 2H	Honors Cultural Geography	3
			GEOG 3	World Regional Geography	3
			GEOG 38	California Geography	3
			GLST 1*	Introduction to Global Studies	3
			GLST 2*	Global Issues	3
			HIST 11	Perspectives of Peace Studies	3
			HIST 12	Revolutions and Revolts	3

SADDLEBACK COLLEGE
REVISED PROGRAMS
ACADEMIC YEAR 2020-2021

HIST 15	The Vietnam War	3	GSS 11H	Honors Introduction to Feminist Theory	3
HIST 16	History of the United States to 1876	3	GSS 15	Introduction to Queer Studies	3
HIST 17	History of the United States since 1876	3	GSS 31	Gender and Popular Culture	3
HIST 19	United States since 1945	3			
HIST 20	Ethnic Cultures of the United States	3			
HIST 21	Women in United States History – A Multi-Cultural Perspective	3		AREA E: Lifelong Understanding and Self-Development 3 units required. A maximum of 2 units is permitted for activity course in DANC/KNES/KNEA/PE	
HIST 22	Survey of United States History	3	BUS 16	Personal Law, Street Law	3
HIST 27	Latin America – Pre-European to Independent Nationhood	3	CDE 7*	Child Growth and Development	3
			Or		
HIST 28	Latin America – 1800 to the Present	3	CDE 7H*	Honors Child Growth and Development	3
HIST 29	Film and History in Latin America	3	COUN 40	Educational and Vocational Planning	3
HIST 30	History of Mexico	3	COUN 150	Helping Relationships	3
HIST 32	California History	3	COUN 51	Human Relationships	3
HIST 33	Chicano – Latino American History	3	COUN 60	Career and Vocational Exploration	3
HIST 62	European History to 1650	3	DANC 38*	Intermediate Mat Pilates	1
HIST 63	European History since 1650	3	DANC 38*	Intermediate Mat Pilates	1.5
HIST 70	History of Asia to 1800	3	DANC 51	Introduction to Ballet	1
HIST 71	History of Asia since 1800	3	DANC 51	Introduction to Ballet	1.5
HIST 72	History of China	3	DANC 52	Ballet Dancing Level I	1
HIST 74	History of the Middle East to 1800	3	DANC 52	Ballet Dancing Level I	1.5
HIST 75	History of the Modern Middle East	3	DANC 53*	Intermediate Ballet	1
HIST 80	Introduction to Contemporary Africa	3	DANC 53*	Intermediate Ballet	1.5
HIST 81	African American History	3	DANC 54	Introduction to Modern Dance	1
HS 100*	Introduction to Human Services	3	DANC 54	Introduction to Modern Dance	1.5
HS 120*	Human Development in the Social Environment	3	DANC 55*	Modern Dance Level I	1
			DANC 55*	Modern Dance Level I	1.5
JRN 1	Mass Media and Society	3	DANC 56*	Intermediate Modern Dance	1
PS 1	American Government	3	DANC 56*	Intermediate Modern Dance	1.5
Or			DANC 57	Introduction to Jazz Dancing	1
PS 1H	Honors American Government	3	DANC 57	Introduction to Jazz Dancing	1.5
PS 4	Introduction to Political Science	3	DANC 58	Jazz Dancing Level I	1
PS 10H	Honors Political Theory	3	DANC 58	Jazz Dancing Level I	1.5
PS 11	International Political Economy	3	DANC 59*	Intermediate Jazz Dancing	1
PS 12	Comparative Politics and Government	3	DANC 59*	Intermediate Jazz Dancing	1.5
PS 14	International Relations	3	DANC 60	Introduction to Tap Dancing	1
PS 80	Introduction to Contemporary Africa	3	DANC 61	Tap Dancing Level I	1
PSYC 1	Introduction to Psychology	3	DANC 62*	Intermediate Tap Dancing	1
Or			DANC 63	Exercise for Dancers	1
PSYC 1H	Honors Introduction to Psychology	3	FASH 141	Apparel Selection	3
PSYC 2*	Research Methods in Psychology	3	FCS 115	Consumer Issues	3
Or			FCS 142	Life Management	3
PSYC 2H*	Honors Research Methods in Psychology	3	FN 50	Fundamentals of Nutrition	3
PSYC 4	Introduction to Cognitive Psychology	3	FN 64	Nutrition Issues and Controversies	3
PSYC 5*	Psychological Aspects of Human Sexuality	3	HLTH 1	Contemporary Health Issues	3
PSYC 7*	Developmental Psychology – Childhood through Adolescence	3	HLTH 3	Women's Health Issues	3
			HS 175	Substance Abuse Education, Prevention, And Intervention	3
PSYC 16*	Introduction to Cross-Culture Psychology	3			
PSYC 21	The Psychology of Women	3	HSC 151	Intro to Therapy and Career Exploration of Rehabilitation	3
PSYC 30*	Social Psychology	3			
PSYC 33	Psychology of Adjustment	3	KNEA 1	Adapted Strength Training	1
PSYC 37*	Abnormal Behavior	3	KNEA 1	Adapted Strength Training	1.5
PSYC 425*	Psychology of Aging	3	KNEA 107	Survey and Assessment of Fitness	1
SOC 1	Introduction of Sociology	3	KNEA 151	Intro to Therapy And Career Exploration of Rehabilitation	3
SOC 2	Social Problems	3			
SOC 10	Introduction to Marriage and the Family	3	KNES 1	Cardiovascular Conditioning	1
SOC 15*	Socialization of the Child	3	KNES 1	Cardiovascular Conditioning	1.5
SOC 20	Ethnic Cultures of the United States	3	KNES 2	Strength Training	1.5
SOC 21	Women in Contemporary Society	3	KNES 3	Circuit Weight Training	1
SOC 23	Food and Society	3	KNES 3	Circuit Weight Training	1.5
SOC 25	Social Stratification	3	KNES 4	Beginning Weight Lifting	1
SOC 30*	Social Psychology	3	KNES 4	Beginning Weight Lifting	1.5
SOC 125	Sociology of Aging	3	KNES 5*	Intermediate Weight Lifting	1
GSS 10	Introduction to Women's Studies	3	KNES 5*	Intermediate Weight Lifting	1.5
Or			KNES 6	Advanced Weight Lifting	1
GSS 10H	Honors Intro to Women's Studies	3	KNES 6*	Advanced Weight Lifting	1.5

SADDLEBACK COLLEGE
REVISED PROGRAMS
ACADEMIC YEAR 2020-2021

KNES 7	Step Training	1	KNES 90	Beginning Self-Defense	1
KNES 8	Beginning Cardio Kickboxing	1	KNES 91	Intermediate Self-Defense	1
KNES 8	Beginning Cardio Kickboxing	1.5	KNES 93	Beginning Karate	1
KNES 9	Stretching, Flexibility, and Conditioning	1	KNES 94	Beginning Aikido	1
KNES 9	Stretching, Flexibility, and Conditioning	1.5	KNES 95*	Intermediate Aikido	1
KNES 10	Cross Training	1	KNES 97*	Intermediate Karate	1
KNES 10	Cross Training	1.5	KNES 107	Fitness Assessment and Survey	1
KNES 17	Beginning Bowling	1	KNES 187	Beginning Pickleball	1
KNES 18*	Intermediate Bowling	1	KNES 199	Street Martial Arts	1
KNES 19	Beginning Cycling and Spinning	1	N 161	Lifecycle 2, Growth and Development	1.5
KNES 19	Beginning Cycling and Spinning	1.5	N 165	Lifecycle 1, Fundamentals of Aging	1.5
KNES 20	Beginning Golf I	1	PSYC 5*	Psychological Aspects of Human Sexuality	3
KNES 21*	Beginning Golf II	1	PSYC 7*	Developmental Psychology – Childhood	
KNES 22*	Intermediate Golf	1		Through Adolescence	3
KNES 22*	Intermediate Golf	1.5	PSYC 33	Psychology of Adjustment	3
KNES 23*	Advanced Golf	1	SOC 126	Death and Dying	3
KNES 24	Beginning Tennis I	1	SOC 180	Introduction to Aging	3
KNES 24	Beginning Tennis I	1.5	GSS 120	Women and Careers	3
KNES 25*	Beginning Tennis II	1	Note: CSU Graduation requirement in U.S. History, Constitution, and American Ideals can be met by completing PS 1 or PS1H and one U.S. History course selected from HIST 16, 17, or 22.		
KNES 25*	Beginning Tennis II	1.5	*Course has a prerequisite, corequisite, limitation, or recommended preparation; see course description.		
KNES 26*	Intermediate Tennis	1			
KNES 26*	Intermediate Tennis	1.5			
KNES 27*	Advanced Tennis	1			
KNES 27*	Advanced Tennis	1.5			
KNES 28*	Beginning Yoga	1			
KNES 28*	Beginning Yoga	1.5			
KNES 29	Introduction to Tai Chi Ch'uan	1			
KNES 31	Muscle Toning for Women	1			
KNES 31	Muscle Toning for Women	1.5			
KNES 33*	Beginning Surfing I	1			
KNES 34*	Beginning Surfing II – Shortboarding	1			
KNES 37*	Intermediate Tai Chi Ch'uan	1			
KNES 38*	Intermediate Mat Pilates	1			
KNES 38*	Intermediate Mat Pilates	1.5			
KNES 39*	Intermediate Yoga	1			
KNES 39*	Intermediate Yoga	1.5			
KNES 41	Swimming for Nonswimmers	1			
KNES 41	Swimming for Nonswimmers	1.5			
KNES 42*	Intermediate Swimming	1			
KNES 42*	Intermediate Swimming	1.5			
KNES 44*	Aquatic Conditioning	1			
KNES 44*	Aquatic Conditioning	1.5			
KNES 49	Aqua Aerobics	1			
KNES 49	Aqua Aerobics	1.5			
KNES 50	Aerobic Dance	1			
KNES 50	Aerobic Dance	1.5			
KNES 63	Beginning Rock Climbing	1			
KNES 65	Introduction to Mat Pilates	1			
KNES 65	Introduction to Mat Pilates	1.5			
KNES 66	Core Training	1			
KNES 66	Core Training	1.5			
KNES 68	Walking for Fitness	1			
KNES 69	Trail Hiking	1			
KNES 70	Basketball	1			
KNES 70	Basketball	1.5			
KNES 71*	Advanced Basketball	1			
KNES 71*	Advanced Basketball	1.5			
KNES 72*	Beginning Soccer	1			
KNES 72*	Beginning Soccer	1.5			
KNES 76	Beginning Volleyball	1			
KNES 77*	Intermediate Volleyball	1			
KNES 78*	Advanced Volleyball	1			
KNES 79*	Advanced Baseball	1			
KNES 81	Beginning Beach Volleyball	1			
KNES 84*	Intermediate Beach Volleyball	1			
KNES 88	Intermediate Rock Climbing	1			

SADDLEBACK COLLEGE
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**Revised
General Education**

CSU-GE Certificate of Achievement

Students may earn a Certificate of Achievement in General Education upon completion of a pattern of approved courses intended for transfer. See www.assist.org for additional information.

Program Student Learning Outcomes

Students who complete this program will be able to:

- Explain the values of a culture as expressed through its art or language.
- Demonstrate effective expository and persuasive writing skills.
- Develop a reasoned solution to a problem.
- Evaluate new and accepted ideas about the natural universe using testable methodology.
- Evaluate the methods of inquiry and evidence used in the behavioral and social sciences.

California State University General Education Certification (CSU-GE)

Completion of a minimum of 39 units including all the requirements of the California State University General Education Certification. SEE THE ARTICULATION/TRANSFER PATTERN SECTION OF THE CATALOG FOR A LIST OF SPECIFIC COURSE REQUIREMENTS.

Course ID	Title	Units
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Required Core 39 Units

Area A: English Language, Communication and Critical Thinking 9 units required. Complete one course in Area A1, A2, and A3.

A1 Oral Communication

COMM 1*	Communication Fundamentals	3
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Or

COMM 1H*	Honors Communication Fundamentals	3
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COMM 5	Interpersonal Communication	3
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A2 Written Communication

ENG 1A*	Principles of Composition I	4
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Or

ENG 1AH*	Honors Principles of Composition I	4
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A3 Critical Thinking

ENG 1B*	Principles of Composition II	3
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Or

ENG 1BH*	Honors Principles of Composition II	3
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ENG 70*	Critical Thinking, Reading, and Writing	3
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PHIL 12*	Introduction to Logic	3
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COMM 2*	Persuasion	3
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COMM 3*	Argumentation and Debate	3
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Area B: Scientific Inquiry and Quantitative Reasoning – 9 units required.

Complete one course from Area B1 and one course from Area B2. One course must have a laboratory. #denotes laboratory courses. Complete one Math course from Area B4.

B1 Physical Science

ASTR 20	General Astronomy	3
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ASTR 20	General Astronomy	3
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And

ASTR 25*#	Observational Astronomy	3
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ASTR 21	The Solar System	3
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CHEM 1A*#	General Chemistry	5
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CHEM 1B*#	General Chemistry	5
CHEM 2*#	General Chemistry Principles	2
CHEM 3*#	Fundamental Chemistry	4
CHEM 12A*#	Organic Chemistry	5
CHEM 12B*#	Organic Chemistry	5
CHEM 13*	Organic Chemistry Principles	3
CHEM 108#	Introduction to General, Organic, and Biochemistry	4
ENV 23#	Environmental Geology	4
GEOG 1	Physical Geography	3
Or		
GEOG 1H	Honors Physical Geography	3
GEOG 1	Physical Geography	3
And		
GEOG 1L*#	Physical Geography Laboratory	1
GEOL 1#	Introduction to Physical Geology	4
GEOL 2*#	Historical Geology	4
GEOL 3	Geology of California	3
GEOL 4	Natural Disasters	3
GEOL 7	Weather and Climate	3
GEOL 20#	Introduction to Earth Science	4
GEOL 21	The Solar System	3
GEOL 23#	Environmental Geology	4
MS 4#	Southern California Coastal Ecology	4
MS 20#	Introduction to Oceanography	4
PHYS 1A*#	Physics with Calculus for Chemistry and Life Sciences I	4
PHYS 1B*#	Physics with Calculus for Chemistry and Life Sciences II	4
PHYS 2A*#	Introduction to Physics	5
PHYS 2B*#	Introduction to Physics	5
PHYS 4A*#	General Physics	5
PHYS 4B*#	General Physics	5
PHYS 4C*#	General Physics	5
PHYS 20#	The Ideas and Events of Physics	4

B2 Biological Science

ANTH 1	Biological Anthropology	3
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Or

ANTH 1H	Honors Biological Anthropology	3
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ANTH 1	Biological Anthropology	3
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And

ANTH 1L*#	Biological Anthropology Laboratory	1
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BIO 3AH*#	Honors General Biology I	5
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BIO 3BH*#	Honors General Biology II	5
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BIO 3C*#	Biochemistry and Molecular Biology	5
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BIO 4A*#	Principles of Cellular Biology	4
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BIO 4B*#	Principles of Organismal Biology	4
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BIO 11*#	Human Anatomy	4
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BIO 12*#	Human Physiology	4
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BIO 15*#	General Microbiology	5
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BIO 19#	Marine Biology	4
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BIO 20#	Introduction to Biology	4
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BIO 22*	Human Genetics	3
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BIO 28*	Plants and Human Affairs	3
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BIO 30*	Human Biology	3
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BIO 31*#	Biology of Plants	4
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BIO 40	Evolution	3
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BIO 43*	Animal Behavior	3
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BIO 113#	Human Anatomy and Physiology	4
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ENV 5	Biodiversity Conservation	3
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ENV 18#	Introduction to Ecology	4
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ENV 24#	Natural History of California	4
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HORT 20#	Introduction to Horticultural Science	4
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PSYC 3*	Biological Psychology	4
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SADDLEBACK COLLEGE
REVISED PROGRAMS
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B4 Mathematics			MUS 23	Introduction to World Music	3
MATH 2*	Pre-Calculus Mathematics	5	MUS 24	Music since 1900	3
MATH 3A*	Analytic Geometry and Calculus	5	MUS 27	History of Jazz	3
Or			MUS 28	History of Rock	3
MATH 3AH*	Honors Analytic Geometry and Calculus	5	MUS 32*	Singing Society	2
MATH 3B*	Analytic Geometry and Calculus	5	MUS 33*	Masterworks Chorale	2
MATH 3C*	Analytic Geometry and Calculus	5	MUS 34*	Early Music Ensemble	2
MATH 7*	College Algebra	5	MUS 35*	Contemporary Choir	2
MATH 8*	College Algebra for Brief Calculus	5	MUS 47*	Saddleback College Big Band	2
MATH 10*	Introduction to Statistics	3	PHOT 25	History of Photography	3
MATH 11*	A Brief Course in Calculus	5	TA 10	Musical Theatre Techniques	3
MATH 14*	Mathematics for Elementary School Teachers	4	TA 11	Stage Movement	3
MATH 24*	Elementary Differential Equations	4	TA 20	Theatre Appreciation	3
MATH 26*	Introduction to Linear Algebra	4	TA 22	Musical Theatre History and Appreciation	3
MATH 103*	Mathematical Ideas	3	TA 25	Theatre History – Primitive to Renaissance	3
MATH 124*	Trigonometry	3	TA 110	Chicana(o) Latina(o) Theatre	3
PSYC 44*	Statistics for the Behavioral Sciences	3	C2 Humanities		
Area C: Arts and Humanities 9 units required. Complete one Course from Area C1 and one course from Area C2. Complete a third course from either Area.					
C1Arts			ARAB 1*	Elementary Arabic	5
ARCH 12	History of Architecture	3	ARAB 2*	Elementary Arabic	5
ART 4	Fundamentals of Arts	3	ARAB 3*	Intermediate Arabic	5
ART 40	2-D Foundations	3	ARAB 4*	Intermediate Arabic	5
ART 41	Three-Dimensional Design	3	ARAB 10*	Intermediate Conversational Arabic	3
ART 42	Color Theory and Practice	3	ARAB 21	Introduction to Arabic Culture	3
ARTH 20	Art Appreciation	3	CHI 1*	Elementary Chinese	5
ARTH 21	Women and Art	3	CHI 2*	Elementary Chinese	5
ARTH 22	Survey of Asian Art	3	CHI 3*	Intermediate Chinese	5
ARTH 23	African, Oceanic, and Ancient North American Art	3	CHI 4*	Intermediate Chinese	5
ARTH 24	Indigenous Arts of the Americas	3	CHI 21*	Introduction to Chinese Culture and Influence in the U.S.	3
ARTH 25	Survey of Art History – Ancient Worlds to Gothic	3	COMM 30	Introduction to Oral Interpretation	3
ARTH 26*	Survey of Western Art History – Renaissance to Contemporary	3	ENG 3*	Introduction to Creative Writing	3
ARTH 27	History of American Art	3	ENG 4*	Fiction Fundamentals	3
ARTH 29	Introduction to World Art	3	ENG 15A*	Survey of American Literature – 1620-1860	3
ARTH 30	History of Modern Art 1825-1945	3	ENG 15B*	Survey of American Literature – 1860-Contemporary	3
ARTH 32	Survey of Contemporary Art	3	ENG 17A*	Survey of English Literature – Beowulf to Romantic Movement	3
COMM 32*	Interpreters' Theatre	3	ENG 17B*	Survey of English Lit – Romantic Movement to the Present	3
CTVR 2	History and Appreciation of Television Broadcasting	3	ENG 18*	Shakespeare – The Tragedies	3
CTVR 3	History and Appreciation of American Cinema	3	ENG 21A*	World Literature – Ancient to 17 th Century	3
CTVR 5	History and Appreciation of International Cinema	3	ENG 21B*	World Literature – 17 th Century to Modern Period	3
CTVR 7	Cross Cultural Cinema	3	ENG 22*	Introduction to Shakespeare	3
CTVR 9	Women in Cinema and Television	3	ENG 24*	Ethnic Voices in Literature – The American Experience	3
DANC 64	History of Dance	3	ENG 25*	Introduction to Literature	3
DANC 74	Multicultural Dance History in the United States	3	ENG 27A*	Introduction to the Novel	3
FA 27	Introduction to Fine Arts	3	Or		
FASH 144	Fashion Trends and Cultural Costumes	3	ENG 27AH*	Honors Introduction to the Novel	3
GD 1	History of Animation	3	ENG 44*	Classical Mythology	3
GD 2	History of Graphic Design	3	ENG 52*	The Film as Literature	3
HORT 115	History of Landscape Design	3	ENG 142*	Children's Literature	3
ID 110	Fundamentals of Interior Design	3	FR 1*	Elementary French	5
ID 122	History of Interior Architecture and Furnishings I	3	FR 2*	Elementary French	5
ID 125	History of Interior Architecture and Furnishings II	3	FR 3*	Intermediate French	5
MUS 1	The Basic of Music	3	FR 4*	Intermediate French	5
MUS 20	Music Appreciation	3	FR 10*	Intermediate Conversational French	3
			FR 21*	Introduction to French Language and Culture	3
			GER 1*	Elementary German	5
			GER 2*	Elementary German	5
			GER 3*	Intermediate German	5
			GER 4*	Intermediate German	5
			HEBR 1*	Elementary Hebrew	5
			HEBR 2*	Elementary Hebrew	5

SADDLEBACK COLLEGE
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HIST 4	World History to 1500	3	SL 4*	American Sign Language IV	4
HIST 5	World History since 1500	3	SL 10	Deaf Culture and Its History	3
HIST 16	History of the United States to 1876	3	SPAN 1*	Elementary Spanish	5
HIST 17	History of the United States since 1876	3	Or		
HON 11H*	Honors Culture, Science, Society – The Renaissance	3	SPAN 1H*	Honors Elementary Spanish	5
HON 12H*	Honors Culture, Science, Society – The Post-Modern World	3	SPAN 2*	Elementary Spanish	5
HON 13H*	Honors Culture, Science, Society – Power, Resistance, Empire	3	Or		
HON 14H*	Honors Culture, Science, Society – Trans-Formation of Empire	3	SPAN 2H*	Honors Elementary Spanish	5
HON 15H*	Honors Culture, Science, Society – From Philosophy to Science	3	SPAN 3*	Intermediate Spanish	5
HON 16H*	Honors Culture, Science, Society – Natural And Social Science	3	SPAN 4*	Intermediate Spanish	5
HUM 1*	Introduction to Humanities	3	SPAN 10*	Intermediate Conversational Spanish	3
HUM 2*	Origins of Western Culture in Literature	3	SPAN 11*	Advanced Conversational Spanish	3
HUM 3*	The Culture of Medieval and Renaissance Europe	3	SPAN 20A*	Civilization of Spain through 1898	3
HUM 21*	The Search for Meaning – Ideas of Self Across Cultures	3	SPAN 20B*	Civilization of Spain 1898 to Present	3
HUM 25*	Planet Earth – Contemporary Issues and Controversies	3	SPAN 21A*	Civilization of Latin America through 1900	3
HUM 30BH*	Honors Culture, Science, Society B-Power, Resistance, Empire	3	SPAN 21B*	Civilization of Latin America 1900-Present	3
HUM 30CH*	Honors Culture, Science, Society C – Nature & Politics I	3	SPAN 21C*	Hispanic Culture and Literature in the United States	3
HUM 31BH*	Honors Culture, Science, Society B-Transformation of Empire	3	Area D: Social Sciences 9 units required.		
HUM 31CH*	Honors Culture, Science, Society C – Nature & Politics II	3	Choose three two courses from a least two different subjects		
ITA 1*	Elementary Italian	5	ANTH 2	Cultural Anthropology	3
ITA 2*	Elementary Italian	5	Or		
ITA 3*	Intermediate Italian	5	ANTH 2H	Honors Cultural Anthropology	3
ITA 4*	Intermediate Italian	5	ANTH 3*	Culture and Language	3
ITA 21*	Introduction to Italian Culture	3	ANTH 4	Native American Cultures	3
JA 1*	Elementary Japanese	5	ANTH 5	Anthropology of Latin America-Culture, Identity, and Power	3
JA 2*	Elementary Japanese	5	ANTH 6*	Global Issues in Anthropological Perspective	3
JA 3*	Intermediate Japanese	5	ANTH 8	World Prehistory	3
JA 4*	Intermediate Japanese	5	ANTH 9	Introduction to Archaeology	3
JA 21*	Introduction to Japanese Culture	3	ANTH 13	Magic, Witchcraft, and Religion	3
KOR 1*	Elementary Korean	5	ANTH 15	The World of Primates	3
KOR 2*	Elementary Korean	5	ANTH 17	The Biological Evolution of Human Nature	3
KOR 3*	Intermediate Korean	5	ANTH 21	Women, Gender, and Culture - Cross-Cultural Perspectives	3
KOR 4*	Intermediate Korean	5	CDE 7*	Child Growth and Development	3
KOR 21*	Introduction to Korean Culture	3	Or		
PHIL 1*	Introduction to Philosophy	3	CDE 7H*	Honors Child Growth and Development	3
Or			CDE 15*	Child, Family, and Community	3
PHIL 1H*	Honors Introduction to Philosophy	3	COMM 20	Intercultural Communication	3
PHIL 5*	History of Modern Philosophy	3	CTVR 1	Mass Media and Society	3
PHIL 10*	World Religions	3	ECON 2*	Principles (MACRO)	3
PHIL 14*	Philosophy of Religion	3	Or		
PHIL 15*	Introduction to Ethics	3	ECON 2H*	Honors Principles of Macroeconomics	3
PORT 1*	Elementary Portuguese	5	ECON 4*	Principles (MICRO)	3
PORT 2*	Elementary Portuguese	5	Or		
PORT 3*	Intermediate Portuguese	5	ECON 4H*	Honors Principles of Microeconomics	3
PORT 4*	Intermediate Portuguese	5	ECON 11	International Political Economy	3
PRSN 1*	Elementary Persian	5	ENV 1	Introduction to Environmental Studies	3
PRSN 2*	Elementary Persian	5	ENV 6*	Scarcity and Environment	3
PRSN 3*	Intermediate Persian	5	ES 1	Multicultural Experiences in the United States	3
PRSN 4*	Intermediate Persian	5	ES 3	Introduction to Chicana(o) and Latina(o) Cultures	3
PRSN 21*	Introduction to Persian Culture	3	GEOG 2	Cultural Geography	3
SL 1*	American Sign Language I	4	Or		
SL 2*	American Sign Language II	4	GEOG 2H	Honors Cultural Geography	3
SL 3*	American Sign Language III	4	GEOG 3	World Regional Geography	3
			GEOG 38	California Geography	3
			GLST 1*	Introduction to Global Studies	3
			GLST 2*	Global Issues	3
			HIST 11	Perspectives of Peace Studies	3
			HIST 12	Revolutions and Revolts	3
			HIST 15	The Vietnam War	3

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HIST 16	History of the United States to 1876	3	GSS 11H	Honors Introduction to Feminist Theory	3
HIST 17	History of the United States since 1876	3	GSS 15	Introduction to Queer Studies	3
HIST 19	United States since 1945	3	GSS 31	Gender and Popular Culture	3
HIST 20	Ethnic Cultures of the United States	3	AREA E: Lifelong Understanding and Self-Development 3 units required. A maximum of 2 units is permitted for activity course in DANC/KNES/KNEA/PE		
HIST 21	Women in United States History – A Multi-Cultural Perspective	3	BUS 16	Personal Law, Street Law	3
HIST 22	Survey of United States History	3	CDE 7*	Child Growth and Development	3
HIST 27	Latin America – Pre-European to Independent Nationhood	3	Or		
HIST 28	Latin America – 1800 to the Present	3	CDE 7H*	Honors Child Growth and Development	3
HIST 29	Film and History in Latin America	3	CDE 126	School Age and Adolescent Development	3
HIST 30	History of Mexico	3	COUN 40	Educational and Vocational Planning	3
HIST 32	California History	3	COUN 150	Helping Relationships	3
HIST 33	Chicano – Latino American History	3	COUN 51	Human Relationships	3
HIST 62	European History to 1650	3	COUN 60	Career and Vocational Exploration	3
HIST 63	European History since 1650	3	DANC 38*	Intermediate Mat Pilates	1
HIST 70	History of Asia to 1800	3	DANC 38*	Intermediate Mat Pilates	1.5
HIST 71	History of Asia since 1800	3	DANC 51	Introduction to Ballet	1
HIST 72	History of China	3	DANC 51	Introduction to Ballet	1.5
HIST 74	History of the Middle East to 1800	3	DANC 52	Ballet Dancing Level I	1
HIST 75	History of the Modern Middle East	3	DANC 52	Ballet Dancing Level I	1.5
HIST 80	Introduction to Contemporary Africa	3	DANC 53*	Intermediate Ballet	1
HIST 81	African American History	3	DANC 53*	Intermediate Ballet	1.5
HS 100*	Introduction to Human Services	3	DANC 54	Introduction to Modern Dance	1
HS 120*	Human Development in the Social Environment	3	DANC 54	Introduction to Modern Dance	1.5
JRN 1	Mass Media and Society	3	DANC 55*	Modern Dance Level I	1
PS 1	American Government	3	DANC 55*	Modern Dance Level I	1.5
Or			DANC 56*	Intermediate Modern Dance	1
PS 1H	Honors American Government	3	DANC 56*	Intermediate Modern Dance	1.5
PS 4	Introduction to Political Science	3	DANC 57	Introduction to Jazz Dancing	1
PS 10H	Honors Political Theory	3	DANC 57	Introduction to Jazz Dancing	1.5
PS 11	International Political Economy	3	DANC 58	Jazz Dancing Level I	1
PS 12	Comparative Politics and Government	3	DANC 58	Jazz Dancing Level I	1.5
PS 14	International Relations	3	DANC 59*	Intermediate Jazz Dancing	1
PS 80	Introduction to Contemporary Africa	3	DANC 59*	Intermediate Jazz Dancing	1.5
PSYC 1	Introduction to Psychology	3	DANC 60	Introduction to Tap Dancing	1
Or			DANC 61	Tap Dancing Level I	1
PSYC 1H	Honors Introduction to Psychology	3	DANC 62*	Intermediate Tap Dancing	1
PSYC 2*	Research Methods in Psychology	3	DANC 63	Exercise for Dancers	1
Or			FASH 141	Apparel Selection	3
PSYC 2H*	Honors Research Methods in Psychology	3	FCS 115	Consumer Issues	3
PSYC 4	Introduction to Cognitive Psychology	3	FCS142	Life Management	3
PSYC 5*	Psychological Aspects of Human Sexuality	3	FN 50	Fundamentals of Nutrition	3
PSYC 7*	Developmental Psychology – Childhood through Adolescence	3	FN 64	Nutrition Issues and Controversies	3
PSYC 16*	Introduction to Cross-Culture Psychology	3	HLTH 1	Contemporary Health Issues	3
PSYC 21	The Psychology of Women	3	HLTH 3	Women's Health Issues	3
PSYC 30*	Social Psychology	3	HS 175	Substance Abuse Education, Prevention, And Intervention	3
PSYC 33	Psychology of Adjustment	3	HSC 151	Intro to Therapy and Career Exploration of Rehabilitation	3
PSYC 37*	Abnormal Behavior	3	KNEA 1	Adapted Strength Training	1
PSYC 25*	Psychology of Aging	3	KNEA 1	Adapted Strength Training	1.5
SOC 1	Introduction of Sociology	3	KNEA 107	Survey and Assessment of Fitness	1
SOC 2	Social Problems	3	KNEA 151	Intro to Therapy And Career Exploration of Rehabilitation	3
SOC 10	Introduction to Marriage and the Family	3	KNES 1	Cardiovascular Conditioning	1
SOC 15*	Socialization of the Child	3	KNES 1	Cardiovascular Conditioning	1.5
SOC 20	Ethnic Cultures of the United States	3	KNES 2	Strength Training	1.5
SOC 21	Women in Contemporary Society	3	KNES 3	Circuit Weight Training	1
SOC 23	Food and Society	3	KNES 3	Circuit Weight Training	1.5
SOC 25	Social Stratification	3	KNES 4	Beginning Weight Lifting	1
SOC 30*	Social Psychology	3	KNES 4	Beginning Weight Lifting	1.5
SOC 125	Sociology of Aging	3	KNES 5*	Intermediate Weight Lifting	1
GSS 10	Introduction to Women's Studies	3			
Or					
GSS 10H	Honors Intro to Women's Studies	3			

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KNES 5*	Intermediate Weight Lifting	1.5	KNES 81	Beginning Beach Volleyball	1
KNES 6*	Advanced Weight Lifting	1	KNES 84*	Intermediate Beach Volleyball	1
KNES 6*	Advanced Weight Lifting	1.5	KNES 88	Intermediate Rock Climbing	1
KNES 7	Step Training	1	KNES 90	Beginning Self-Defense	1
KNES 8	Beginning Cardio Kickboxing	1	KNES 91	Intermediate Self-Defense	1
KNES 8	Beginning Cardio Kickboxing	1.5	KNES 93	Beginning Karate	1
KNES 9	Stretching, Flexibility, and Conditioning	1	KNES 94	Beginning Aikido	1
KNES 9	Stretching, Flexibility, and Conditioning	1.5	KNES 95*	Intermediate Aikido	1
KNES 10	Cross Training	1	KNES 97*	Intermediate Karate	1
KNES 10	Cross Training	1.5	KNES 107	Fitness Assessment and Survey	1
KNES 17	Beginning Bowling	1	KNES 187	Beginning Pickleball	1
KNES 18*	Intermediate Bowling	1	KNES 199	Street Martial Arts	1
KNES 19	Beginning Cycling and Spinning	1	N 161	Lifecycle 2, Growth and Development	1.5
KNES 19	Beginning Cycling and Spinning	1.5	N 165	Lifecycle 1, Fundamentals of Aging	1.5
KNES 20	Beginning Golf I	1	PSYC 5*	Psychological Aspects of Human Sexuality	3
KNES 21*	Beginning Golf II	1	PSYC 7*	Developmental Psychology – Childhood	
KNES 22*	Intermediate Golf	1		Through Adolescence	3
KNES 22*	Intermediate Golf	1.5	PSYC 33	Psychology of Adjustment	3
KNES 23*	Advanced Golf	1	SOC 16	Death and Dying	3
KNES 24	Beginning Tennis I	1	SOC 180	Introduction to Aging	3
KNES 24	Beginning Tennis I	1.5	GSS 120	Women and Careers	3
KNES 25*	Beginning Tennis II	1	Note: CSU Graduation requirement in U.S. History, Constitution, and American Ideals can be met by completing PS 1 or PS1H and one U.S. History course selected from HIST 16, 17, or 22.		
KNES 25*	Beginning Tennis II	1.5	*Course has a prerequisite, corequisite, limitation, or recommended preparation; see course description.		
KNES 26*	Intermediate Tennis	1			
KNES 26*	Intermediate Tennis	1.5			
KNES 27*	Advanced Tennis	1			
KNES 27*	Advanced Tennis	1.5			
KNES 28	Beginning Yoga	1			
KNES 28	Beginning Yoga	1.5			
KNES 29	Introduction to Tai Chi Ch'uan	1			
KNES 31	Muscle Toning for Women	1			
KNES 31	Muscle Toning for Women	1.5			
KNES 33*	Beginning Surfing I	1			
KNES 34*	Beginning Surfing II – Shortboarding	1			
KNES 37*	Intermediate Tai Chi Ch'uan	1			
KNES 38*	Intermediate Mat Pilates	1			
KNES 38*	Intermediate Mat Pilates	1.5			
KNES 39*	Intermediate Yoga	1			
KNES 39*	Intermediate Yoga	1.5			
KNES 41	Swimming for Nonswimmers	1			
KNES 41	Swimming for Nonswimmers	1.5			
KNES 42*	Intermediate Swimming	1			
KNES 42*	Intermediate Swimming	1.5			
KNES 44*	Aquatic Conditioning	1			
KNES 44*	Aquatic Conditioning	1.5			
KNES 49	Aqua Aerobics	1			
KNES 49	Aqua Aerobics	1.5			
KNES 50	Aerobic Dance	1			
KNES 50	Aerobic Dance	1.5			
KNES 63	Beginning Rock Climbing	1			
KNES 65	Introduction to Mat Pilates	1			
KNES 65	Introduction to Mat Pilates	1.5			
KNES 66	Core Training	1			
KNES 66	Core Training	1.5			
KNES 68	Walking for Fitness	1			
KNES 69	Trail Hiking	1			
KNES 70	Basketball	1			
KNES 70	Basketball	1.5			
KNES 71*	Advanced Basketball	1			
KNES 71*	Advanced Basketball	1.5			
KNES 72*	Beginning Soccer	1			
KNES 72*	Beginning Soccer	1.5			
KNES 76	Beginning Volleyball	1			
KNES 77*	Intermediate Volleyball	1			
KNES 78*	Advanced Volleyball	1			
KNES 79*	Advanced Baseball	1			

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**Current
General Education**

IGETC GE Certificate of Achievement

Students may earn a Certificate of Achievement in General Education upon completion of a pattern of approved courses intended for transfer. See www.assist.org for additional information.

Program Student Learning Outcomes

Students who complete this program will be able to:

- Explain the values of a culture as expressed through its art or language.
- Demonstrate effective expository and persuasive writing skills.
- Develop a reasoned solution to a problem.
- Evaluate new and accepted ideas about the natural universe using testable methodology.
- Evaluate the methods of inquiry and evidence used in the behavioral and social sciences.

Course ID	Title	Units
Required Core 37 Units		
Area 1: English Communication		
A. English Composition		
ENG 1A*	Principles of Composition I	4
Or		
ENG 1AH*	Honors Principles of Composition I	4
B. Critical Thinking/Composition – Choose one course:		
ENG 1B*	Principles of Composition II	3
ENG 1BH*	Honors Principles of Composition II	3
ENG 70*	Critical Thinking, Reading, and Writing	3
C. Oral Communication – Required for CSU Transfer ONLY		
COMM 1*	Communication Fundamentals	3
Or		
COMM 1H*	Honors Communication Fundamentals	3
Area 2: Mathematical Concepts – 3 units required – Choose one course:		
MATH 2*	Pre-Calculus Mathematics	5
MATH 3A*	Analytic Geometry and Calculus	5
Or		
MATH 3AH*	Honors Analytic Geometry and Calculus	5
MATH 3B*	Analytic Geometry and Calculus	5
MATH 3C*	Analytic Geometry and Calculus	5
MATH 7*	College Algebra	5
MATH 8*	College Algebra for Brief Calculus	5
MATH 10*	Introduction to Statistics	3
MATH 11*	A Brief Course in Calculus	5
MATH 24*	Elementary Differential Equations	4
MATH 26*	Introduction to Linear Algebra	4
PSYC 44*	Statistics for the Behavioral Sciences	3
Area 3: Arts and Humanities 9 units required. Complete one Course from the Arts and one from the Humanities. Select a third course from either		
A. Arts		
ARCH 12	History of Architecture	3
ART 4	Fundamentals of Arts	3
ARTH 20	Art Appreciation	3
ARTH 21	Women and Art	3

ARTH 22	Survey of Asian Art (India, China, Japan, And Korea)	3
ARTH 23	African, Oceanic, and Ancient North American Art	3
ARTH 24	Indigenous Arts of the Americas	3
ARTH 25	Survey of Art History – Ancient Worlds to Gothic	3
ARTH 26*	Survey of Western Art History Renaissance to Contemporary	3
ARTH 27	History of American Art	3
ARTH 29	Introduction to World Art	3
ARTH 30	History of Modern Art 1825-1945	3
ARTH 32	Survey of Contemporary Art	3
CTVR 2	History and Appreciation of Television Broadcasting	3
CTVR 3	The History and Appreciation of American Cinema	3
CTVR 5	History and Appreciation of International Cinema	3
CTVR 7	Cross Cultural Cinema	3
CTVR 9	Women in Cinema and Television	3
DANC 64	History of Dance	3
DANC 74	Multicultural Dance History in the United States	3
FA 27	Introduction to Fine Arts	3
GD 1	History of Animation	3
GD 2	History of Graphic Design	3
MUS 20	Music Appreciation	3
MUS 23	Introduction to World Music	3
MUS 24	Music Since 1900	3
MUS 27	History of Jazz	3
MUS 28	History of Rock	3
PHOT 25	History of Photography	3
TA 20	Theatre Appreciation	3
TA 25	Theatre History – Primitive to Renaissance	3
B. Humanities		
ARAB 2*	Elementary Arabic	5
ARAB 3*	Intermediate Arabic	5
ARAB 4*	Intermediate Arabic	5
ARAB 21	Introduction to Arabic Culture	3
CHI 2*	Elementary Chinese	5
CHI 3*	Intermediate Chinese	5
CHI 4*	Intermediate Chinese	5
CHI 21*	Introduction to Chinese Culture and Influence in the U.S.	3
ENG 15A*	Survey of American Literature – 1620-1860	3
ENG 15B*	Survey of American Literature – 1860-Contemporary	3
ENG 17A*	Survey of English Literature – Beowulf to Romantic Movement	3
ENG 17B*	Survey of English Lit – Romantic Movement to the Present	3
ENG 18*	Shakespeare – The Tragedies	3
ENG 21A*	World Literature – Ancient to 17 th Century	3
ENG 21B*	World Literature – 17 th Century to Modern Period	3
ENG 22*	Introduction to Shakespeare	3
ENG 24*	Ethnic Voices in Literature – The American Experience 3	3
ENG 25*	Introduction to Literature	3
ENG 27A*	Introduction to the Novel	3
Or		
ENG 27AH*	Honors Introduction to the Novel	3
ENG 44*	Classical Mythology	3

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ENG 52*	The Film as Literature	3	PRSN 21*	Introduction to Persian Culture	3
FR 2*	Elementary French	5	SL 2*	American Sign Language II	4
FR 3*	Intermediate French	5	SL 3*	American Sign Language III	4
FR 4*	Intermediate French	5	SL 4*	American Sign Language IV	4
FR 21*	Introduction to French Language and Culture	3	SPAN 2*	Elementary Spanish	5
GER 2*	Elementary German	5	Or		
GER 3*	Intermediate German	5	SPAN 2H*	Honors Elementary Spanish	5
GER 4*	Intermediate German	5	SPAN 3	Intermediate Spanish	5
HEBR 2*	Elementary Hebrew	5	SPAN 4*	Intermediate Spanish	5
HIST 4	World History to 1500	3	SPAN 20A*	Civilization of Spain through 1898	3
HIST 5	World History since 1500	3	SPAN 20B*	Civilization of Spain 1898 to Present	3
HIST 16	History of the United States to 1876	3	SPAN 21A*	Civilization of Latin America through 1900	3
HIST 17	History of the United States since 1876	3	SPAN 21B*	Civilization of Latin America 1900-Present	3
HIST 30	History of Mexico	3	SPAN 21C*	Hispanic Culture and Literature in the United States	3
HIST 70	History of Asia to 1800	3			
HIST 71	History of Asia Since 1800	3	Area 4: Social and Behavioral Science 9 units required.		
HIST 72	History of China	3	Choose three courses from a least two different subjects		
HIST 75	History of the Modern Middle East	3	ANTH 2	Cultural Anthropology	3
HON 11H*	Honors Culture, Science, Society – Renaissance	3	Or		
HON 12H*	Honors Culture, Science, Society – The Postmodern World	3	ANTH 2H	Honors Cultural Anthropology	3
HON 13H*	Honors Culture, Science, Society – Power, Resistance, Empire	3	ANTH 3*	Culture and Language	3
HON 14H*	Honors Culture, Science, Society – Transformation of Empire	3	ANTH 4	Native American Cultures	3
HON 15H*	Honors Culture, Science, Society – From Philosophy to Science	3	ANTH 5	Anthropology of Latin America-Culture, Identity, and Power	3
HON 16H*	Honors Culture, Science, Society – Natural And Social Science	3	ANTH 6*	Global Issues in Anthropological Perspective	3
HUM 1*	Introduction to Humanities	3	ANTH 8	World Prehistory	3
HUM 2*	Origins of Western Culture in Literature	3	ANTH 9	Introduction to Archaeology	3
HUM 3*	The Culture of Medieval and Renaissance Europe	3	ANTH 13	Magic, Witchcraft, and Religion	3
HUM 21*	The Search for Meaning – Ideas of Self Across Cultures	3	ANTH 15	The World of Primates	3
HUM 30BH*	Honors Culture, Science, Society B-Power, Resistance, Empire	3	ANTH 17	The Biological Evolution of Human Nature	3
HUM 30CH*	Honors Culture, Science, Society C – Nature & Politics I 3	3	ANTH 21	Women, Gender, and Culture - Cross-Cultural Perspectives	3
HUM 31BH*	Honors Culture, Science, Society B-Transformation of Empire	3	CDE 7*	Child Growth and Development	3
HUM 31CH*	Honors Culture, Science, Society C – Nature & Politics II	3	Or		
ITA 2*	Elementary Italian	5	CDE 7H*	Honors Child Growth and Development	3
ITA 3*	Intermediate Italian	5	CDE 15*	Child, Family, and Community	3
ITA 4*	Intermediate Italian	5	CTVR 1	Mass Media and Society	3
ITA 21*	Introduction to Italian Culture	3	ECON 2*	Principles (MACRO)	3
JA 2*	Elementary Japanese	5	Or		
JA 3*	Intermediate Japanese	5	ECON 2H*	Honors Principles of Macroeconomics	3
JA 4*	Intermediate Japanese	5	ECON 4	Principles (MICRO)	3
JA 21*	Introduction to Japanese Culture	3	Or		
KOR 2*	Elementary Korean	5	ECON 4H*	Honors Principles of Microeconomics	3
KOR 3*	Intermediate Korean	5	ECON 11	International Political Economy	3
KOR 4*	Intermediate Korean	5	ENV 1	Introduction to Environmental Studies	3
KOR 21*	Introduction to Korean Culture	3	ENV 6*	Scarcity and Environment	3
PHIL 1*	Introduction to Philosophy	3	ES 1	Multicultural Experiences in the United States	3
Or			ES 3	Introduction to Chicana(o) and Latina(o) Cultures	3
PHIL 1H*	Honors Introduction to Philosophy	3	GEOG 2	Cultural Geography	3
PHIL 5*	History of Modern Philosophy	3	Or		
PHIL 10*	World Religions	3	GEOG 2H	Honors Cultural Geography	3
PHIL 14*	Philosophy of Religion	3	GEOG 3	World Regional Geography	3
PHIL 15*	Introduction to Ethics	3	GEOG 38	California Geography	3
PORT 2*	Elementary Portuguese	5	GLST 1*	Introduction to Global Studies	3
PORT 3*	Intermediate Portuguese	5	GLST 2*	Global Issues	3
PORT 4*	Intermediate Portuguese	5	HIST 11	Perspectives of Peace Studies	3
PRSN 2*	Elementary Persian	5	HIST 12	Revolutions and Revolts	3
PRSN 3*	Intermediate Persian	5	HIST 15	The Vietnam War	3
PRSN 4*	Intermediate Persian	5	HIST 16	History of the United States to 1876	3
			HIST 17	History of the United States since 1876	3
			HIST 19	United States since 1945	3
			HIST 20	Ethnic Cultures of the United States	3
			HIST 21	Women in United States History – A Multi-Cultural Perspective	3
			HIST 22	Survey of United States History	3
			HIST 27	Latin America – Pre-European to	

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HIST 28	Independent Nationhood	3	CHEM 2*#	General Chemistry Principles	2
HIST 29	Latin America – 1800 to the Present	3	CHEM 3*#	Fundamental Chemistry	4
HIST 30	Film and History in Latin America	3	CHEM 12A*#	Organic Chemistry	5
HIST 32	History of Mexico	3	CHEM 12B*#	Organic Chemistry	5
HIST 33	California History	3	CHEM 13*	Organic Chemistry Principles	3
HIST 62	Chicano – Latino American History	3	ENV 5	Biodiversity Conservation	3
HIST 63	European History to 1650	3	ENV 23#	Environmental Geology	4
HIST 70	European History since 1650	3	GEOG 1	Physical Geography	3
HIST 71	History of Asia to 1800	3	Or		
HIST 72	History of Asia since 1800	3	GEOG 1H	Honors Physical Geography	3
HIST 74	History of China	3	GEOG 1	Physical Geography	3
HIST 75	History of the Middle East to 1800	3	And		
HIST 80	History of the Modern Middle East	3	GEOG 1L*#	Physical Geography Laboratory	1
HIST 81	Introduction to Contemporary Africa	3	GEOG 1#	Introduction to Physical Geology	4
JRN 1	African American History	3	GEOG 2*#	Historical Geology	4
PS 1	Mass Media and Society	3	GEOG 3	Geology of California	3
Or	American Government	3	GEOG 4	Natural Disasters	3
PS 1H	Honors American Government	3	GEOG 7	Weather and Climate	3
PS 4	Introduction to Political Science	3	GEOG 20#	Introduction to Earth Science	4
PS 10H	Honors Political Theory	3	GEOG 21	The Solar System	
PS 11	International Political Economy	3	GEOG 23#	Environmental Geology	4
PS 12	Comparative Politics and Government	3	MS 4#	Southern California Coastal Ecology	4
PS 14	International Relations	3	MS 20#	Introduction to Oceanography	4
PS 80	Introduction to Contemporary Africa	3	PHYS 1A*#	Physics with Calculus for Chemistry and Life Science I	4
PSYC 1	Introduction to Psychology	3	PHYS 1B*#	Physics with Calculus for Chemistry and Life Science II	4
Or			PHYS 2A*#	Introduction to Physics	5
PSYC 1H	Honors Introduction to Psychology	3	PHYS 2B*#	Introduction to Physics	5
PSYC 2*	Research Methods in Psychology	3	PHYS 4A*#	General Physics	5
Or			PHYS 4B*#	General Physics	5
PSYC 2H*	Honors Research Methods in Psychology	3	PHYS 4C*#	General Physics	5
PSYC 4	Introduction to Cognitive Psychology	3	PHYS 20#	The Ideas and Events of Physics	4
PSYC 5*	Psychological Aspects of Human Sexuality	3	A. Biological Science		
PSYC 7*	Developmental Psychology – Childhood through Adolescence	3	ANTH 1	Biological Anthropology	3
PSYC 16*	Introduction to Cross-Culture Psychology	3	Or		
PSYC 21	The Psychology of Women	3	ANTH 1H	Honors Biological Anthropology	3
PSYC 30*	Social Psychology	3	ANTH 1	Biological Anthropology	3
PSYC 33	Psychology of Adjustment	3	And		
PSYC 37*	Abnormal Behavior	3	ANTH 1L*#	Biological Anthropology Laboratory	1
SOC 1	Introduction of Sociology	3	BIO 3AH*#	Honors General Biology I	5
SOC 2	Social Problems	3	BIO 3BH*#	Honors General Biology II	5
SOC 10	Introduction to Marriage and the Family	3	BIO 3C*#	Biochemistry and Molecular Biology	5
SOC 15*	Socialization of the Child	3	Bio 4A*#	Principles of Cellular Biology	4
SOC 20	Ethnic Cultures of the United States	3	BIO 4B*#	Principles of Organismal Biology	4
SOC 21	Women in Contemporary Society	3	BIO 11*#	Human Anatomy	4
SOC 23	Food and Society	3	BIO 15*#	General Microbiology	5
SOC 25	Social Stratification	3	BIO 19#	Marine Biology	4
SOC 30*	Social Psychology	3	BIO 20#	Introduction to Biology	4
COMM 20	Intercultural Communication	3	BIO 28*	Plants and Human Affairs	3
GSS 10	Introduction to Women's Studies	3	BIO 30*	Human Biology	3
Or			BIO 31*#	Biology of Plants	4
GSS 10H	Honors Intro to Women's Studies	3	BIO 40	Evolution	3
GSS 11H	Honors Introduction to Feminist Theory	3	BIO 43*	Animal Behavior	3
GSS 15	Introduction to Queer Studies	3	ENV 5	Biodiversity Conservation	3
GSS 31	Gender and Popular Culture	3	ENV 18#	Introduction to Ecology	4
			ENV 24#	Natural History of California	4
			HORT 20#	Introduction to Horticultural Science	4
			PSYC 3*	Biological Psychology	4

Area 5: Physical and Biological Sciences – 7 units required.
Complete one course from the Physical Science and one from the Biological Sciences. One course must have a laboratory. # denotes laboratory course.

A. Physical Science

ASTR 20	General Astronomy	3
ASTR 20	General Astronomy	3
And		
ASTR 25*#	Observational Astronomy	3
ASTR 21	The Solar System	3
CHEM 1A*#	General Chemistry	5
CHEM 1B*#	General Chemistry	5

Area 6: Language Other than English – UC Requirement ONLY
Proficiency equal to two years of study in one foreign language in high school with grades of "C" or better (Official copy of the high school transcript must be on file in Admissions and Records) OR
Select one course from the following OR see a counselor for other options:

ARAB 1*	Elementary Arabic	5
ARAB 2*	Elementary Arabic	5
ARAB 3*	Intermediate Arabic	5

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ARAB 4*	Intermediate Arabic	5
CHI 1*	Elementary Chinese	5
CHI 2*	Elementary Chinese	5
CHI 3*	Intermediate Chinese	5
CHI 4*	Intermediate Chinese	5
FR 1*	Elementary French	5
FR 2*	Elementary French	5
FR 3*	Intermediate French	5
FR 4*	Intermediate French	5
GER 1*	Elementary German	5
GER 2*	Elementary German	5
GER 3*	Intermediate German	5
GER 4*	Intermediate German	5
HEBR 1*	Elementary Hebrew	5
HEBR 2*	Elementary Hebrew	5
ITA 1*	Elementary Italian	5
ITA 2*	Elementary Italian	5
ITA 3*	Intermediate Italian	5
ITA 4*	Intermediate Italian	5
JA 1*	Elementary Japanese	5
JA 2*	Elementary Japanese	5
JA 3*	Intermediate Japanese	5
JA 4*	Intermediate Japanese	5
KOR 1*	Elementary Korean	5
KOR 2*	Elementary Korean	5
KOR 3*	Intermediate Korean	5
KOR 4*	Intermediate Korean	5
PORT 1*	Elementary Portuguese	5
PORT 2*	Elementary Portuguese	5
PORT 3*	Intermediate Portuguese	5
PORT 4*	Intermediate Portuguese	5
PRSN 1*	Elementary Persian	5
PRSN 2*	Elementary Persian	5
PRSN 3*	Intermediate Persian	5
PRSN 4*	Intermediate Persian	5
SL 1*	American Sign Language I	4
SL 2*	American Sign Language II	4
SL 3*	American Sign Language III	4
SL 4*	American Sign Language IV	4
SPAN 1*	Elementary Spanish	5
Or		
SPAN 1H*	Honors Elementary Spanish	5
SPAN 2*	Elementary Spanish	5
Or		
SPAN 2H*	Honors Elementary Spanish	5
SPAN 3*	Intermediate Spanish	5
SPAN 4*	Intermediate Spanish	5

Note: CSU Graduation requirement in U.S. History, Constitution, and American Ideals can be met by completing PS 1 or PS 1H AND one U.S. History course selected from HIST 16, 17 or 22.

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

**SADDLEBACK COLLEGE
REVISED PROGRAMS
ACADEMIC YEAR 2020-2021**

**Revised
General Education**

IGETC GE Certificate of Achievement

Students may earn a Certificate of Achievement in General Education upon completion of a pattern of approved courses intended for transfer. See www.assist.org for additional information.

Program Student Learning Outcomes

Students who complete this program will be able to:

- Explain the values of a culture as expressed through its art or language.
- Demonstrate effective expository and persuasive writing skills.
- Develop a reasoned solution to a problem.
- Evaluate new and accepted ideas about the natural universe using testable methodology.
- Evaluate the methods of inquiry and evidence used in the behavioral and social sciences.

Course ID	Title	Units
Required Core 37 Units		
Area 1: English Communication		
A. English Composition		
ENG 1A*	Principles of Composition I	4
Or		
ENG 1AH*	Honors Principles of Composition I	4
B. Critical Thinking/Composition – Choose one course:		
ENG 1B*	Principles of Composition II	3
ENG 1BH*	Honors Principles of Composition II	3
ENG 70*	Critical Thinking, Reading, and Writing	3
C. Oral Communication – Required for CSU Transfer ONLY		
COMM 1*	Communication Fundamentals	3
Or		
COMM 1H*	Honors Communication Fundamentals	3
Area 2: Mathematical Concepts – 3 units required – Choose one course:		
MATH 2*	Pre-Calculus Mathematics	5
MATH 3A*	Analytic Geometry and Calculus	5
Or		
MATH 3AH*	Honors Analytic Geometry and Calculus	5
MATH 3B*	Analytic Geometry and Calculus	5
MATH 3C*	Analytic Geometry and Calculus	5
MATH 7*	College Algebra	5
MATH 8*	College Algebra for Brief Calculus	5
MATH 10*	Introduction to Statistics	3
MATH 11*	A Brief Course in Calculus	5
MATH 24*	Elementary Differential Equations	4
MATH 26*	Introduction to Linear Algebra	4
PSYC 44*	Statistics for the Behavioral Sciences	3
Area 3: Arts and Humanities 9 units required. Complete one Course from the Arts and one from the Humanities. Select a third course from either		
A. Arts		
ARCH 12	History of Architecture	3
ART 4	Fundamentals of Arts	3
ARTH 20	Art Appreciation	3
ARTH 21	Women and Art	3
ARTH 22	Survey of Asian Art (India, China, Japan, And Korea)	3
ARTH 23	African, Oceanic, and Ancient North American Art	3
ARTH 24	Indigenous Arts of the Americas	3
ARTH 25	Survey of Art History – Ancient Worlds to Gothic	3

ARTH 26*	Survey of Western Art History Renaissance to Contemporary	3
ARTH 27	History of American Art	3
ARTH 29	Introduction to World Art	3
ARTH 30	History of Modern Art 1825-1945	3
ARTH 32	Survey of Contemporary Art	3
CTVR 2	History and Appreciation of Television Broadcasting	3
CTVR 3	The History and Appreciation of American Cinema	3
CTVR 5	History and Appreciation of International Cinema	3
CTVR 7	Cross Cultural Cinema	3
CTVR 9	Women in Cinema and Television	3
DANC 64	History of Dance	3
DANC 74	Multicultural Dance History in the United States	3
FA 27	Introduction to Fine Arts	3
GD 1	History of Animation	3
GD 2	History of Graphic Design	3
MUS 20	Music Appreciation	3
MUS 23	Introduction to World Music	3
MUS 24	Music Since 1900	3
MUS 27	History of Jazz	3
MUS 28	History of Rock	3
PHOT 25	History of Photography	3
TA 20	Theatre Appreciation	3
TA 25	Theatre History – Primitive to Renaissance	3
B. Humanities		
ARAB 2*	Elementary Arabic	5
ARAB 3*	Intermediate Arabic	5
ARAB 4*	Intermediate Arabic	5
ARAB 21	Introduction to Arabic Culture	3
CHI 2*	Elementary Chinese	5
CHI 3*	Intermediate Chinese	5
CHI 4*	Intermediate Chinese	5
CHI 21*	Introduction to Chinese Culture and Influence in the U.S.	3
ENG 15A*	Survey of American Literature – 1620-1860	3
ENG 15B*	Survey of American Literature – 1860-Contemporary	3
ENG 17A*	Survey of English Literature – Beowulf to Romantic Movement	3
ENG 17B*	Survey of English Lit – Romantic Movement to the Present	3
ENG 18*	Shakespeare – The Tragedies	3
ENG 21A*	World Literature – Ancient to 17 th Century	3
ENG 21B*	World Literature – 17 th Century to Modern Period	3
ENG 22*	Introduction to Shakespeare	3
ENG 24*	Ethnic Voices in Literature – The American Experience 3	3
ENG 25*	Introduction to Literature	3
ENG 27A*	Introduction to the Novel	3
Or		
ENG 27AH*	Honors Introduction to the Novel	3
ENG 44*	Classical Mythology	3
ENG 52*	The Film as Literature	3
FR 2*	Elementary French	5
FR 3*	Intermediate French	5
FR 4*	Intermediate French	5
FR 21*	Introduction to French Language and Culture	3
GER 2*	Elementary German	5
GER 3*	Intermediate German	5
GER 4*	Intermediate German	5

SADDLEBACK COLLEGE
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HEBR 2*	Elementary Hebrew	5	SPAN 20A*	Civilization of Spain through 1898	3
HIST 4	World History to 1500	3	SPAN 20B*	Civilization of Spain 1898 to Present	3
HIST 5	World History since 1500	3	SPAN 21A*	Civilization of Latin America through 1900	3
HIST 16	History of the United States to 1876	3	SPAN 21B*	Civilization of Latin America 1900-Present	3
HIST 17	History of the United States since 1876	3	SPAN 21C*	Hispanic Culture and Literature in the United States	3
HIST 30	History of Mexico	3			
HIST 70	History of Asia to 1800	3			
HIST 71	History of Asia Since 1800	3	Area 4: Social and Behavioral Science 9 units required.		
HIST 72	History of China	3	Choose three courses from a least two different subjects		
HIST 75	History of the Modern Middle East	3	ANTH 2	Cultural Anthropology	3
HON 11H*	Honors Culture, Science, Society – Renaissance	3	Or		
HON 12H*	Honors Culture, Science, Society – The Postmodern World	3	ANTH 2H	Honors Cultural Anthropology	3
HON 13H*	Honors Culture, Science, Society – Power, Resistance, Empire	3	ANTH 3*	Culture and Language	3
HON 14H*	Honors Culture, Science, Society – Trans-Formation of Empire	3	ANTH 4	Native American Cultures	3
HON 15H*	Honors Culture, Science, Society – From Philosophy to Science	3	ANTH 5	Anthropology of Latin America-Culture, Identity, and Power	3
HON 16H*	Honors Culture, Science, Society – Natural And Social Science	3	ANTH 6*	Global Issues in Anthropological Perspective	3
HUM 1*	Introduction to Humanities	3	ANTH 8	World Prehistory	3
HUM 2*	Origins of Western Culture in Literature	3	ANTH 9	Introduction to Archaeology	3
HUM 3*	The Culture of Medieval and Renaissance Europe	3	ANTH 13	Magic, Witchcraft, and Religion	3
HUM 21*	The Search for Meaning – Ideas of Self Across Cultures	3	ANTH 15	The World of Primates	3
HUM 30BH*	Honors Culture, Science, Society B-Power, Resistance, Empire	3	ANTH 17	The Biological Evolution of Human Nature	3
HUM 30CH*	Honors Culture, Science, Society C – Nature & Politics I 3	3	ANTH 21	Women, Gender, and Culture - Cross-Cultural Perspectives	3
HUM 31BH*	Honors Culture, Science, Society B-Transformation of Empire	3	CDE 7*	Child Growth and Development	3
HUM 31CH*	Honors Culture, Science, Society C – Nature & Politics II	3	Or		
ITA 2*	Elementary Italian	5	CDE 7H*	Honors Child Growth and Development	3
ITA 3*	Intermediate Italian	5	CDE 15*	Child, Family, and Community	3
ITA 4*	Intermediate Italian	5	CTVR 1	Mass Media and Society	3
ITA 21*	Introduction to Italian Culture	3	ECON 2*	Principles (MACRO)	3
JA 2*	Elementary Japanese	5	Or		
JA 3*	Intermediate Japanese	5	ECON 2H*	Honors Principles of Macroeconomics	3
JA 4*	Intermediate Japanese	5	ECON 4*	Principles (MICRO)	3
JA 21*	Introduction to Japanese Culture	3	Or		
KOR 2*	Elementary Korean	5	ECON 4H*	Honors Principles of Microeconomics	3
KOR 3*	Intermediate Korean	5	ECON 11	International Political Economy	3
KOR 4*	Intermediate Korean	5	ENV 1	Introduction to Environmental Studies	3
KOR 21*	Introduction to Korean Culture	3	ENV 6*	Scarcity and Environment	3
PHIL 1*	Introduction to Philosophy	3	ES 1	Multicultural Experiences in the United States	3
Or			ES 3	Introduction to Chicana(o) and Latina(o) Cultures	3
PHIL 1H*	Honors Introduction to Philosophy	3	GEOG 2	Cultural Geography	3
PHIL 5*	History of Modern Philosophy	3	Or		
PHIL 10*	World Religions	3	GEOG 2H	Honors Cultural Geography	3
PHIL 14*	Philosophy of Religion	3	GEOG 3	World Regional Geography	3
PHIL 15*	Introduction to Ethics	3	GEOG 38	California Geography	3
PORT 2*	Elementary Portuguese	5	GLST 1*	Introduction to Global Studies	3
PORT 3*	Intermediate Portuguese	5	GLST 2*	Global Issues	3
PORT 4*	Intermediate Portuguese	5	HIST 11	Perspectives of Peace Studies	3
PRSN 2*	Elementary Persian	5	HIST 12	Revolutions and Revolts	3
PRSN 3*	Intermediate Persian	5	HIST 15	The Vietnam War	3
PRSN 4*	Intermediate Persian	5	HIST 16	History of the United States to 1876	3
PRSN 21*	Introduction to Persian Culture	3	HIST 17	History of the United States since 1876	3
SL 2*	American Sign Language II	4	HIST 19	United States since 1945	3
SL 3*	American Sign Language III	4	HIST 20	Ethnic Cultures of the United States	3
SL 4*	American Sign Language IV	4	HIST 21	Women in United States History – A Multi-Cultural Perspective	3
SPAN 2*	Elementary Spanish	5	HIST 22	Survey of United States History	3
Or			HIST 27	Latin America – Pre-European to Independent Nationhood	3
SPAN 2H*	Honors Elementary Spanish	5	HIST 28	Latin America – 1800 to the Present	3
SPAN 3*	Intermediate Spanish	5	HIST 29	Film and History in Latin America	3
SPAN 4*	Intermediate Spanish	5	HIST 30	History of Mexico	3
			HIST 32	California History	3
			HIST 33	Chicano – Latino American History	3
			HIST 62	European History to 1650	3
			HIST 63	European History since 1650	3
			HIST 70	History of Asia to 1800	3

SADDLEBACK COLLEGE
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HIST 71	History of Asia since 1800	3
HIST 72	History of China	3
HIST 74	History of the Middle East to 1800	3
HIST 75	History of the Modern Middle East	3
HIST 80	Introduction to Contemporary Africa	3
HIST 81	African American History	3
JRN 1	Mass Media and Society	3
PS 1	American Government	3
Or		
PS 1H	Honors American Government	3
PS 4	Introduction to Political Science	3
PS 10H	Honors Political Theory	3
PS 11	International Political Economy	3
PS 12	Comparative Politics and Government	3
PS 14	International Relations	3
PS 80	Introduction to Contemporary Africa	3
PSYC 1	Introduction to Psychology	3
Or		
PSYC 1H	Honors Introduction to Psychology	3
PSYC 2*	Research Methods in Psychology	3
Or		
PSYC 2H*	Honors Research Methods in Psychology	3
PSYC 4	Introduction to Cognitive Psychology	3
PSYC 5*	Psychological Aspects of Human Sexuality	3
PSYC 7*	Developmental Psychology – Childhood through Adolescence	3
PSYC 16*	Introduction to Cross-Culture Psychology	3
PSYC 21	The Psychology of Women	3
PSYC 30*	Social Psychology	3
PSYC 33	Psychology of Adjustment	3
PSYC 37*	Abnormal Behavior	3
SOC 1	Introduction of Sociology	3
SOC 2	Social Problems	3
SOC 10	Introduction to Marriage and the Family	3
SOC 15*	Socialization of the Child	3
SOC 20	Ethnic Cultures of the United States	3
SOC 21	Women in Contemporary Society	3
SOC 23	Food and Society	3
SOC 25	Social Stratification	3
SOC 30*	Social Psychology	3
COMM 20	Intercultural Communication	3
GSS 10	Introduction to Women's Studies	3
Or		
GSS 10H	Honors Intro to Women's Studies	3
GSS 11H	Honors Introduction to Feminist Theory	3
GSS 15	Introduction to Queer Studies	3
GSS 31	Gender and Popular Culture	3

Area 5: Physical and Biological Sciences – 7 units required.
Complete one course from the Physical Science and one from the Biological Sciences. One course must have a laboratory. # denotes laboratory course.

A. Physical Science

ASTR 20	General Astronomy	3
ASTR 20	General Astronomy	3
And		
ASTR 25*#	Observational Astronomy	3
ASTR 21	The Solar System	3
CHEM 1A*#	General Chemistry	5
CHEM 1B*#	General Chemistry	5
CHEM 2*#	General Chemistry Principles	2
CHEM 3*#	Fundamental Chemistry	4
CHEM 12A*#	Organic Chemistry	5
CHEM 12B*#	Organic Chemistry	5
CHEM 13*	Organic Chemistry Principles	3
ENV 23#	Environmental Geology	4
GEOG 1	Physical Geography	3
Or		
GEOG 1H	Honors Physical Geography	3

GEOG 1	Physical Geography	
And		
GEOG 1L*#	Physical Geography Laboratory	1
GEOL 1#	Introduction to Physical Geology	4
GEOL 2*#	Historical Geology	4
GEOL 3	Geology of California	3
GEOL 4	Natural Disasters	3
GEOL 7	Weather and Climate	3
GEOL 20#	Introduction to Earth Science	4
GEOL 21	The Solar System	
GEOL 23#	Environmental Geology	4
MS 4#	Southern California Coastal Ecology	4
MS 20#	Introduction to Oceanography	4
PHYS 1A*#	Physics with Calculus for Chemistry and Life Science I	4
PHYS 1B*#	Physics with Calculus for Chemistry and Life Science II	4
PHYS 2A*#	Introduction to Physics	5
PHYS 2B*#	Introduction to Physics	5
PHYS 4A*#	General Physics	5
PHYS 4B*#	General Physics	5
PHYS 4C*#	General Physics	5
PHYS 20#	The Ideas and Events of Physics	4

B. Biological Science

ANTH 1	Biological Anthropology	3
Or		
ANTH 1H	Honors Biological Anthropology	3
ANTH 1	Biological Anthropology	3
And		
ANTH 1L*#	Biological Anthropology Laboratory	1
BIO 3AH*#	Honors General Biology I	5
BIO 3BH*#	Honors General Biology II	5
BIO 3C*#	Biochemistry and Molecular Biology	5
BIO 4A*#	Principles of Cellular Biology	4
BIO 4B*#	Principles of Organismal Biology	4
BIO 11*#	Human Anatomy	4
BIO 15*#	General Microbiology	5
BIO 19#	Marine Biology	4
BIO 20#	Introduction to Biology	4
BIO 28*	Plants and Human Affairs	3
BIO 30*	Human Biology	3
BIO 31*#	Biology of Plants	4
BIO 40	Evolution	3
BIO 43*	Animal Behavior	3
ENV 5	Biodiversity Conservation	3
ENV 18#	Introduction to Ecology	4
ENV 24#	Natural History of California	4
HORT 20#	Introduction to Horticultural Science	4
PSYC 3*	Biological Psychology	4

Area 6: Language Other than English – UC Requirement ONLY

Proficiency equal to two years of study in one foreign language in high school with grades of "C" or better (Official copy of the high school transcript must be on file in Admissions and Records) OR Select one course from the following OR see a counselor for other options:

ARAB 1*	Elementary Arabic	5
ARAB 2*	Elementary Arabic	5
ARAB 3*	Intermediate Arabic	5
ARAB 4*	Intermediate Arabic	5
CHI 1*	Elementary Chinese	5
CHI 2*	Elementary Chinese	5
CHI 3*	Intermediate Chinese	5
CHI 4*	Intermediate Chinese	5
FR 1*	Elementary French	5
FR 2*	Elementary French	5
FR 3*	Intermediate French	5

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FR 4*	Intermediate French	5
GER 1*	Elementary German	5
GER 2*	Elementary German	5
GER 3*	Intermediate German	5
GER 4*	Intermediate German	5
HEBR 1*	Elementary Hebrew	5
HEBR 2*	Elementary Hebrew	5
ITA 1*	Elementary Italian	5
ITA 2*	Elementary Italian	5
ITA 3*	Intermediate Italian	5
ITA 4*	Intermediate Italian	5
JA 1*	Elementary Japanese	5
JA 2*	Elementary Japanese	5
JA 3*	Intermediate Japanese	5
JA 4*	Intermediate Japanese	5
KOR 1*	Elementary Korean	5
KOR 2*	Elementary Korean	5
KOR 3*	Intermediate Korean	5
KOR 4*	Intermediate Korean	5
PORT 1*	Elementary Portuguese	5
PORT 2*	Elementary Portuguese	5
PORT 3*	Intermediate Portuguese	5
PORT 4*	Intermediate Portuguese	5
PRSN 1*	Elementary Persian	5
PRSN 2*	Elementary Persian	5
PRSN 3*	Intermediate Persian	5
PRSN 4*	Intermediate Persian	5
SL 1*	American Sign Language I	4
SL 2*	American Sign Language II	4
SL 3*	American Sign Language III	4
SL 4*	American Sign Language IV	4
SPAN 1*	Elementary Spanish	5
Or		
SPAN 1H*	Honors Elementary Spanish	5
SPAN 2*	Elementary Spanish	5
Or		
SPAN 2H*	Honors Elementary Spanish	5
SPAN 3*	Intermediate Spanish	5
SPAN 4*	Intermediate Spanish	5

Note: CSU Graduation requirement in U.S. History, Constitution, and American Ideals can be met by completing PS 1 or PS 1H AND one U.S. History course selected from HIST 16, 17 or 22.

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

SADDLEBACK COLLEGE
NEW, REVISED, AND DELETED COURSES
ACADEMIC YEAR 2021-2022

EXHIBIT B
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Division	Course Id	Catalog Id	Course Title	Action Taken
				assign=assignments
				CA Classification code (J=workforce prep, K=other noncredit enhanced funding, L=not eligible for enhanced funding, Y=credit course)
				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
ATAS	ARCH 200	433706.00	DESIGN/AZ,RIVERSIDE	txt
ATAS	ARCH 211	198240.00	CONCRETE INSPECTION	txt
ATAS	ARCH 212	198135.00	PLUMBING CODES	assign
ATAS	ARCH 219	992497.00	ARCH SPACE PLANNING	moe
ATAS	ARCH 614	1000451.00	CALIFORNIA ARCHITECTURE	nc, 3 units/3 hrs lec/0 hr lab/0 hr lrng cntr, non-repeatable
ATAS	CMT 215	430336.00	ELEC FOR COMP TECHS	txt
ATAS	CMT 220	260090.00	COMPUTER MAINT-REPAIR	tps, txt
ATAS	CMT 225	430338.00	COMPUTER REPAIR II	cat desc, sch desc, tps, SLOs, txt

SADDLEBACK COLLEGE
NEW, REVISED, AND DELETED COURSES
ACADEMIC YEAR 2021-2022

EXHIBIT B
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ATAS	CMT 230	430344.00	APPLIED NETWORK TECH	txt
ATAS	DR 200	992630.00	3D PARAMETRIC MOD	sr
ATAS	DR 201	992631.00	ADV 3D PARAMETRIC	sr
ATAS	DR 202	992632.00	GEO DIMENSIONING	txt
ATAS	DR 203	992633.00	GREEN DESIGN	txt
ATAS	ET 101	266010.05	SURVEY OF ELECTRONICS	sr
ATAS	ET 118	266100.00	ELCTRNC COMUNCATN SYS	val
ATAS	GC 195	374250.05	GRAPHICS STUDIO	txt
ATAS	GD 199	90060.00	DIG ILLUS II	txt
ATAS	GD 249	90061.00	BIOMED ILLUS	sr
ATAS	MFG 200	433650.00	INTRO TO RAPID PROTO	txt
ATAS	MFG 202	433716.00	INDUSTRIAL MATERIALS	txt
ATAS	MFG 203	433717.00	INTRO MANUFACTNG PROC	txt
ATAS	MFG 204	433722.00	3D CAD SOLIDWK	sr
ATAS	MFG 205	450174.00	SILICNE/URETHNE MOLDS	txt
ATAS	MFG 206	450175.00	RESIN & FOAM CASTING	sr
ATAS	MFG 207	433757.00	NUMERICAL CNTRL PRG I	sr
ATAS	MFG 208	433758.00	NUMERIC CONTRL PRG II	sr
ATAS	TOUR 250	842010.00	INTRO TO TRAVEL/TOUR	txt
ATAS	TOUR 252	842040.00	WRLD DEST.WEST.HEMIS.	txt
BS	ACCT 210	650751.00	ACCOUNTING ETHICS	rec prep fr none to <u>ACCT 202A and ACCT 275</u> , SLOs, val
BS	ACCT 214	603000.05	BUS ANALYSIS & CALC	crs id fr ACCT 214 to <u>BUS 205</u> , ti fr BUS-ANALYSIS & CALC to <u>BUSINESS MATH</u>
BS	ACCT 217	616000.00	PRTNSHP & CORP TAX	txt
BS	ACCT 235	450146.00	ENTREPREN ACCOUNTING	txt
BS	BUS 138	500200.00	ADVERTISING	txt
BS	BUS 150	428228.00	INTERNATIONAL BUSINES	tps, lrng obj, moe, assign
BS	CIMA 288	433988.00	DATABASE REPORTING	cat desc, sch desc, tps, txt
BS	CIMP 210	374055.00	MS SQL BUS DEVEL	dc
BS	CIMP 225	410034.00	WINDOWS APPS BEG	dc
BS	CIMW 100	992719.00	WEB SITE DEVEL HTML	dc
FAMT	ETT 103	433968.00	ENTERTAINMENT INTERNS	dc
FAMT	MUS 11	542030.00	HARMONY II	sch desc, tps, lrng obj, txt, val
FAMT	MUS 12	542040.00	HARMONY III	sch desc, SLOs, txt, val
HS	HIT 116	992444.00	PERF IN HLTHCRE	prereq fr none to <u>MATH 10 or PSYC 44</u> , val
HS	HIT 119	992456.00	MGMT H/C RESOURCES	rec prep fr CIM 10 or CIM 1, and ENG 1A or ENG 1AH to <u>CIM 10 or CIM 1, CIMW 105, and ENG 1A or ENG 1AH</u> , txt, val
HS	HSC 106	992441.00	LGL/ETHICAL ASPECTS	cat desc, sch desc, rec prep fr none to <u>ENG 1A or ENG 1AH</u> , txt, val
LA	ENG 300	284040.00	BEGINNING WRITING	dc
LA	ENG 332A	320210.05	BASIC RD/VOC LAB ESL	cat desc, sch desc, txt

SADDLEBACK COLLEGE
NEW, REVISED, AND DELETED COURSES
ACADEMIC YEAR 2021-2022

EXHIBIT B
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LA	ENG 606	386599.00	INTRODUCTION TO CREATIVE NONFICTION	nc, 3 units/3 hrs lec/0 hr lab/0 hr lrng cntr hr, non-repeatable, prereq <u>ENG 1A or ENG 1AH with a grade "C" or better.</u>
LA	ENG 609	386601.00	INTRODUCTION TO WRITING POETRY	nc, 3 units/3 hrs lec/0 hr lab/0 hr lrng cntr hr, non-repeatable, prereq <u>ENG 1A or ENG 1AH with a grade "C" or better.</u>
LA	ENG 610	386602.00	STRATEGIC READING IN A GLOBAL SOCIETY	nc, 3 units/3 hrs lec/0 hr lab/0 hr lrng cntr hr, non-repeatable, rec prep <u>Eligibility for ENG 1A or ENG 1AH</u>
MSE	ASTR 21	431639.00	THE SOLAR SYSTEM	txt
MS	CHEM 1B	150030.00	GENERAL CHEMISTRY	cat desc, sch desc, prereq fr CHEM 1A or CHEM 2 , and <u>MATH 124</u> to <u>CHEM 1A and MATH 124</u> , tps, assign, txt, val
MSE	ENGR 31	272050.00	STATICS	SLOs, txt
MSE	PHYS 1A	405097.00	PHYS-CALC CHEM/BIO I	dc
MSE	PHYS 1B	405098.00	PHYS-CALC CHEM/BIO II	dc
MSE	PHYS 20	698060.00	IDEAS&EVENTS/PHYSICS	txt
MSE	PHYS 2A	698010.00	INTRO TO PHYSICS	SLOs, txt
MSE	PHYS 2B	698020.00	INTRO TO PHYSICS	txt
SS	ANTH 1	30010.00	BIOLOGICAL ANTHRO	lrng obj, SLOs, assign, txt
SS	ANTH 1L	430508.00	BIO ANTH LAB	tps, lrng obj, SLOs, assign, txt, val
SS	ANTH 2	30030.00	CULTURAL ANTHROPOLOGY	lrng obj, SLOs, assign, txt
SS	ANTH 21	30160.00	WOMEN, GENDER, CULTUR	tps, lrng obj, SLOs, moe, assign, txt
SS	ANTH 3	30050.00	CULTURE AND LANGUAGE	tps, lrng obj, SLOs, assign, txt, val
SS	ANTH 4	30060.00	NATIVE AMERICAN CULTURES	lrng obj, SLOs, assign, txt
SS	ANTH 5	433994.00	ANTH OF LATIN AMERICA	tps, lrng obj, SLOs, moe, assign, txt
SS	CDE 113	416140.00	MATH SCIENCE IN ECE	cat desc, sch desc
SS	CDE 263	542161.00	REF PRAC ECE	dc
SS	ECON 4	248010.00	PRINCIPLES MICRO	txt, val
SS	PS 1	710010.05	AMERICAN GOVERNMENT	sch desc, txt
SS	PS 14	710120.00	INTERNATIONAL RELATIONS	sch desc, txt
SS	PS 80	404400.10	INTRO-CONTEMP. AFRICA	txt
SS	PS 12	710090.00	COMP. POL. AND GOVT.	sch desc, txt

SADDLEBACK COLLEGE
NEW AND REVISED PROGRAMS
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New
Creative Writing Associate of Arts

The Creative Writing Associate of Arts degree program is designed to provide the transfer student the opportunity to achieve an Associate degree. While a baccalaureate or higher degree can be attained in majors related to this field, earning the Associate degree would enable students to develop skill and creativity along with critical judgment of literary forms as they compose their own nonfiction, short stories, novels, poems, and plays in Saddleback's creative writing courses. Students earning the Creative Writing Associate of Arts degree may transfer into degree programs such as: Creative Writing, English, English Literature, and English Education.

Program Student Learning Outcomes

Students who complete this program will be able to:

- Demonstrate the professional habits of creative writers: revision, workshopping, and submission for publication
- Use techniques from more than one genre in order to craft a variety of creative writing pieces
- Consider the role that current and historical context plays in the creation and interpretation of literary works
- Read, analyze, interpret, and produce texts in a variety of genres

Required Core

<i>Course ID</i>	<i>Title</i>	<i>Units</i>
Required Courses		
ENG 1A*	Principles of Composition I	4
<u>Or</u>		
ENG 1AH*	Honors Principles of Composition I	4
ENG 25*	Introduction to Literature	3
<u>Or</u>		
ENG 25H*	Honors Introduction to Literature	3
ENG 3*	Introduction to Creative Writing	3
ENG 17A*	Survey of English Literature – Beowulf To Romantic Movement	3
<u>Or</u>		
ENG 17B*	Survey of English Lit – Romantic Movement to the Present	3

Restricted Electives:

Area 1: (Select 6 units)

ENG 4*	Fiction Fundamentals	3
ENG 116*	Introduction to Creative Nonfiction	3
ENG 119*	Introduction to Writing Poetry	3

Area 2: (Select 6 units)

ENG 15A*	Survey of American Literature – 1620-1860	3
ENG 15B*	Survey of American Literature – 1860 - Contemporary	3
ENG 18*	Shakespeare – The Tragedies	3
ENG 21A*	World Literature – Ancient to 17 th Century	3
ENG 21B*	World Literature – 17 th Century to Modern Period	3

SADDLEBACK COLLEGE
NEW AND REVISED PROGRAMS
ACADEMIC YEAR 2021-2022

<u>ENG 22*</u>	<u>Introduction to Shakespeare</u>	
<u>Or</u>		
<u>ENG 22H*</u>	<u>Honors Introduction to Shakespeare</u>	<u>3</u>
<u>ENG 24*</u>	<u>Ethnic Voices in Literature - The</u>	
	<u>American Experience</u>	<u>3</u>
<u>ENG 27A*</u>	<u>Introduction to the Novel</u>	
<u>Or</u>		
<u>ENG 27H*</u>	<u>Honors Introduction to the Novel</u>	<u>3</u>
<u>ENG 44*</u>	<u>Classical Mythology</u>	<u>3</u>
<u>ENG 52*</u>	<u>The Film as Literature</u>	<u>3</u>
<u>ENG 142*</u>	<u>Children's Literature</u>	<u>3</u>
<u>ENG 107*</u>	<u>Writing the Fiction and/or Nonfiction</u>	
	<u>Book</u>	<u>3</u>
<u>ENG 160*</u>	<u>Literary Magazine</u>	<u>3</u>
	<u>Total Units for the Major</u>	<u>25</u>

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

SADDLEBACK COLLEGE
NEW AND REVISED PROGRAMS
ACADEMIC YEAR 2021-2022

Current
Health Information Technology Associate in
Science Degree Program

The Health Information Technology (HIT) degree prepares the student for employment as a health information professional with the knowledge and skills to accurately code diagnoses and procedures for healthcare services provided to patients, and to collect, maintain, and analyze clinical data in electronic health records that physicians, nurses, and other healthcare staff rely on to deliver quality healthcare. The HIT associate degree program comprises of ~~the 49-51 unit~~ coursework plus the general education courses needed to get the associate's degree. Since the associate degree in HIT is a high unit degree (more than 60 units), it typically takes longer than 2 years or 4 semesters to complete. A 2-year time frame for completion would require taking a full load each semester plus summers. The program provides training through didactic instruction and directed practice. Facilities employing health information technology professionals include hospitals, ambulatory care centers, physician offices, long-term care facilities, dialysis centers, public health agencies, pharmaceutical companies, medical supply companies, rehabilitation centers, managed care organizations, behavioral and mental health facilities, law firms, and insurance firms. Students are required to hold a valid basic life support CPR card for healthcare providers complete a health clearance and background check and carry professional liability insurance prior to commencing their directed practice.

To earn the Associate of Science (A.S.) Degree in Health Information Technology, students must complete BOTH HIT department requirements and General Education requirements. A previous Associate Degree, Bachelor's Degree or higher degree does not automatically meet general education requirements. All outside transcripts must be evaluated toward Saddleback College's requirements. In order to be eligible for the RHIT credential, you must earn the A.S. degree from Saddleback College.

A minimum grade of "C" in all courses in the major is required to receive the degree.

Occupations/Fields that the program will prepare the student to enter:

- Revenue Cycle Management/Billing/Clinical Coding
- Health Information Management
- Practice Management
- Patient care registrar
- Health Information Education
- Insurance Claims specialist
- Patient Portal education/liaison
- Medical office administration
- Quality Improvement analyst
- Help Desk
- Release of Information

Competencies:

- Data Content, Structure, and Standards
- Data Governance
- Revenue Cycle Management/Billing/Clinical Coding
- Performance Improvement
- Clinical Documentation Improvement
- Release of Information
- Privacy and Security of Health Information
- Healthcare Information Technologies
- Healthcare statistics, trends, reporting, and registries

Program Student Learning Outcomes

- Apply the knowledge of medical sciences (medical terminology, anatomy/physiology, pathology, and pharmacology) to accurately assign codes.
- Collect, maintain, and analyze health information for accuracy, completeness, and timeliness based upon compliance and regulation standards.
- Adhere to principles of legal, ethical, accreditation and certification standards as they relate to health information.
- Participate in planning, adoption, and the use of technology healthcare settings to maximize patient safety and efficiencies.
- Participate in analyzing and reporting health data for the performance improvement, research, and revenue cycle management.

- Demonstrate the ability to work effectively as an individual and collaboratively in a group to resolve health information management challenges in a dynamic and innovative healthcare environment

Course ID	Title	Units
HSC 104	Medical Terminology	3
CIM 10	Introduction to Information Systems	3
Or		
CIM 1	Computer Information Systems	4
HIT 100*	Health Information Science	2
HSC 107*	Human Body Fundamentals	3
Or		
BIO 113	Human Anatomy and Physiology	4
HSC 106	Legal and Ethical Aspects of Health Information	3
HIT 101*	Alternative Healthcare Delivery Systems	2
HIT 111*	Healthcare Information Technologies (HCIT)	3
HSC 108*	Disease Processes for the Health Sciences	3
HIT 109*	ICD Diagnostic Coding	3
HIT 110*	ICD Procedure Coding	2
ENG 1A*	Principles of Composition I	4
-Or		
ENG 1AH*	Honors Principles of Composition I	4
HIT 112*	Reporting Healthcare Data	2
HIT 119*	Management of Resources in Healthcare	3
HIT 116*	Performance Improvement in Healthcare	3
HIT 115*	CPT and Ambulatory Care Coding	3
HIT 122*	Reimbursement Methodologies	3
HIT 130*	Directed Practice	4
Total Units for the Major		49-51

*Course has a prerequisite, corequisite, limitation, or recommended 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 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.

Accreditation

The Health Information Technology Program (HIT) is accredited by the Commission on Accreditation for Health Informatics and Information Management Education (**CAHIIM**).

To contact **CAHIIM**
233 N. Michigan Ave 21st Floor
Chicago, IL 60602-5800
(312) 233-1100
Fax (312) 223-1948
info@cahiim.org

SADDLEBACK COLLEGE
NEW AND REVISED PROGRAMS
ACADEMIC YEAR 2021-2022

Revised
Health Information Technology Associate in
Science Degree Program

The Health Information Technology (HIT) degree prepares the student for employment as a health information professional with the knowledge and skills to accurately code diagnoses and procedures for healthcare services provided to patients, and to collect, maintain, and analyze clinical data in electronic health records that physicians, nurses, and other healthcare staff rely on to deliver quality healthcare. The HIT associate degree program comprises of the 52.5-54.5 unit coursework plus the general education courses needed to get the associate degree. **The degree includes both of AHIMA's specialty tracks: revenue management (RM) and data management (DM).** Since the associate degree in HIT is a high unit degree (more than 60 units), it typically takes longer than 2 years or 4 semesters to complete. A 2-year time frame for completion would require taking a full load each semester plus summers. The program provides training through didactic instruction and directed practice. Facilities employing health information technology professionals include hospitals, ambulatory care centers, physician offices, long-term care facilities, dialysis centers, public health agencies, pharmaceutical companies, medical supply companies, rehabilitation centers, managed care organizations, behavioral and mental health facilities, law firms, and insurance firms. Students are required to hold a valid basic life support CPR card for healthcare providers, complete a health clearance, and background check and carry professional liability insurance prior to commencing their directed practice. To earn the Associate of Science (A.S.) Degree in Health Information Technology, students must complete both HIT department requirements and General Education requirements. A previous Associate Degree, Bachelor's Degree or higher degree does not automatically meet general education requirements. All outside transcripts must be evaluated toward Saddleback College's requirements. In order to be eligible for the RHIT credential, you must earn the A.S. degree from Saddleback College.

Occupations/Fields that the program will prepare the student to enter:

- Revenue Cycle Management/Billing/Clinical Coding
- Health Information Management
- Health Data Analyst
- Practice Management
- Patient Care Registrar
- Health Information Education
- Clinical Documentation Improvement (CDI)
- Insurance Claims specialist
- Patient Portal education/liaison
- Medical office administration
- Quality Improvement analyst
- Help Desk
- Release of Information

Competencies:

- Data Content, Structure, and Standards
- Data governance
- Revenue Cycle Management/Billing/Clinical Coding
- Performance Improvement
- Clinical Documentation Improvement
- Release of Information
- Privacy and Security of health information
- Healthcare Information Technologies
- Healthcare statistics, trends, reporting, and registries

Program Student Learning Outcomes

Students who complete this program will be able to:

- Apply the knowledge of medical sciences (medical terminology, anatomy/physiology, pathology, and pharmacology) to accurately assign codes.

- Collect, maintain, and analyze health information for accuracy, completeness, and timeliness based upon compliance and regulation standards.
- Adhere to principles of legal, ethical, accreditation and certification standards as they relate to health information.
- Participate in planning, adoption, and the use of technology healthcare settings to maximize patient safety and efficiencies.
- Participate in analyzing and reporting health data for the performance improvement, research, and revenue cycle management.
- Demonstrate the ability to work effectively as an individual and collaboratively in a group to resolve health information management challenges in a dynamic and innovative healthcare environment.

Course ID	Title	Units
HSC 104	Medical Terminology	3
CIM 10	Introduction to Information Systems	3
Or		
CIM 1	Computer Information Systems	4
HIT 100*	Health Information Science	2
HSC 107*	Human Body Fundamentals	3
Or		
BIO 113	Human Anatomy and Physiology	4
HSC 106*	Legal and Ethical Aspects of Health Information	3
HIT 101*	Alternative Healthcare Delivery Systems	2
CIMW 105	Web-Development and DB Intro SQL – and MYSQL	3
HIT 111*	Healthcare Information Technologies (HCIT)	3
HSC 108*	Disease Processes for the Health Sciences	3
HIT 109*	ICD Diagnostic Coding	3
HIT 110*	ICD Procedure Coding	2
CIMA 288	Database-Reporting	3.5
MATH 10*	Introduction to Statistics	3
Or		
PSYC 44*	Statistics for the Behavioral Sciences	3
HIT 115*	CPT and Ambulatory Care Coding	3
HIT 116*	Performance Improvement in Healthcare	3
HIT 119*	Management of Resources in Healthcare	3
HIT 122*	Reimbursement Methodologies	3
HIT 130*	Directed Practice	4

Total Units for the Major 52.5-54.5

*Course has a prerequisite, corequisite, limitation, or recommended 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 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.

Accreditation

The Health Information Technology Program (HIT) is accredited by the Commission on Accreditation for Health Informatics and Information Management Education (**CAHIIM**).

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Fax (312) 223-1948
info@cahiim.org

TO: Board of Trustees

FROM: Kathleen F. Burke, Chancellor

RE: SOCCCD: Trustees' Requests for Attending Conferences

ACTION: Approval

BACKGROUND

The Orange County Department of Education requires that all travel/mileage expenses claimed by Trustees for official college business be approved by the Board of Trustees as well as their requests to attend upcoming conferences and meetings.

STATUS

The official trips reported in Exhibit A require Board approval for payment by the County of Orange.

RECOMMENDATION

The Chancellor recommends that the Board of Trustees approve/ratify the Trustees' requests for attending conference(s) as shown in Exhibit A. The schedules of events are included in Exhibit B.

TRUSTEE ATTENDANCE AT CONFERENCES AND MEETINGS

Trustees wishing to attend:

EVENT/LOCATION	DATE(s)*	ESTIMATED COST** (per person)	TRUSTEE REQUESTED ITEM:	TRUSTEE(S) ATTENDING
ACCT Governance Leadership Institute (GLI) 2020 <i>Virtual Conference</i>	August 3-6, 2020	\$199.00	Submitted for information	
ACCT 2020 Leadership Congress Hyatt Regency Chicago Chicago, IL	September 30- October 3, 2020	\$3,100.00	Submitted for Information	

* The figure in parentheses is the estimated number of nights lodging

** The amount listed includes estimated airfare, lodging, meals, and other expenditures

Item Submitted By: *Kathleen F. Burke, Chancellor*

ACCT Governance Leadership Institute (GLI) - Schedule

Day 1

Monday, August 3rd

11 a.m. - 11:05 a.m.

Welcome and Overview of the Week

11:05 a.m. - 12:15 p.m.

GOVERNANCE 101 :

Board & CEO Roles & Responsibilities

Importance of Board/CEO Relations

Best Practices of High-Functioning Boards

12:30 p.m. - 1:30 p.m.

Food for Thought Discussion Groups

Pam Fisher, Ed.D.

ACCT Consultant, Chancellor Emeritus, Yosemite Community College District

David Rutledge

Former Trustee, Washtenaw Community College, Former Chair, ACCT Board of Directors

Day 2

Tuesday, August 4th

11 a.m. - 12:15 p.m.

GOVERNANCE 102:

Fiduciary Responsibility and Financial Oversight

Policy-making

Board Ethics and Code of Conduct

12:30 p.m. - 1:30 p.m.

Food for Thought Discussion Groups

Ken Burke, CPA

Former Trustee, St. Petersburg College, Former Chair, ACCT Board of Directors

Eduardo Marti, Ph.D.

Former President Queensborough Community College (CUNY)

ACCT Governance Leadership Institute (GLI) - Schedule

Day 3

Wednesday, August 5th

11 a.m. - 12 p.m.

ADVOCACY AND THE STUDENTS WE SERVE

Federal vs. State

Date Informed Decisions

Knowing and Supporting Your Students

12:15 p.m. - 1:15 p.m.

Food for Thought Discussion Groups

Jee Hang Lee, ACCT Senior Vice President

Pam Eddinger, Ph.D., President, Bunker Hill Community College

Day 4

Thursday, August 6th

11 a.m. - 12 p.m.

WHAT IS ON THE HORIZON? LEADING THROUGH POLICY IN A CHANGING WORLD

12:15 p.m. - 1:15 p.m.

Food for Thought Discussion Groups

Noah Brown

ACCT President & CEO, Daniel Phelan, Ph.D., President Jackson College

2020 ACCT Leadership Congress

Chicago, Illinois

September 30 – October 3, 2020

Draft Schedule at a Glance

Monday, September 28th	
4 p.m. – 6 p.m.	ACCT Board of Directors Executive Committee Meeting
Tuesday, September 29th	
8 a.m. – 10 a.m.	Finance and Audit Committee Meeting
9 a.m. – 10:30 a.m.	Member Communications & Education Committee Meeting
10 a.m. – 11:30 a.m.	Governance and Bylaws Committee Meeting
2 p.m. – 3:30 p.m.	Public Policy Committee Meeting
3 p.m. – 5 p.m.	Diversity, Equity, and Inclusion Committee Meeting
2 p.m. – 4 p.m.	Trustee Advisory Committee
Wednesday, September 30th	
7:30 a.m. – 5 p.m.	Registration
	Voting Delegate Desk
8:30 a.m. – 11a.m.	ACCT Board of Directors Meeting
10 a.m. – 2 p.m.	College Tours
10 a.m. – 4 p.m.	Pre-Congress Academy: The Chair's Academy — The Board Chair, Leading with Integrity (<i>Special Registration Required</i>)
10 a.m. – 4 p.m.	Pre-Congress Academy: Board Ethics and Fiscal Responsibilities: Avoiding Conflicts of Interest (<i>Special Registration Required</i>)
10 a.m. – 4 p.m.	Pre-Congress Academy: What Trustees Need to Know About Advocacy (<i>Special Registration Required</i>)
10 a.m. – 4 p.m.	NEW Pre-Congress Academy: Standards of Good Practice for Boards (<i>Special Registration Required</i>)
3 p.m. – 4 p.m.	SPECIAL SESSION: Welcome to New Trustees and First-Time Attendees
3 p.m. – 4 p.m.	SPECIAL SESSION: Welcome and Information for Guests and Spouses
3 p.m. – 4 p.m.	Meeting: ACCT Corporate Council Roundtable
3 p.m. – 4:30 p.m.	ACCT Regional and Network Meeting: ACCT State, Province, and Territory Coordinators
3:30 p.m. – 4:45 p.m.	ACCT Marketplace
5 p.m. – 6:30 p.m.	OPENING GENERAL SESSION
Thursday, October 1st	

7 a.m. – 5 p.m.	Registration
	Voting Delegate Desk
8 a.m. – 9 a.m.	Concurrent Sessions
9:15 a.m. – 10:15 a.m.	Concurrent Sessions
9:15 a.m. – 10:15 a.m.	Student Trustee Advisory Committee
9:15 a.m. – 11:15 a.m.	Community College Lawyers Roundtable
10:30 a.m. – 11:30 a.m.	Concurrent Sessions
12 p.m. – 1:45 p.m.	MEMBERSHIP CELEBRATION LUNCHEON - COLLEGE PRIDE DAY
2: p.m. – 3 p.m.	Concurrent Sessions
2 p.m. – 3:30 p.m.	ACCT Regional Caucuses and Meetings
2 p.m. – 5 p.m.	Work Session for Professional Board Staff Members
3:15 p.m. – 5:30 p.m.	Concurrent Sessions
3:30 p.m. – 4:45 p.m.	Association of Latino Community College Trustees Meeting
4:15 p.m. – 5:30 p.m.	Asian, Pacific Islander, and Native American Trustees Meeting
5:30 p.m. – 7 p.m.	WELCOME RECEPTION & ENTERTAINMENT
Friday, October 2nd	
8 a.m. – 4 p.m.	Registration
8 a.m. – 9 a.m.	Concurrent Sessions
8:30 a.m. – 10:30 a.m.	Voting Delegate Desk
8:30 a.m. – 10:30 a.m.	ACCT Senate Meeting
9:15 a.m. – 10:15 a.m.	Concurrent Sessions
9 a.m. – 11:30 a.m.	Professional Board Staff Network Business Meeting
9:30 a.m. – 4 p.m.	NEW Blaze Your Trail to the Presidency (<i>Special Registration Required</i>)
10:30 a.m. – 11:30 a.m.	Concurrent Sessions
10:30 a.m. – 11:45 a.m.	African American Trustees Meeting
12 p.m. – 2 p.m.	REGIONAL AWARDS LUNCHEON
2:15 p.m. – 3:15 p.m.	Concurrent Sessions
2:15 p.m. – 3:30 p.m.	ROUNDTABLE DISCUSSIONS
3 p.m. – 4:15 p.m.	ACCT Board of Directors Meeting
3:30 p.m. – 4:30 p.m.	Concurrent Sessions
7 p.m. – 10 p.m.	ANNUAL AWARDS GALA
Saturday, October 3rd	
8 a.m. – 9 a.m.	Concurrent Sessions
9:15 a.m. – 10:15 a.m.	Concurrent Sessions
9:15 a.m. – 10:15 a.m.	Briefing: ACCT Regional Nominating Committees
9:15 a.m. – 10:15 a.m.	SPECIAL SESSION: ACCT Regional and Association Awards Program
10:30 a.m. – 12 p.m.	CLOSING GENERAL SESSION BRUNCH

TO: Board of Trustees

FROM: Kathleen F. Burke, Chancellor

RE: SOCCCD: Coronavirus Aid, Relief, and Economic Security (CARES) Act, Higher Education Emergency Relief Fund (HEERF) - Minority Serving Institutions (MSI) Allocations

ACTION: Ratification

BACKGROUND

The Department of Education has released CARES Act allocations for Higher Education Emergency Relief Fund (HEERF) - Minority Serving Institutions (MSI) meeting specific minority student enrollment thresholds. The HEERF-MSI allocations through the CARES Act are separate and in addition to the \$4,390,956 of HEERF-Student and HEERF-Institutional stimulus allocations approved on April 27, 2020 by the Board of Trustees.

STATUS

The HEERF-MSI allocations through the CARES Act are calculated per the Methodology for Calculating Allocations and Eligibility Matrix (Exhibit A). Saddleback College met minority student enrollment thresholds for the Developing Hispanic-Serving Institutions (DHSI) Program and the Asian American and Pacific Islander Serving Institutions (AANAPISI) Program. Irvine Valley College met minority student enrollment thresholds for the American and Pacific Islander Serving Institutions (AANAPISI) Program.

The CARES Act provides institutions with significant discretion on how to award this emergency assistance. This means that each institution may develop its own system and process for determining how to allocate these funds. The only statutory requirement is that the funds be used to cover expenses related to the disruption of campus operations due to coronavirus.

In order to access the funds, each institution was required to submit the Recipient's Funding Certification and Agreement for Emergency Financial Aid Grants to Students under the Coronavirus Aid, Relief, and Economic Security (CARES) Act (EXHIBIT B).

The total District allocation is \$334,744. The allocation breakdown by college is as follows:

- Saddleback College: \$316,264 of which \$298,398 was for DHSI and \$17,866 was for AANAPISI (EXHIBIT C).
- Irvine Valley College: \$18,480 for AANAPISI (EXHIBIT D).

Item Submitted By: *Elliott Stern, President, Saddleback College*
Cindy Vyskocil, Acting President, Irvine Valley College
Ann-Marie Gabel, Vice Chancellor, Business Services

Pursuant to Board of Trustees approved Resolution No. 20-08 authorizing the Chancellor or designee to execute any and all applications necessary for the purposes of obtaining certain federal financial assistance, the Vice Chancellor of Business Services signed the Certificate of Funding Agreement for both colleges as a requirement of the application submission.

RECOMMENDATION

The Chancellor recommends that the Board of Trustees ratify the emergency financial aid grant funds allocation of \$334,744 for Higher Education Emergency Relief Fund (HEERF) - Minority Serving Institutions (MSI) Allocations from the Coronavirus Aid, Relief, and Economic Security (CARES) Act.

Item Submitted By: *Elliott Stern, President, Saddleback College*
Cindy Vyskocil, Acting President, Irvine Valley College
Ann-Marie Gabel, Vice Chancellor, Business Services

Methodology for Calculating Allocations for Section 18004(a)(2) of the CARES Act

The CARES Act provided \$13.95 billion for the Higher Education Emergency Relief Fund (HEERF) under Section 18004. Section 18004(a)(2) of the Act allocates 7.5% of that amount (\$1.05 billion) for additional awards to eligible institutions under parts A and B of titles III and V and subpart 4 of part A of title VII of the Higher Education Act of 1965, as amended (HEA). The CARES Act further stipulates that the \$1.05 billion must be allocated across these programs proportionally based on the allocations these programs received in the Further Consolidated Appropriations Act, 2020 (Public Law 116–94). The 11 grant programs that are covered by the named parts of the HEA and which were funded for fiscal year 2020, are described further in the chart below.

In distributing funding to institutions under Section 18004(a)(2), the Department adopted the same formula used to distribute the first 90% of the HEERF funding in Section 18004(a)(1) (<https://www2.ed.gov/about/offices/list/ope/heerf90percentformulaallocationexplanation.pdf>). The formula was applied separately to all eligible grantees within each of the 11 program funding amounts. An institution that would be eligible to receive grant funds under the eligibility criteria/requirements for several of the 11 programs, notwithstanding any limits in those programs that would exist for those grant awards on concurrent funding and waiting periods, will receive a Section 18004(a)(2) grant award that aggregates the amounts the institution would receive under the formula for each program, following the rules below:

- **HBCUs and TCCUs:** For the 4 programs that support Historically Black Colleges and Universities (HBCUs) and American Indian Tribally Controlled Colleges and Universities (TCCUs) (the green and blue rows in the chart below), eligible entities are limited to institutions that meet certain specific statutory definitions. For HBCUs that receive funding under more than one HBCU program, allocations were combined into a single Section 18004(a)(2) grant. The Section 18004(a)(2) grant amounts awarded to institutions that meet the requirements for these 4 programs do not include amounts from any of the other 7 grant programs discussed in the other bulleted paragraphs.
- **MSIs:** For the 6 programs in which eligibility is based, in part, on meeting a specific minority enrollment threshold (the orange rows in the chart below), the Department identified the universe of eligible institutions from the Department's Minority Serving Institution (MSI) Grant Eligibility Matrix 2020. The Eligibility Matrix identifies institutions that have been designated for Fiscal Year (FY) 2020 as eligible under the titles III and V programs and that meet the minority enrollment threshold for particular programs. For the institutions that meet the requirements for more than one program, allocations are combined into a single grant made available under this subsection. The Section 18004(a)(2) grant amounts awarded to institutions that meet the requirements for these 6 programs do not include amounts from any of the other 5 grant programs discussed in the other bulleted paragraphs.

- **SIP:** For the Strengthening Institutions Program (SIP) (the gray row in the chart below), the universe of eligible entities was limited to those institutions that have been designated as an eligible institution in FY 2020 under the titles III and V grant programs under the HEA and that did not receive any Section 18004(a)(2) funding through any of the other 10 grant programs discussed in the other bulleted paragraphs.
- Under each of the programs in which the eligible entities are not specifically named in statute (in the orange and gray rows of the chart below) , the Department has reserved 2% of the funding so that institutions that believe they are eligible, including eligible branch campuses whose parent institution is not eligible for Section 18004(a)(2) grants, may request funding and submit the requisite data. The Department will provide information on how to request funds from this reserve in the near future.

Program	18004(a)(2) Funding Level (inclusive of 2% reserve amounts in select programs)	Eligibility Criteria ¹	Number of Eligible Institutions ²
Strengthening Historically Black Colleges and Universities (Strengthening HBCUs) Program	\$447.5 million	“Part B” institutions as described in section 322(2) of the HEA	96
Strengthening Historically Black Graduate Institutions (HBGIs) Program	\$115.7 million	Institutions named in section 326(e)(1) of the HEA	24
Master's Degree Programs at Historically Black Colleges and Universities (HBCU Master's) Program	\$13.7 million	Institutions named in section 723(b)(1) of the HEA	18

¹ Any reference to requirements established in specific HEA programs do not include those programs' concurrent funding limits or waiting period requirements, which are not being applied for the purposes of the Section 18004(a)(2) grant awards.

² There may be some overlap in these totals, due to some institutions' eligibility for allocations related to more than one of the 11 HEA programs within each applicable group of programs (HBCUs and TCCUs, MSIs, or SIP).

American Indian Tribally Controlled Colleges and Universities (TCCUs) Program	\$50.5 million	Institutions that qualify for funding under the Tribally Controlled College or University Assistance Act of 1978 or the Navajo Community College Assistance Act of 1978; are cited in section 532 of the Equity in Educational Land Grant Status Act of 1994; or are designated as eligible for funding by the Bureau of Indian Education	35
Predominantly Black Institutions Program - Formula Grants (PBIs)	\$18.2 million	Institutions designated as eligible in FY 2020 for titles III and V programs and that have enrollment of undergraduate students that is at least 40 percent black American, and that have at least 1,000 undergraduate students	83
Alaska Native and Native Hawaiian Serving Institutions (ANNH) Program	\$25.2 million	Institutions designated as eligible in FY 2020 for titles III and V programs and that have enrollment of undergraduate students that is at least 20% Alaska Native or 10% Native Hawaiian students	16
Asian American- and Pacific Islander-serving Institutions (AANAPISI) Program	\$6.1 million	Institutions designated as eligible in FY 2020 for titles III and V programs and that have an enrollment of undergraduate students that is at least 10% Asian American and Native American Pacific Islander	161
Native American-Serving Nontribal Institutions (NASNTI) Program	\$6.1 million	Institutions designated as eligible in FY 2020 for titles III and V programs and that have an enrollment of undergraduate students that is at least 10% Native American	29

Developing Hispanic-Serving Institutions (DHSI) Program	\$197.1 million	Institutions that have been designated as eligible in FY 2020 for titles III and V programs and that have an enrollment of undergraduate students that is at least 25% Hispanic	421
Promoting Postbaccalaureate Opportunities for Hispanic Americans (PPOHA) Program	\$17.7 million	Institutions designated as eligible in FY 2020 for titles III and V programs and that have an enrollment of undergraduate students that is at least 25% Hispanic and that offer a postbaccalaureate program	184
Strengthening Institutions Program (SIP)	\$148.6 million	Institutions designated as eligible in FY 2020 for titles III and V programs and that did not receive 18004(a)(2) grant awards as a result of not meeting the requirements for the Strengthening HBCUs, HBGIs, HBCU Master's, TCCUs, PBIs, ANNH, AANAPISI, NASNTI, DHSI, and/or PPOHA programs	1,033

**Recipient's Certification and Agreement
for an Award under Section 18004(a)(2) of the Higher Education Emergency Relief Fund,
Coronavirus Aid, Relief, and Economic Security (CARES) Act**

Section 18004(a)(2) of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), authorizes the Secretary of Education ("Secretary") to make an award in the amount provided in the column labeled "Total Allocation" on the Table "Allocations for Section 18004(a)(2) of the CARES Act," which is hereby incorporated by reference, to Saddleback College as part of the South Orange County CCD ("Recipient").

Section 18004(a)(2) of the CARES Act authorizes the Secretary to make additional awards under parts A and B of title III, parts A and B of title V, and subpart 4 of part A of title VII of the Higher Education Act of 1965, as amended ("HEA"), to address needs directly related to the coronavirus. These awards are in addition to awards made in Section 18004(a)(1) of the CARES Act and have been allocated by the Secretary proportionally to such programs based on the relative share of funding appropriated to such programs in the Further Consolidated Appropriations Act, 2020 (Public Law 116-94).

Pursuant to Section 18004(a)(2) of the CARES Act, Recipient may use this award to defray expenses incurred by Recipient, including lost revenue, reimbursement for expenses already incurred, technology costs associated with a transition to distance education, faculty and staff trainings, and payroll ("Recipient's Expenses"). Recipient also may use this award for grants to students for any component of the student's cost of attendance, as defined under Section 472 of the HEA, including food, housing, course materials, technology, health care, and child care ("Student Grants" or "Student Grant").

Pursuant to the Secretary's authority under the CARES Act and associated with the coronavirus emergency, as stated in Proclamation 9994 of March 13, 2020, "Declaring a National Emergency Concerning the Novel Coronavirus Disease (COVID-19) Outbreak," *Federal Register* Vol. 85, No. 53 at 15337-38 (hereinafter "Proclamation of National Emergency"), the Secretary and Recipient agree as follows:

1. The Secretary will provide Recipient an award for Recipient's Expenses and Student Grants under Section 18004(a)(2) of the CARES Act.
2. Recipient agrees that the amount of the award is the full amount that Recipient may receive under Section 18004(a)(2) of the CARES Act.
3. Although the CARES Act does not require Recipient to use at least 50% of this award for grants to students (as is required under funds received under Section 18004(a)(1) and Section 18004(c) of the CARES Act), the Secretary urges Recipient to devote the maximum possible amount of the award to Student Grants, including some or all of the award that a Recipient may use for Recipient's Expenses, especially if Recipient has a significant endowment or other resources at its disposal. The Secretary urges Recipient to take strong measures to ensure that Student Grants are made to the maximum extent possible.

4. In consideration for the award and as conditions for its receipt, Recipient warrants, acknowledges, and agrees that:

(a) The funds shall be used solely for the purposes authorized in Section 18004(a)(2) of the CARES Act.

(b) Recipient must submit this Certification and Agreement on or before August 1, 2020 through the website, grants.gov (<https://www.grants.gov>).

(c) Consistent with Section 18006 of the CARES Act, Recipient agrees that to the greatest extent practicable, Recipient will pay all of its employees and contractors during the period of any disruptions or closures related to the coronavirus. The Department would not consider the following to constitute Recipient's Expenses and, therefore, would not view them as allowable expenditures: senior administrator and/or executive salaries, benefits, bonuses, contracts, incentives; stock buybacks, shareholder dividends, capital distributions, and stock options; and any other cash or other benefit for a senior administrator or executive.

(d) Recipient's Expenses must have been first incurred on or after March 13, 2020, the date of the Proclamation of National Emergency.

(e) If Recipient is a Historically Black College and University or a Minority Serving Institution, then consistent with Section 18004(d)(2) of the CARES Act, Recipient may use prior awards provided under Titles III, V, and VII of the HEA to prevent, prepare for, and respond to coronavirus. Should Recipient avail itself of this flexibility, it must maintain appropriate records and cost documentation as required by 2 CFR 200.302 and 2 CFR 200.333 to separately account for prior award funds used to prevent, prepare for, and respond to coronavirus.

(f) Recipient will comply with all reporting requirements including those in Section 15011(b)(2) of Division B of the CARES Act and submit required quarterly reports to the Secretary, at such time and in such manner and containing such information as the Secretary may reasonably require (See also 2 CFR 200.327-200.329). The Secretary may require additional reporting in the future under Sections 15011(b)(2) and Section 18004(e), including but not limited to reporting on the use of the award for Recipient's Expenses, demonstrating such use was in accordance with Section 18004(a)(2), accounting for the amount of reimbursements to Recipient for costs related to refunds made to students for housing, food, or other components of the student's cost of attendance that Recipient could no longer provide, and describing any internal controls Recipient has in place to ensure that funds were used for allowable purposes and in accordance with cash management principles. For grants made to students, the Recipient should maintain records on how grants were distributed to students, how the amount of each grant was calculated, and any instructions or directions given to students about the grants. Recipient also should maintain records on the amount of each grant awarded to each student for production only upon the request of a federal agency.

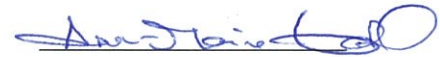
(g) Recipient shall comply with all requirements in Attachment A to this Certification and Agreement.

(h) Recipient shall promptly and to the greatest extent practicable use the award for Recipient's Expenses and Student Grants by one year from the date of this Certification and Agreement, and document its efforts to do so as part of the report specified in subsection (e) above.

(i) Recipient shall cooperate with any examination of records with respect to the award for Recipient's Expenses and Student Grants by making records and authorized individuals available when requested, whether by (i) the U.S. Department of Education and/or its Inspector General; or (ii) any other federal agency, commission, or department in the lawful exercise of its jurisdiction and authority.

(j) Recipient's failure to comply with this Certification and Agreement, its terms and conditions, and/or all relevant provisions and requirements of the CARES Act or any other applicable law may result in Recipient's liability under the False Claims Act, 31 U.S.C. § 3729, *et seq.*; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; 18 USC § 1001, as appropriate; and all of the laws and regulations referenced in Attachment A, which is incorporated by reference hereto.

RECIPIENT or Authorized Representative of Recipient



OPEID Number

00891800

DATE

5/6/20

**Attachment A to Recipient's Certification and Agreement
for an Award under Section 18004(a)(2) of the
Coronavirus Aid, Relief, and Economic Security (CARES) Act**

Recipient assures and certifies the following:

- Recipient will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; nondiscrimination; Hatch Act provisions; labor standards; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.
- With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; Recipient will complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 C.F.R. Part 82, Appendix B); and Recipient will require the full certification, as set forth in 34 C.F.R. Part 82, Appendix A, in the award documents for all subawards at all tiers.
- Recipient will comply with the provisions of all applicable acts, regulations and assurances; the following provisions of Education Department General Administrative Regulations (EDGAR) 34 CFR parts 75, 77, 79, 81, 82, 84, 86, 97, 98, and 99; the OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards in 2 CFR part 200, as adopted and amended as regulations of the Department in 2 CFR part 3474.

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1840-0843. The time required to complete this information collection is estimated to be 2,561 total burden hours. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this form, please write to: Hilary Malawer, 400 Maryland Avenue, SW. Washington, D.C. 20202.

**Recipient's Certification and Agreement
for an Award under Section 18004(a)(2) of the Higher Education Emergency Relief Fund,
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Section 18004(a)(2) of the CARES Act authorizes the Secretary to make additional awards under parts A and B of title III, parts A and B of title V, and subpart 4 of part A of title VII of the Higher Education Act of 1965, as amended ("HEA"), to address needs directly related to the coronavirus. These awards are in addition to awards made in Section 18004(a)(1) of the CARES Act and have been allocated by the Secretary proportionally to such programs based on the relative share of funding appropriated to such programs in the Further Consolidated Appropriations Act, 2020 (Public Law 116-94).

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1. The Secretary will provide Recipient an award for Recipient's Expenses and Student Grants under Section 18004(a)(2) of the CARES Act.
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3. Although the CARES Act does not require Recipient to use at least 50% of this award for grants to students (as is required under funds received under Section 18004(a)(1) and Section 18004(c) of the CARES Act), the Secretary urges Recipient to devote the maximum possible amount of the award to Student Grants, including some or all of the award that a Recipient may use for Recipient's Expenses, especially if Recipient has a significant endowment or other resources at its disposal. The Secretary urges Recipient to take strong measures to ensure that Student Grants are made to the maximum extent possible.

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(a) The funds shall be used solely for the purposes authorized in Section 18004(a)(2) of the CARES Act.

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(d) Recipient's Expenses must have been first incurred on or after March 13, 2020, the date of the Proclamation of National Emergency.

(e) If Recipient is a Historically Black College and University or a Minority Serving Institution, then consistent with Section 18004(d)(2) of the CARES Act, Recipient may use prior awards provided under Titles III, V, and VII of the HEA to prevent, prepare for, and respond to coronavirus. Should Recipient avail itself of this flexibility, it must maintain appropriate records and cost documentation as required by 2 CFR 200.302 and 2 CFR 200.333 to separately account for prior award funds used to prevent, prepare for, and respond to coronavirus.

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(g) Recipient shall comply with all requirements in Attachment A to this Certification and Agreement.

(h) Recipient shall promptly and to the greatest extent practicable use the award for Recipient's Expenses and Student Grants by one year from the date of this Certification and Agreement, and document its efforts to do so as part of the report specified in subsection (e) above.

(i) Recipient shall cooperate with any examination of records with respect to the award for Recipient's Expenses and Student Grants by making records and authorized individuals available when requested, whether by (i) the U.S. Department of Education and/or its Inspector General; or (ii) any other federal agency, commission, or department in the lawful exercise of its jurisdiction and authority.

(j) Recipient's failure to comply with this Certification and Agreement, its terms and conditions, and/or all relevant provisions and requirements of the CARES Act or any other applicable law may result in Recipient's liability under the False Claims Act, 31 U.S.C. § 3729, *et seq.*; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; 18 USC § 1001, as appropriate; and all of the laws and regulations referenced in Attachment A, which is incorporated by reference hereto.

RECIPIENT or Authorized Representative of Recipient

OPEID Number

DATE



02539500

05/04/2020

**Attachment A to Recipient's Certification and Agreement
for an Award under Section 18004(a)(2) of the
Coronavirus Aid, Relief, and Economic Security (CARES) Act**

Recipient assures and certifies the following:

- Recipient will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; nondiscrimination; Hatch Act provisions; labor standards; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.
- With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; Recipient will complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 C.F.R. Part 82, Appendix B); and Recipient will require the full certification, as set forth in 34 C.F.R. Part 82, Appendix A, in the award documents for all subawards at all tiers.
- Recipient will comply with the provisions of all applicable acts, regulations and assurances; the following provisions of Education Department General Administrative Regulations (EDGAR) 34 CFR parts 75, 77, 79, 81, 82, 84, 86, 97, 98, and 99; the OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards in 2 CFR part 200, as adopted and amended as regulations of the Department in 2 CFR part 3474.

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**US Department of Education
Washington, D.C. 20202**

EXHIBIT C
Page 1 of 2
P425L200281

GRANT AWARD NOTIFICATION

1	RECIPIENT NAME South Orange County CCD DBA Saddleback College 28000 Marguerite Parkway Mission Viejo, CA 92692		2	AWARD INFORMATION <table> <tr> <td>PR/AWARD NUMBER</td> <td>P425L200281</td> </tr> <tr> <td>ACTION NUMBER</td> <td>1</td> </tr> <tr> <td>ACTION TYPE</td> <td>New</td> </tr> <tr> <td>AWARD TYPE</td> <td>Formula</td> </tr> </table>		PR/AWARD NUMBER	P425L200281	ACTION NUMBER	1	ACTION TYPE	New	AWARD TYPE	Formula																																																										
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3	PROJECT STAFF RECIPIENT STATE DIRECTOR Cory Wathen (949) 582-4872 cwathen@saddleback.edu EDUCATION PROGRAM CONTACT Beatriz Ceja (202) 205-5009 beatriz.ceja@ed.gov EDUCATION PAYMENT HOTLINE G5 PAYEE HELPDESK 888-336-8930 edcaps.user@ed.gov		4	PROJECT DESCRIPTION 84.425L Saddleback College Higher Education Emergency Relief Fund - Minority Serving Institutions 2020																																																																			
5	KEY PERSONNEL N/A																																																																						
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9	LEGISLATIVE AND FISCAL DATA <table> <tr> <td>AUTHORITY:</td> <td>PL 116-136 TITLE VIII CORONAVIRUS AID, RELIEF, AND ECONOMIC SECURITY ACT</td> </tr> <tr> <td>PROGRAM TITLE:</td> <td>EDUCATION STABILIZATION FUND</td> </tr> <tr> <td>CFDA/SUBPROGRAM NO:</td> <td>84.425L</td> </tr> </table> <table> <thead> <tr> <th>FUND CODE</th> <th>FUNDING YEAR</th> <th>AWARD YEAR</th> <th>ORG. CODE</th> <th>CATEGORY</th> <th>LIMITATION</th> <th>ACTIVITY</th> <th>CFDA</th> <th>OBJECT CLASS</th> <th>AMOUNT</th> </tr> </thead> <tbody> <tr> <td>0251M</td> <td>2020</td> <td>2020</td> <td>EP000000</td> <td>B</td> <td>DVF</td> <td>000</td> <td>425</td> <td>4101C</td> <td>\$0.00</td> </tr> <tr> <td>0251M</td> <td>2020</td> <td>2020</td> <td>EP000000</td> <td>B</td> <td>DVK</td> <td>000</td> <td>425</td> <td>4101C</td> <td>\$298,398.00</td> </tr> <tr> <td>0251M</td> <td>2020</td> <td>2020</td> <td>EP000000</td> <td>B</td> <td>DVH</td> <td>000</td> <td>425</td> <td>4101C</td> <td>\$0.00</td> </tr> <tr> <td>0251M</td> <td>2020</td> <td>2020</td> <td>EP000000</td> <td>B</td> <td>DVJ</td> <td>000</td> <td>425</td> <td>4101C</td> <td>\$0.00</td> </tr> <tr> <td>0251M</td> <td>2020</td> <td>2020</td> <td>EP000000</td> <td>B</td> <td>DVG</td> <td>000</td> <td>425</td> <td>4101C</td> <td>\$17,866.00</td> </tr> </tbody> </table>					AUTHORITY:	PL 116-136 TITLE VIII CORONAVIRUS AID, RELIEF, AND ECONOMIC SECURITY ACT	PROGRAM TITLE:	EDUCATION STABILIZATION FUND	CFDA/SUBPROGRAM NO:	84.425L	FUND CODE	FUNDING YEAR	AWARD YEAR	ORG. CODE	CATEGORY	LIMITATION	ACTIVITY	CFDA	OBJECT CLASS	AMOUNT	0251M	2020	2020	EP000000	B	DVF	000	425	4101C	\$0.00	0251M	2020	2020	EP000000	B	DVK	000	425	4101C	\$298,398.00	0251M	2020	2020	EP000000	B	DVH	000	425	4101C	\$0.00	0251M	2020	2020	EP000000	B	DVJ	000	425	4101C	\$0.00	0251M	2020	2020	EP000000	B	DVG	000	425	4101C	\$17,866.00
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US Department of Education
Washington, D.C. 20202

GRANT AWARD NOTIFICATION

FUND CODE	FUNDING YEAR	AWARD YEAR	ORG. CODE	CATEGORY	LIMITATION	ACTIVITY	CFDA	OBJECT CLASS	AMOUNT
0251M	2020	2020	EP000000	B	DVL	000	425	4101C	\$0.00

10

PR/AWARD NUMBER: P425L200281

RECIPIENT NAME: South Orange County CCD DBA Saddleback College

TERMS AND CONDITIONS

(1) The Office of Management and Budget requires all Federal agencies to assign a Federal Award Identifying Number (FAIN) to each of their financial assistance awards. The PR/AWARD NUMBER identified in Block 2 is your FAIN.

If subawards are permitted under this grant, and you choose to make subawards, you must document the assigned PR/AWARD NUMBER (FAIN) identified in Block 2 of this Grant Award Notification on each subaward made under this grant. The term subaward means:

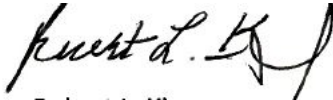
1. A legal instrument to provide support for the performance of any portion of the substantive project or program for which you received this award and that you as the recipient award to an eligible subrecipient.

2. The term does not include your procurement of property and services needed to carry out the project or program (The payments received for goods or services provided as a contractor are not Federal awards, see 2 CFR 200.501(f) of the OMB Uniform Guidance: "Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards").

3. A subaward may be provided through any legal agreement, including an agreement that you or a subrecipient considers a contract.

(2) You are authorized, in carrying out this grant, to utilize the higher threshold set for micro-purchase and simplified acquisition thresholds for federal assistance under this grant or under a contract you award under this grant established by recent statutory changes. These statutory changes raise the threshold for micro-purchases under Federal financial assistance awards to \$10,000 and raise the threshold for simplified acquisitions to \$250,000 for recipients. These higher thresholds are not effective until implemented in the Federal Acquisition Regulations (FAR) at 48 CFR Subpart 2.1 (Definitions), which has not yet occurred. See 2 CFR 200.67 and 200.88. For FY 2018, OMB is granting an exception allowing recipients to use the higher thresholds in advance of changes to the FAR. Please refer to Office of Management and Budget's Memorandum 18-18 regarding the statutory changes. If you have any questions about these regulations, please contact the program officer identified in Block 3 of this GAN.

(3) The negotiated indirect cost rate or the indirect cost allocation plan approved for the entity identified in Block 1 of this GAN applies to this grant award.



Robert L King
Assistant Secretary

06/01/2020

AUTHORIZING OFFICIAL

DATE



US Department of Education
Washington, D.C. 20202

GRANT AWARD NOTIFICATION

1	RECIPIENT NAME South Orange County CCD, dba, Irvine Valley College School of Humanities 28000 Marguerite Parkway Mission Viejo, CA 92692	2	AWARD INFORMATION PR/AWARD NUMBER P425L200265 ACTION NUMBER 1 ACTION TYPE New AWARD TYPE Formula																																																													
3	PROJECT STAFF RECIPIENT STATE DIRECTOR Edwin Tiongson (949) 451-5346 etiongson@ivc.edu EDUCATION PROGRAM CONTACT Beatriz Ceja (202) 205-5009 beatriz.ceja@ed.gov EDUCATION PAYMENT HOTLINE G5 PAYEE HELPDESK 888-336-8930 edcaps.user@ed.gov	4	PROJECT DESCRIPTION 84.425L Irvine Valley College CARES Act MSI AANAPISI Funding 2020																																																													
5	KEY PERSONNEL N/A																																																															
6	AWARD PERIODS BUDGET PERIOD 06/01/2020 - 05/31/2021 FEDERAL FUNDING PERIOD 06/01/2020 - 05/31/2021 FUTURE BUDGET PERIODS N/A																																																															
7	AUTHORIZED FUNDING CURRENT AWARD AMOUNT \$18,480.00 PREVIOUS CUMULATIVE AMOUNT \$0.00 CUMULATIVE AMOUNT \$18,480.00																																																															
8	ADMINISTRATIVE INFORMATION DUNS/SSN 179222377 REGULATIONS EDGAR AS APPLICABLE 2 CFR AS APPLICABLE ATTACHMENTS 1 , 3 , 8 , 9 , 11 , 12 , 13 , 14 , E-3 , E4 , E5																																																															
9	LEGISLATIVE AND FISCAL DATA AUTHORITY: PL 116-136 TITLE VIII CORONAVIRUS AID, RELIEF, AND ECONOMIC SECURITY ACT PROGRAM TITLE: EDUCATION STABILIZATION FUND CFDA/SUBPROGRAM NO: 84.425L <table><thead><tr><th>FUND CODE</th><th>FUNDING YEAR</th><th>AWARD YEAR</th><th>ORG. CODE</th><th>CATEGORY</th><th>LIMITATION</th><th>ACTIVITY</th><th>CFDA</th><th>OBJECT CLASS</th><th>AMOUNT</th></tr></thead><tbody><tr><td>0251M</td><td>2020</td><td>2020</td><td>EP000000</td><td>B</td><td>DVF</td><td>000</td><td>425</td><td>4101C</td><td>\$0.00</td></tr><tr><td>0251M</td><td>2020</td><td>2020</td><td>EP000000</td><td>B</td><td>DVK</td><td>000</td><td>425</td><td>4101C</td><td>\$0.00</td></tr><tr><td>0251M</td><td>2020</td><td>2020</td><td>EP000000</td><td>B</td><td>DVH</td><td>000</td><td>425</td><td>4101C</td><td>\$0.00</td></tr><tr><td>0251M</td><td>2020</td><td>2020</td><td>EP000000</td><td>B</td><td>DVJ</td><td>000</td><td>425</td><td>4101C</td><td>\$0.00</td></tr><tr><td>0251M</td><td>2020</td><td>2020</td><td>EP000000</td><td>B</td><td>DVG</td><td>000</td><td>425</td><td>4101C</td><td>\$18,480.00</td></tr></tbody></table>				FUND CODE	FUNDING YEAR	AWARD YEAR	ORG. CODE	CATEGORY	LIMITATION	ACTIVITY	CFDA	OBJECT CLASS	AMOUNT	0251M	2020	2020	EP000000	B	DVF	000	425	4101C	\$0.00	0251M	2020	2020	EP000000	B	DVK	000	425	4101C	\$0.00	0251M	2020	2020	EP000000	B	DVH	000	425	4101C	\$0.00	0251M	2020	2020	EP000000	B	DVJ	000	425	4101C	\$0.00	0251M	2020	2020	EP000000	B	DVG	000	425	4101C	\$18,480.00
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0251M	2020	2020	EP000000	B	DVL	000	425	4101C	\$0.00
10	PR/AWARD NUMBER: P425L200265								
	RECIPIENT NAME: South Orange County CCD, dba, Irvine Valley College School of Humanities								
	TERMS AND CONDITIONS								
	<p>(1) The Office of Management and Budget requires all Federal agencies to assign a Federal Award Identifying Number (FAIN) to each of their financial assistance awards. The PR/AWARD NUMBER identified in Block 2 is your FAIN.</p> <p>If subawards are permitted under this grant, and you choose to make subawards, you must document the assigned PR/AWARD NUMBER (FAIN) identified in Block 2 of this Grant Award Notification on each subaward made under this grant. The term subaward means:</p> <ol style="list-style-type: none"> 1. A legal instrument to provide support for the performance of any portion of the substantive project or program for which you received this award and that you as the recipient award to an eligible subrecipient. 2. The term does not include your procurement of property and services needed to carry out the project or program (The payments received for goods or services provided as a contractor are not Federal awards, see 2 CFR 200.501(f) of the OMB Uniform Guidance: "Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards"). 3. A subaward may be provided through any legal agreement, including an agreement that you or a subrecipient considers a contract. <p>(2) You are authorized, in carrying out this grant, to utilize the higher threshold set for micro-purchase and simplified acquisition thresholds for federal assistance under this grant or under a contract you award under this grant established by recent statutory changes. These statutory changes raise the threshold for micro-purchases under Federal financial assistance awards to \$10,000 and raise the threshold for simplified acquisitions to \$250,000 for recipients. These higher thresholds are not effective until implemented in the Federal Acquisition Regulations (FAR) at 48 CFR Subpart 2.1 (Definitions), which has not yet occurred. See 2 CFR 200.67 and 200.88. For FY 2018, OMB is granting an exception allowing recipients to use the higher thresholds in advance of changes to the FAR. Please refer to Office of Management and Budget s Memorandum 18-18 regarding the statutory changes. If you have any questions about these regulations, please contact the program officer identified in Block 3 of this GAN.</p> <p>(3) The negotiated indirect cost rate or the indirect cost allocation plan approved for the entity identified in Block 1 of this GAN applies to this grant award.</p>								



**US Department of Education
Washington, D.C. 20202**

GRANT AWARD NOTIFICATION

A handwritten signature in black ink, appearing to read "Robert L. King".

**Robert L King
Assistant Secretary**

AUTHORIZING OFFICIAL

06/01/2020

DATE

TO: Board of Trustees

FROM: Kathleen F. Burke, Chancellor

RE: SOCCCD: Authorize the Purchase of Maintenance Service Subscriptions and Support for Palo Alto Networks, Inc. Network Security Firewall Equipment, Optiv Security, Inc.

ACTION: Approval

BACKGROUND

On August 22, 2016, the Board of Trustees approved the District-wide Network Security Firewall Refresh project. These Network Security Firewalls require ongoing annual maintenance service subscription and support.

California Public Contract Code Section 20652 allows 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.

STATUS

The state of Utah, in association with NASPO/WSCA conducted a competitive bid for data communications products and services and awarded Master Price Agreement No. AR3229 to Palo Alto Networks. The state of California approved use of the agreement through the California Participating Addendum No. 7-20-70-47-06, which is available for use by all California community college districts. The agreement allows the District to go through various resellers that offer the NASPO/WSCA pricing. District staff requested quotes from authorized resellers and determined that Optiv Security, Inc. offered the best pricing and that it is in the District’s best interest to procure the maintenance service subscriptions and support for Palo Alto Networks, Inc. network security firewall equipment utilizing the NASPO/WSCA agreement. Contract documents are available for review in the Procurement, Central Services and Risk Management Department. All purchases will be procured using District issued purchase orders and will be brought forward for Board ratification.

This approval applies to all purchases made within the terms of the agreement along with any approved amendments through the entirety of the Master Price Agreement term, and is contingent upon the availability of funds for each purchase.

RECOMMENDATION

The Chancellor recommends that the Board of Trustees approve the use of Master Price Agreement No. AR3229 as awarded by the state of Utah in association with the NASPO/WSCA, and approved for usage by the state of California pursuant to the California Participating Addendum No. 7-20-70-47-06 along with all future amendments as authorized by this addendum. This approval applies to procurement of ongoing annual maintenance service subscriptions and support for the network security firewall equipment from Optiv Security, Inc.

Item Submitted By: *Ann-Marie Gabel, Vice Chancellor, Business Services*

TO: Board of Trustees

FROM: Kathleen F. Burke, Chancellor

RE: SOCCCD: Authorize the Purchase of Cisco Network Equipment, Warranty of Hardware, Maintenance, Repair Services, Software, and Software Maintenance, ePlus Technology, Inc.

ACTION: Approval

BACKGROUND

The Information Technology (IT) departments district-wide have an ongoing need to procure Cisco network equipment, warranty of hardware, maintenance, repair services, software, and software maintenance.

Pursuant to Public Contract Code Section 10298, the District can utilize contracts awarded by the California Department of General Services through its California Multiple Award Schedules.

STATUS

ePlus Technology, Inc. was awarded CMAS Contract No. 3-08-70-1633T Supplement No. 8 (CMAS Contract) for the purchase of Cisco network equipment, warranty of hardware, maintenance, repair services, software, and software maintenance. District staff has reviewed the terms and conditions of the contract and finds it is in the best interest of the District to continue to use the CMAS Contract for the purchase of Cisco network equipment and related services. The CMAS Contract is available for review in the Procurement, Central Services and Risk Management department.

This approval applies to purchases made within the terms of Supplement No. 8 and all future approved Supplements and/or Amendments through the entirety to the CMAS Contract term, 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's and colleges' general fund and approved Basic Aid accounts.

RECOMMENDATION

The Chancellor recommends that the Board of Trustees approve California Multiple Award Schedule Contract No. 3-08-70-1633T, Supplement No. 8 and all future approved Supplements and/or Amendments as awarded to ePlus Technology, Inc. for the purchase of Cisco network equipment, warranty of hardware, maintenance, repair services, software, and software maintenance, ePlus Technology, Inc.

TO: Board of Trustees

FROM: Kathleen F. Burke, Chancellor

RE: SOCCCD: Transfer of Budget Appropriations: Adopt Resolution No. 20-17 to Approve FY 2019-2020 Budget Transfers

ACTION: Approval

BACKGROUND

Title 5, California Code of Regulations, Section 58307 requires the Board of Trustees to approve by resolution, by a two-thirds (2/3) vote of its members, all transfers of funds from its contingency reserve to any expenditure classification, and approve, by a majority vote, all transfers of funds between expenditure classifications other than that originating from the contingency reserve.

STATUS

For the reporting period ending May 31, 2020 and in accordance with Administrative Regulation 3101, the transfer of budget appropriations are summarized on EXHIBIT A and presented for approval.

RECOMMENDATION

The Chancellor recommends that the Board of Trustees adopt Resolution No. 20-17 to approve the transfer of budget appropriations as listed.

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

RESOLUTION NO. 20-17

June 22, 2020

WHEREAS, the Governing Board of the South Orange County Community College District has determined that appropriation transfers between classifications are required to meet operational needs, pursuant to Title 5 of the California Code of Regulations, Section 58307;

NOW, THEREFORE, BE IT RESOLVED that such appropriations are to be transferred according to the following schedule:

General Fund

<u>Account</u>	<u>Description</u>	<u>From</u>	<u>To</u>
1000	Academic Salaries		\$108,362
2000	Classified Salaries	\$74,451	
3000	Employee Benefits		\$10,473
4000	Books and Supplies	\$45,498	
5000	Other Operating Expenses & Services	\$15,924	
6000	Capital Outlay		\$19,671
7500	Student Financial Aid	\$3,350	
7600	Other Payments to Students		\$717
Total Transfers - General Fund		<u>\$139,223</u>	<u>\$139,223</u>

Capital Outlay Fund

<u>Account</u>	<u>Description</u>	<u>From</u>	<u>To</u>
5000	Books and Supplies		\$652,170
6000	Capital Outlay	\$678,283	
7900	Contingency		\$26,113
Total Transfers – Capital Outlay Fund		<u>\$678,283</u>	<u>\$678,283</u>
Total Transfer		<u>\$817,506</u>	<u>\$817,506</u>

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

BUDGET TRANSFERS FY 2019-2020

RESOLUTION NO. 20-17

June 22, 2020

STATE OF CALIFORNIA)
)
COUNTY OF ORANGE)

I, Kathleen F. Burke, Secretary to the Board of Trustees of South Orange County Community College District of Orange County, California, hereby certify that the Budget Transfers and foregoing Resolution in the amount of \$817,506 was duly and regularly adopted by the said Board at a regular meeting thereof held on June 22, 2020.

IN WITNESS WHEREOF, I have hereunto set my hand and seal this 23rd day of June, 2020.

Kathleen F. Burke
Secretary to the Board of Trustees

TO: Board of Trustees

FROM: Kathleen F. Burke, Chancellor

RE: SOCCCD: Budget Amendment: Adopt Resolution No. 20-16 to Amend FY 2019-2020 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 2019-2020 Adopted Budget.

General Fund

SC – Health Fee Services	\$3,000
SC – Foster Kinship Education	\$1,250
SC – Veterans Resource Center	\$9,613
SC – Strong Workforce Local Across All	(\$133,085)
SC – Strong Workforce Local Direct	(\$61,436)
SC – Strong Workforce Program Regional	\$2,266,772
IVC – Student Success Credit	(\$157,374)
IVC – Student Success Non-Credit	(\$3,516)
IVC – Student Equity	(\$32,593)
IVC – Student Equity – Basic Skills Allocation	(\$13,319)
SC – Higher Education Emergency Relief Fund Institutional	\$2,148,051
Total Increase to the General Fund	<u>\$4,027,363</u>

Total Budget Amendment	<u>\$4,027,363</u>
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RECOMMENDATION

The Chancellor recommends that the Board of Trustees adopt Resolution No. 20-16 to amend the FY 2019-2020 Adopted Budget as indicated in EXHIBIT A.

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

RESOLUTION NO. 20-16

June 22, 2020

WHEREAS, the Governing Board of the South Orange County Community College District has determined that income in the amount of \$4,027,363 is assured to said District as an increase of the amounts required to finance the total proposed budget expenditures and transfers for fiscal year 2019-2020 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 such funds are to be appropriated according to the following schedule:

General Fund

<u>Account</u>	<u>Income Source</u>	<u>Amount</u>
8100	Federal Revenue	2,148,051
8600	State Revenue	1,876,312
8900	Interfund Transfers In	3,000
		<u>4,027,363</u>

<u>Account</u>	<u>Expenditure Description</u>	<u>Amount</u>
1000	Academic Salaries	212,929
2000	Classified Salaries	179,351
3000	Employee Benefits	73,385
4000	Books and Supplies	112,455
5000	Other Operating Expenses & Services	3,079,489
6000	Capital Outlay	399,347
7300	Interfund Transfers Out	3,000
7500	Student Financial Aid	(32,593)
		<u>4,027,363</u>

Total Budget Amendment	<u>4,027,363</u>
-------------------------------	-------------------------

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

BUDGET AMENDMENT FY 2019-2020

RESOLUTION NO. 20-16

June 22, 2020

STATE OF CALIFORNIA)
)
COUNTY OF ORANGE)

I, Kathleen F. Burke, 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 \$4,027,363 was duly and regularly adopted by the said Board at a regular meeting thereof held on June 22, 2020.

IN WITNESS WHEREOF, I have hereunto set my hand and seal this 23rd day of June 2020.

Kathleen F. Burke
Secretary to the Board of Trustees

TO: Board of Trustees**FROM:** Kathleen F. Burke, Chancellor**RE:** SOCCCD: April – May 2020 Amendments/Change Order**ACTION:** Ratification

BACKGROUND / STATUS

On November 19, 2018, the Board of Trustees authorized the Chancellor/designee to execute change orders and amendments up to \$200,000 for board ratification. The following amendments and change order were reviewed and approved by the Vice Chancellor of Business Services or designee, following review by legal counsel, when appropriate.

Exhibit	Contractor Name/Description	Amendment/ Change Order Amount	Revised Total Contract Amount
A.	<u>New Dynasty Construction Company</u> Construction Services Agreement Change Order No. 01 – To extend the contract term 46 days due to a delay in the procurement of structural steel, from June 15, 2020 to July 31, 2020 for the ATEP Phase 1 Campus Site Signage project. SOCCCD	\$0	\$1,870,121
B.	<u>Moore Iacofano Goltsman, Inc.</u> Education and Master Strategic Plans Consultant Services Agreement Amendment No. 4 – To extend the contract term two months for the development of District and Colleges' Education and Master Strategic Plans, from April 30, 2020 to June 30, 2020. SOCCCD	\$0	\$325,905
C.	<u>Santa Clarita Community College District</u> Innovation and Effectiveness Grant Agreement Amendment No. 1 – To extend the contract term one year, from September 2, 2020 to August 31, 2021. Irvine Valley College	\$0	\$200,000

D.	<u>Academic Chess of Orange County LLC</u> Educational Services Agreement Amendment No. 3 – To change the class to an online course and revise the payment term. Saddleback College	\$0	\$350,000
E.	<u>Amazon.Com LLC</u> Instruction Services Agreement Amendment No. 1 – To extend the contract term one year for continued instruction to Amazon employees through Economic Workforce Development, from April 30, 2020 to April 20, 2021. Saddleback College	\$0	Revenue

RECOMMENDATION

The Chancellor recommends the Board of Trustees ratify the amendments and change order as listed.

South Orange County Community College District
ATEP Phase 1 Campus Signage Project
Bid No. 27
Board Change Order No. 1

June 3, 2020

Bid #	DESCRIPTION	CONTRACTOR		CONTRACT AMOUNT	Previously Approved COR's	COR Total	REVISED CONTRACT AMOUNT	Previously Approved Time Extension (cal days)
27	General Contractor	New Dynasty Construction Company		\$1,870,121.00	\$0.00	\$0.00	\$1,870,121.00	0
		3002 Dow Ave., Suite 204, Tustin, CA 92780	TOTAL	\$1,870,121.00			\$1,870,121.00	0

COR No.	Date	Description	Requested	Status	Amount	Time Extension
1	5/15/2020	Time Extension due to a delay in the procurement of structural steel.	Contractor	Approved	\$0.00	46
		TOTAL THIS CHANGE ORDER REQUEST			\$0.00	46

**SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT**
AMENDMENT to AGREEMENT

Amendment No: 4

THIS AMENDMENT to AGREEMENT No. SN006241 between Moore Iacofano Goltsman, Inc. and South Orange County Community College District for the consulting services.

Moore Iacofano Goltsman, Inc. and South Orange County Community College District do mutually agree as follows:

1. No cost two month extension for the Development of District and Colleges' Education and Master Strategic Plans through June 30, 2020..

Where any Article or portion is amended or superseded, the balance of that Article not specifically amended or superseded shall remain in effect as originally written. Where any Article or portion thereof is supplemented, that supplement shall be considered added thereto, and the original provisions of the Article shall remain in effect as originally written. Where any Paragraph or Section is referenced, such Paragraph or Section is superseded and replaced by the language herein. Except as amended herein, the terms and conditions of the original AGREEMENT shall remain in full force and effect.

IN WITNESS WHEREOF, said PARTIES have executed this AMENDMENT as of the date first above written.

MOORE IACOFANO GOLTSMAN, INC.

Signature:  DocuSigned by:
040C15CEF8EC430...

Print Name: Daniel Iacofano

Title: Principal/CEO

Date: 4/20/2020

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

Signature:  DocuSigned by:
0C36FC66437C4EE...

Print Name: Priya Jerome

Title: Exec. Director, Procurement, Central Svcs

Date: 4/21/2020

AMENDMENT NO. 1

AGREEMENT BETWEEN
SANTA CLARITA COMMUNITY COLLEGE DISTRICT ("SCCCD")
AND

South Orange County Community College District- Irvine Valley College ("Applicant District")

This Amendment No.1("Amendment") to the Innovation and Effectiveness Grant Agreement signed by the Applicant District on September 3, 2019 and any subsequent Amendments (collectively the "Agreement"), is entered into by and between SCCCD and Applicant District on this 21st day of April, 2020 ("Effective Date").

NOW, THEREFORE, it is understood and agreed by the Parties hereto that:

1. The following items on the Agreement shall be revised (check all that apply):

Box 1:

☒ Additional Funding: Section 2 of the Agreement shall be amended to include the following language.

Additional Funding - Applicant District shall receive additional funding not to exceed Fifty Thousand Dollars (\$50,000), as listed on the attached Exhibit A-1 (including Attachment A), for a total amount not to exceed Two Hundred Thousand Dollars (\$200,000). Additional funds will be provided to Applicant District within thirty (30) days of SCCCD's receipt of this fully-executed Amendment.

Box 2:

☒ Re-Allocation of Funds: Section 2 of the Agreement shall be amended to include the following language:

Re-Allocation of Grant Funding - Applicant District hereby requests significant modifications to the current approved funding allocation and has provided the attached Revised Exhibit A Innovation and Effectiveness Grant Application (including Attachment A and Attachment B), attached hereto and made a part hereof. SCCCD hereby approves the funding reallocation and Applicant District will work to complete the Project as defined in the Revised Application.

Box 3:


☒ Extended Term: Section 3 of the Agreement shall be amended to include the following language:

Term - This Amendment shall extend the Term of the Agreement to August 31, 2021.

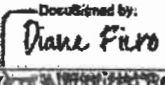
2. Except as set forth herein, all other sections, subsections and provisions of the Agreement shall remain valid and enforceable.
3. The individuals executing this Amendment on behalf of the Parties represent and warrant that they are authorized to do so.

IN WITNESS WHEREOF, this Amendment has been executed by the Parties hereto as of the Effective Date.

APPLICANT DISTRICT

DocuSigned by:
BY: 
Signature of Authorized Representative
Print Name Priya Jerome
Print Title Executive Director, Procurement
Date 4/21/2020

SANTA CLARITA COMMUNITY COLLEGE DISTRICT

DocuSigned by:
BY: 
Signature of Authorized Representative
Print Name Diane Fiero
Print Title Acting Deputy Chancellor
Date 4/21/2020
SCCCD's Board of Trustees'
Approval/Ratification Date

**SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT**
AMENDMENT to AGREEMENT

Amendment No: 3

THIS AMENDMENT to AGREEMENT No. SN005516 between Academic Chess of Orange County LLC and South Orange County Community College District for the College for Kids program- chess.

Academic Chess of Orange County LLC and South Orange County Community College District do mutually agree as follows:

- 1) To change program from in-class to online; 2) Revise Payment term- Contractor to receive 70% of net revenue (revenue minus any expenses incurred by the program) plus material fees for off-site offerings.

Where any Article or portion is amended or superseded, the balance of that Article not specifically amended or superseded shall remain in effect as originally written. Where any Article or portion thereof is supplemented, that supplement shall be considered added thereto, and the original provisions of the Article shall remain in effect as originally written. Where any Paragraph or Section is referenced, such Paragraph or Section is superseded and replaced by the language herein. Except as amended herein, the terms and conditions of the original AGREEMENT shall remain in full force and effect.

IN WITNESS WHEREOF, said PARTIES have executed this AMENDMENT as of the date first above written.

ACADEMIC CHESS OF ORANGE COUNTY LLC

Signature:

DocuSigned by:
Adam Brody
287CC8E823D047F...

Print Name: Adam Brody

Title: President

Date: 5/8/2020

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

Signature:

DocuSigned by:
Priya Jerome
0C38FC66437C4EE...

Print Name: Priya Jerome

Title: Exec. Director, Procurement, Central Svcs. &

Date: 5/8/2020

**SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT**
AMENDMENT to AGREEMENT

Amendment No: 1

THIS AMENDMENT to AGREEMENT No. SCVPIS-EDSRA-1386-2020 between Amazon.Com LLC and South Orange County Community College District for the customized Not-for-Credit Training.

Amazon.Com LLC and South Orange County Community College District do mutually agree as follows:

1. Extend Term by twelve (12) months through 4/20/2021.

Where any Article or portion is amended or superseded, the balance of that Article not specifically amended or superseded shall remain in effect as originally written. Where any Article or portion thereof is supplemented, that supplement shall be considered added thereto, and the original provisions of the Article shall remain in effect as originally written. Where any Paragraph or Section is referenced, such Paragraph or Section is superseded and replaced by the language herein. Except as amended herein, the terms and conditions of the original AGREEMENT shall remain in full force and effect.

IN WITNESS WHEREOF, said PARTIES have executed this AMENDMENT as of the date first above written.

AMAZON.COM LLC


Signature: 
DocuSigned by:
5B8AEF5F03A54F5...

Print Name: David Koneck

Title: Senior Operations Manager

Date: 4/24/2020

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

Signature: 
DocuSigned by:
0C38FC88437C4EE...

Print Name: Priya Jerome

Title: Exec. Director, Procurement, Central Svcs

Date: 4/24/2020

TO: Board of Trustees

FROM: Kathleen F. Burke, Chancellor

RE: [SOCCCD: Purchase Orders and Checks]

ACTION: Ratification

BACKGROUND

In accordance with the provisions of the California Education Code Sections 81656 and 85230, purchase orders and checks are submitted for ratification by the Board of Trustees.

STATUS

The following purchase orders are submitted to the Board of Trustees for ratification:

- 38 purchase orders \$5,000 and above amounting to \$2,113,516.54
- 212 purchase orders below \$5,000 amounting to \$253,347.34
- Combined total for all purchase orders is \$2,366,863.88

The purchase order list is provided in order of supplier (EXHIBIT A), and in order of amount (EXHIBIT B).

The District processed 812 checks in the amount of \$15,818,425.58 as summarized and submitted for ratification by the Board of Trustees (EXHIBIT C).

RECOMMENDATION

The Chancellor recommends that the Board of Trustees ratify the purchase orders and checks as listed.

**South Orange County Community College District**EXHIBIT A
Page 1 of 1**Purchase Order Ratification (Supplier)**

April 27, 2020 through May 27, 2020

PO #	Supplier	Location	Description	Amount
P197444	ASL Lettering, LLC	SC	Team Gear Bags for Football	6,807.43
P197431	B & H Photo	SC	Equipment for Fine Arts and Media Technology	13,805.52
P197397	Blue Violet Networks, LLC	IVC	Equipment and Materials for Access Control Project - PAC - CMAS Board Approved 02/24/18	598,809.29
P197527	Blue Violet Networks, LLC	IVC	Equipment and Materials for Access Control Project - LSB-B400 - CMAS Board Approved 02/24/18	368,044.53
P197567	Bound Tree Medical, LLC	SC	Field Kits for Paramedic Program	42,405.28
P197595	Boundless Network, Inc.	SC	Promotional Items for Strong Workforce Program - Medical Assistant	11,731.33
P197525	Boundless Network, Inc.	SC	Promotional Items for Strong Workforce Program - Human Services	11,431.52
P197442	Boundless Network, Inc.	SC	Promotional Items for Strong Workforce Program - Health Information Technician	10,949.23
P197483	Boundless Network, Inc.	SC	Promotional Items for Strong Workforce Program - Medical Lab Technician	7,812.24
P197400	BSN Sports LLC	SOCCCD	Nets and Stools for SC Tennis Center Project	9,664.18
P197406	Cambridge University Press	SC	Venture Books for Adult Education	16,165.42
P197547	CDW Government LLC	SC	Chromebooks for students	61,977.89
P197553	Central Restaurant Products	SOCCCD	Ice Machines for SC Stadium Project	34,950.73
P197602	Central Restaurant Products	SOCCCD	Concession Equipment for Stadium Project	20,098.25
P197546	Chefs' Toys	SC	Refrigerators for Advanced Technology and Applied Science and Culinary Arts	13,613.60
P197411	Community Playthings	SC	Children's Furniture for Child Development Center	14,923.38
P197441	Core Laboratory Supplies, Inc.	SC	Supplies for Strong Workforce Program - Medical Lab Technician	14,934.76
P197460	Diversified Business Services	IVC	Outreach Supplies for Promise Program	6,452.53
P197606	Division of the State Architect	SOCCCD	DSA Plan Check Fees - SC Gateway Building Project	358,750.00
P197561	Division of the State Architect	SC	DSA Plan Check Fees - SC Parking Lot Resurfacing Project	7,650.00
P197587	Eplus Technology, Inc.	SC	Web Cameras	15,706.08
P197528	Fisher Scientific Company, LLC	SC	Supplies for Strong Workforce Program - Medical Lab Technician	8,860.05
P197580	Global Equipment Company, Inc.	SC	Custodial Supplies	7,574.39
P197482	GST	SC	Outdoor AV Equipment for SC Stadium Project	45,089.52
P197529	GST	SC	Mobile Audio Visual Media Carts for Aquatics Facility and Gymnasium	6,665.23
P197445	Henry Schein, Inc.	SC	Equipment Treatment Tables for Athletic Training	19,073.38
P197594	National Business Furniture, LLC	SC	Desks for Strong Workforce Program - Human Services	29,912.98
SN008272	Neudesic, LLC	SOCCCD	Work Order for IT Consulting Services - SIS Architectural Upgrade Phase 1 - Board Approved 11/18/19	171,650.00
P197471	Paradigm, Inc.	IVC	Diplomas, Certificates, Mailing and Postage	5,316.73
P197487	Plant Depot, Inc.	SC	Plants and Trees for Child Development Center	12,549.46
P197566	Pocket Nurse Enterprises, Inc.	SC	Supplies and Personal Protective Equipment for Nursing Program	19,890.56
P197526	Pocket Nurse Enterprises, Inc.	SC	Supplies for Strong Workforce Program - Medical Assistant	8,710.10
P197430	Sehi Computer Products	SC	Laptops for students	29,235.38
P197443	Sehi Computer Products	SC	Printer for Graphics Department	6,918.87
P197468	Sports Imports	SC	Equipment for Indoor Volleyball Court	14,062.94
P197502	Teleflex Medical Incorporated	SC	Intraosseous Kits for Paramedic Program	5,342.66
P197446	Wausau Made	SC	Concrete Waste Receptacles	69,981.10
P197396	Xerox Corporation	IVC	Blanket PO for Copier Maintenance for Business Sciences and Technology Innovation Center FY 19/20	6,000.00

38 Purchase Orders \$5,000 and Above	2,113,516.54
212 Purchase Orders Under \$5,000	253,347.34
Total Purchase Orders	2,366,863.88

**South Orange County Community College District**EXHIBIT B
Page 1 of 1**Purchase Order Ratification (Amount)**

April 27, 2020 through May 27, 2020

PO #	Supplier	Location	Description	Amount
P197397	Blue Violet Networks, LLC	IVC	Equipment and Materials for Access Control Project - PAC - CMAS Board Approved 02/24/18	598,809.29
P197527	Blue Violet Networks, LLC	IVC	Equipment and Materials for Access Control Project - LSB-B400 - CMAS Board Approved 02/24/18	368,044.53
P197606	Division of the State Architect	SOCCCD	DSA Plan Check Fees - SC Gateway Building Project	358,750.00
SN008272	Neudesic, LLC	SOCCCD	Work Order for IT Consulting Services - SIS Architectural Upgrade Phase 1 - Board Approved 11/18/19	171,650.00
P197446	Wausau Made	SC	Concrete Waste Receptacles	69,981.10
P197547	CDW Government LLC	SC	Chromebooks for students	61,977.89
P197482	GST	SC	Outdoor AV Equipment for SC Stadium Project	45,089.52
P197567	Bound Tree Medical, LLC	SC	Field Kits for Paramedic Program	42,405.28
P197553	Central Restaurant Products	SOCCCD	Ice Machines for SC Stadium Project	34,950.73
P197594	National Business Furniture, LLC	SC	Desks for Strong Workforce Program - Human Services	29,912.98
P197430	Sehi Computer Products	SC	Laptops for students	29,235.38
P197602	Central Restaurant Products	SOCCCD	Concession Equipment for Stadium Project	20,098.25
P197566	Pocket Nurse Enterprises, Inc.	SC	Supplies and Personal Protective Equipment for Nursing Program	19,890.56
P197445	Henry Schein, Inc.	SC	Equipment Treatment Tables for Athletic Training	19,073.38
P197406	Cambridge University Press	SC	Venture Books for Adult Education	16,165.42
P197587	Eplus Technology, Inc.	SC	Web Cameras	15,706.08
P197441	Core Laboratory Supplies, Inc.	SC	Supplies for Strong Workforce Program - Medical Lab Technician	14,934.76
P197411	Community Playthings	SC	Children's Furniture for Child Development Center	14,923.38
P197468	Sports Imports	SC	Equipment for Indoor Volleyball Court	14,062.94
P197431	B & H Photo	SC	Equipment for Fine Arts and Media Technology	13,805.52
P197546	Chefs' Toys	SC	Refrigerators for Advanced Technology and Applied Science and Culinary Arts	13,613.60
P197487	Plant Depot, Inc.	SC	Plants and Trees for Child Development Center	12,549.46
P197595	Boundless Network, Inc.	SC	Promotional Items for Strong Workforce Program - Medical Assistant	11,731.33
P197525	Boundless Network, Inc.	SC	Promotional Items for Strong Workforce Program - Human Services	11,431.52
P197442	Boundless Network, Inc.	SC	Promotional Items for Strong Workforce Program - Health Information Technician	10,949.23
P197400	BSN Sports LLC	SOCCCD	Nets and Stools for SC Tennis Center Project	9,664.18
P197528	Fisher Scientific Company, LLC	SC	Supplies for Strong Workforce Program - Medical Lab Technician	8,860.05
P197526	Pocket Nurse Enterprises, Inc.	SC	Supplies for Strong Workforce Program - Medical Assistant	8,710.10
P197483	Boundless Network, Inc.	SC	Promotional Items for Strong Workforce Program - Medical Lab Technician	7,812.24
P197561	Division of the State Architect	SC	DSA Plan Check Fees - SC Parking Lot Resurfacing Project	7,650.00
P197580	Global Equipment Company, Inc.	SC	Custodial Supplies	7,574.39
P197443	Sehi Computer Products	SC	Printer for Graphics Department	6,918.87
P197444	ASL Lettering, LLC	SC	Team Gear Bags for Football	6,807.43
P197529	GST	SC	Mobile Audio Visual Media Carts for Aquatics Facility and Gymnasium	6,665.23
P197460	Diversified Business Services	IVC	Outreach Supplies for Promise Program	6,452.53
P197396	Xerox Corporation	IVC	Blanket PO for Copier Maintenance for Business Sciences and Technology Innovation Center FY 19/20	6,000.00
P197502	Teleflex Medical Incorporated	SC	Intraosseous Kits for Paramedic Program	5,342.66
P197471	Paradigm, Inc.	IVC	Diplomas, Certificates, Mailing and Postage	5,316.73

38 Purchase Orders \$5,000 and Above	2,113,516.54
212 Purchase Orders Under \$5,000	253,347.34
Total Purchase Orders	2,366,863.88



South Orange County Community College District

EXHIBIT C

Page 1 of 1

Check Ratification

April 27, 2020 through May 27, 2020

<u>Fund</u>	<u>Checks</u>	<u>Amount</u>
01 General Fund	659	7,993,466.86
09 SC Community Education	15	9,383.96
12 Child Development	7	28,115.31
40 Capital Outlay	108	7,187,732.90
68 Self Insurance	6	29,596.21
71 Retiree Benefit	2	497,317.70
95 SC Associated Student Government	10	5,471.51
96 IVC Associated Student Government	5	67,341.13
Total	812	15,818,425.58

TO: Board of Trustees

FROM: Kathleen F. Burke, Chancellor

RE: SOCCCD: Contracts

ACTION: Ratification

BACKGROUND

On November 19, 2018, the Board of Trustees authorized the Chancellor/designee to approve individual business contracts less than \$200,000, with the following exceptions: contracts involving bid limits, the Chancellor/designee shall be limited to less than \$200,000 for public works projects and \$95,200 for equipment, supplies and maintenance projects.

STATUS

From April 14, 2020 through May 15, 2020, the Vice Chancellor of Business Services, or appropriate designee, reviewed and approved 113 total contracts following review by legal counsel, when appropriate.

Contract summaries are as follows:

EXHIBIT	# OF CONTRACTS	CONTRACT AMOUNT	TOTAL
A	53	≥\$5,000 to <\$200,000	\$1,837,629.99
B	11	\$ Zero Value	\$0.00
C	4	≥\$15,000 to <\$200,000	\$215,485.00
N/A	45	Under \$5,000	\$77,785.24
TOTAL	113		\$2,130,900.23

RECOMMENDATION

The Chancellor recommends that the Board of Trustees ratify all of the contracts as listed.



April 14, 2020 through May 15, 2020
Contracts with Values between \$5,000 and \$200,000
Board Date: June 22, 2020

CONTRACTOR NAME**CONTRACT AMOUNT**

<u>Digital Architecture, Inc.</u> Software License Agreement – To host, support, and maintain Acalog electronic academic catalog management system from 1/14/2020 to 1/13/2025. Irvine Valley College and Saddleback College	\$156,210.23
<u>Ninyo & Moore Geotechnical & Environmental Sciences Consultants</u> Environmental Consultant Survey Services Agreement – To provide geotechnical testing and inspection consulting services for the Irvine Valley College Student Services Center Renovation Project from 4/15/2020 to 4/14/2025. District Services	\$144,997.00
<u>Fit Kids America</u> Educational Services Agreement (Amend Nos. 2 & 3) – Amendment No-2 is a no cost change to transition classes to online format in response to COVID-19. Amendment No. 3 is to increase contract by \$26,000 from current agreement amount of \$90,000 for additional athletic classes for the Community Education program through 6/30/2020. Saddleback College	\$116,000.00
<u>Interpreters Unlimited</u> Task Order – To provide sign language and captioning services for DSPS from 1/1/2020 to 6/30/2020. Irvine Valley College	\$100,000.00
<u>Chaffey Community College District</u> Memorandum of Understanding – To provide administrative support for college's Employment Training Panel contracts from 5/1/2020 to 6/30/2023. Saddleback College	\$97,500.00
<u>Providence Mission Hospital Regional Center</u> Subaward Agreement – To receive funds awarded by the Well Being Trust Foundation to provide training, follow-up care and mental health screening in support of Project Koinonia from 3/1/2020 to 12/31/2020. Saddleback College	\$96,000.00 Revenue

<u>Lean Coach LLC</u> Professional Services Agreement (Amend No. 2) – No-cost 12 month extension to provide on-site customized training in Lean Six Sigma to Amazon employees through the Economic Workforce Development program through 4/30/2021. Saddleback College	\$86,000.00
<u>Career America, LLC</u> Software License Agreement – Renewal of end user license agreement for instant access to broadcast online financial aid information videos to students and families from 6/1/2020 to 5/31/2023. Saddleback College	\$72,000.00
<u>Essence Entertainment</u> Independent Contractor Agreement (Amend No. 3) – To increase contract value by \$24,316 from current agreement amount of \$45,781 for additional musicians for the 2019-2020 season through 6/30/2020. Irvine Valley College	\$70,097.00
<u>Alcon Research Ltd.</u> Instruction/Services Agreement (Amend No. 1) – No-cost twelve month extension to receive customized training in Business Management Skills and Continuous Improvement through 7/10/2021. Saddleback College	\$64,064.00 Revenue
<u>Bionerds</u> Educational Services Agreement (Amend No. 2) – No-cost revision to payment terms and change biology classes to online format for the Community Education program through 6/30/2020. Saddleback College	\$60,000.00
<u>Strategic Kids LLC</u> Educational Services Agreement (Amend No. 2) – No-cost revision to payment terms and change Learning with Legos classes to online format for Community Education program through 8/14/2020. Saddleback College	\$60,000.00
<u>Ivanti, Inc.</u> Professional Services Agreement (Amend No. 1) – No-cost one year extension to provide Endpoint Manager services for post-implementation help desk support through 4/15/2021. District Services	\$51,520.00
<u>Art Just Create It</u> Educational Services Agreement (Amend No. 2) – No-cost revision to payment terms and change art classes to online format for Community Education program through 8/20/2021. Saddleback College	\$50,000.00

<u>CRDN of Orange County and Eastern LA</u> Independent Contractor Agreement – To provide cleanup and remediation services to various electronic equipment caused by fire damage in the BSTIC building from 4/29/2020 to 6/30/2020. Irvine Valley College	\$45,000.00
<u>Conversa, Inc.</u> Educational Services Agreement (Amend No. 2) – No-cost revision to payment terms and change Spanish and Italian classes to online format for Community Education program through 6/30/2020. Saddleback College	\$32,000.00
<u>Bright Can-Achieve Limited</u> Professional Services Agreement – To provide international student recruitment services from 4/26/2020 to 4/25/2025. Irvine Valley College	\$30,000.00
<u>Chaffey Community College District</u> Memorandum of Understanding – To assist with services from pre-application through award of the California Employment Training Panel contract from 5/1/2020 to 6/30/2023. Saddleback College	\$30,000.00
<u>Ryugaku Journal, Inc.</u> Professional Services Agreement – To provide international student recruitment services from 4/15/2020 to 4/14/2025. Irvine Valley College	\$30,000.00
<u>Franklin Covey Client Sales, Inc.</u> Software License Agreement (Amend No. 1) – To increase contract value by \$20,577.72 from original agreement amount of \$8,950 for additional staff to attend professional development training through 6/30/2021. Irvine Valley College	\$29,527.72
<u>Pro Technology Automation, Inc.</u> Software License Agreement – Renewal of JetTrac DocOrigin mass document generating software and maintenance from 5/1/2020 to 7/31/2021. District Services	\$27,949.28
<u>CDW Government LLC</u> Software License Agreement – Renewal of Nutanix virtual desktop infrastructure software used in instructional labs from 7/1/2020 to 6/30/2021. Saddleback College	\$23,000.00
<u>Pharos Systems International, Inc.</u> Software License Agreement – Renewal of Pharos print management software and maintenance for campus copiers from 4/28/2020 to 4/28/2021. Irvine Valley College	\$22,978.00

<u>Aviva Energy Corp.</u> Independent Contractor Agreement (Amend No. 1) – To increase contract value by \$7,000 from current agreement amount of \$13,992 for additional energy advisory services and to extend term by six months through 8/29/2020. Saddleback College	\$20,992.00
<u>OH! Study Education Consulting Center, LTD</u> Professional Services Agreement – To provide international student recruitment services from 4/21/2020 to 4/20/2025. Irvine Valley College	\$20,000.00
<u>Riddell All American</u> Independent Contractor Agreement – To provide football helmet reconditioning services on an as-needed basis from 4/24/2020 to 6/30/2023. Saddleback College	\$20,000.00
<u>Diligent Corporation</u> End User Agreement – To provide BoardDocs Pro Plus annual license for web-based document reporting, communications and governance management system from 5/6/2020 to 5/5/2021. District Services	\$17,500.00
<u>Graylog, Inc.</u> Independent Contractor Agreement (Amend No. 3) – No-cost three month extension for system security incident monitoring services through 6/30/2020. District Services	\$17,500.00
<u>Study in the USA, Inc.</u> Independent Contractor Agreement – To provide digital marketing and advertising services to promote international student recruitment from 7/1/2020 to 6/30/2021. Irvine Valley College	\$15,870.00
<u>VoiceThread</u> Software License Agreement – Renewal of online learning software used to create lecture videos for students from 6/23/2020 to 6/23/2021. Saddleback College	\$15,500.00
<u>Dog Gone It</u> Independent Contractor Agreement – To provide catering services for various Student Life & Student Equity events on an as needed basis from 7/1/2020 to 6/30/2021. Irvine Valley College – ASIVC	\$15,000.00
<u>Aarons Natural Landscaping</u> Independent Contractor Agreement – To provide softscaping services for the Child Development Center Landscaping Project from 4/27/2020 to 5/25/2020. Saddleback College	\$14,400.00

Item Submitted By: *Ann-Marie Gabel, Vice Chancellor, Business Services*

<u>Ninyo & Moore Geotechnical & Environmental Sciences Consultants</u> Environmental Consultant Survey Services Agreement (Amend No. 2) – To increase contract value by \$5,900 from current agreement amount of \$8,400 for providing hazardous material investigation and report services for the Irvine Valley College Student Services Renovation Project through 8/25/2020. District Services	\$14,300.00
<u>TruBilt Construction</u> Field Services Agreement – To provide hardscape services for Child Development Center Landscape Project from 4/30/2020 to 5/30/2020. Saddleback College	\$13,100.00
<u>United Power & Battery Corporation</u> Independent Contractor Agreement – Renewal of annual maintenance services for Liebert NX UPS platform in BSTIC Data Center from 2/28/2020 to 2/27/2021. Irvine Valley College	\$12,710.00
<u>Fete the Venue</u> Facility Rental Agreement (Amend No. 1) – No-cost one year extension of catering and venue rental for Foundation Awards dinner to 3/13/2021. Irvine Valley College Foundation	\$12,000.00
<u>Jaggaer LLC</u> Professional Services Agreement (Amend No. 1) – No-cost seven month extension to enable contract amendments export integration consulting services to the contract management system through 12/31/2020. District Services	\$10,875.00
<u>Dadi Education Group Limited</u> Professional Services Agreement – To provide international student recruitment services from 5/12/2020 to 5/11/2025. Irvine Valley College	\$10,000.00
<u>Maxway Education Group Limited</u> Professional Services Agreement – To provide international student recruitment services from 5/11/2020 to 5/10/2025. Irvine Valley College	\$10,000.00
<u>Slalom, LLC</u> Professional Services Agreement – To provide consulting services to review and advise on existing dashboard designs and data visualization best practices from 4/6/2020 to 5/30/2020. District Services	\$10,000.00
<u>Medical Billing Technologies, Inc.</u> Professional Services Agreement (Amend No. 2) – To increase contract value by \$3,500 from current agreement amount of \$6,000 for Health Center billing services through 6/30/2021. Saddleback College	\$9,500.00

<u>Davison & Moore Commercial Flooring</u> Field Services Agreement – To replace fire-damaged flooring in the BSTIC building from 4/13/2020 to 5/1/2020. Irvine Valley College	\$8,875.00
<u>American Security Group</u> Independent Contractor Agreement (Amend No. 1) – To increase contract value by \$312.50 from current agreement amount of \$7,800 for additional support and maintenance services of the emergency blue poles through 9/22/2022. Irvine Valley College	\$8,112.50
<u>Interact Communications, Inc.</u> Professional Services Agreement – To develop marketing material related to student success stories for use in various college communication channels from 4/14/2020 to 6/30/2020. Irvine Valley College	\$7,904.00
<u>International Business Machines Corporation</u> Software License Agreement (Amend No. 1) – To increase contract value by \$293.03 from current agreement amount of \$7,562 for IBM statistical software subscription through 8/31/2020. Irvine Valley College	\$7,855.03
<u>ComputerLand of Silicon Valley</u> Software License Agreement (Amend No. 2) – To increase contract value by \$448 from current agreement amount of \$7,223 for MS Project Pro project management software through 9/30/2022. Saddleback College	\$7,671.00
<u>3D4Medical Limited</u> Software License Agreement – For Complete Anatomy 3D instructional software for Biology classes from 8/1/2020 to 7/31/2021. Saddleback College	\$7,500.00
<u>Glacier Communications, Inc.</u> Professional Services Agreement – To provide target advertising campaign services to promote high school student enrollment for the fall semester from 5/15/2020 to 6/15/2020. Irvine Valley College	\$7,000.00
<u>Herff Jones LLC</u> Professional Services Agreement – To provide virtual commencement services on 6/12/2020. Saddleback College	\$6,500.00
<u>National CineMedia LLC</u> Advertising Agreement – To provide digital advertising services during video streaming in select zip codes to promote enrollment from 5/15/2020 to 6/11/2020. Irvine Valley College	\$5,957.00

<u>Thomson Reuters</u> Professional Services Agreement – Subscription to West Complete Library's legal books for the Paralegal program library from 4/27/2020 to 4/26/2022. Irvine Valley College	\$5,700.00
<u>Caliber Signs & Imaging, Inc.</u> Independent Contractor Agreement – To vinyl wrap Automotive Technology department trailer for advertising purposes from 4/20/2020 to 8/31/2020. Saddleback College	\$5,465.23
<u>Active Minds, Inc.</u> Independent Contractor Agreement (Amend No. 1) – No-cost 12 month extension to provide an educational display promoting mental health awareness through 4/28/2021. Saddleback College	\$5,000.00



April 14, 2020 through May 15, 2020

Contracts with Value of \$0

Board Date: June 22, 2020

CONTRACTOR NAME

CONTRACT AMOUNT

<u>Anaheim Regional Medical Center</u> Clinical Affiliation Agreement (Amend No. 1) – No-cost two year extension of clinical site for students enrolled in Health Sciences and Human Services programs through 2/23/2022. Saddleback College	\$0.00
<u>Caduceus Medical</u> Clinical Affiliation Agreement – To provide clinical site for students enrolled in Medical Assisting program from 4/21/2020 to 4/20/2022. Saddleback College	\$0.00
<u>Crittenton Services for Children and Families</u> Clinical Affiliation Agreement – To provide clinical site for students enrolled in Human Services program from 4/21/2020 to 4/20/2022. Saddleback College	\$0.00
<u>DS Waters of America, Inc.</u> Independent Contractor Agreement (Amend No. 2) – No-cost nine month extension of water bottle delivery and water cooler services through 3/31/2020. District Services	\$0.00
<u>Hoag Orthopedic Institute Surgery Center</u> Clinical Affiliation Agreement – To provide clinical site for students enrolled in Nursing program from 4/27/2020 to 4/26/2025. Saddleback College	\$0.00
<u>Hurt Family Health Clinic</u> Clinical Affiliation Agreement – To provide clinical site for students enrolled in Human Services program from 4/21/2020 to 4/20/2022. Saddleback College	\$0.00
<u>Orange County Superintendent of Schools</u> Clinical Affiliation Agreement – To provide clinical site for students enrolled in Human Services program from 7/1/2020 to 6/30/2022. Saddleback College	\$0.00
<u>Rancho Santiago Community College District</u> Memorandum of Understanding – Authorizing Horticulture and Landscape Design program dual enrollment through an approved CCAP agreement to students in Orange Unified School District from 7/1/2020. Saddleback College	\$0.00

Item Submitted By: *Ann-Marie Gabel, Vice Chancellor, Business Services*

<u>Sutter Valley Medical Foundation</u> Clinical Affiliation Agreement – To provide clinical site for students enrolled in Health Information Technology program from 1/1/2020 to 12/31/2022. Saddleback College	\$0.00
<u>TPUSA – FHCS, Inc. dba Teleperformance Rapid Text</u> Master Independent Contractor Agreement (MICA) for Task Orders – To provide closed captioning services on an as-needed basis pursuant to the District-issued task order in accordance with the hourly rates as identified in the MICA from 3/1/2020 to 2/28/2025. District Services	\$0.00
<u>Zephyr Medical Group</u> Clinical Affiliation Agreement – To provide clinical site for students enrolled in Medical Assisting program from 4/16/2020 to 4/15/2022. Saddleback College	\$0.00

April 14, 2020 through May 15, 2020



**Contracts awarded through the California Uniform Public Construction
Cost Accounting Act (CUPCAA) with values between \$15,000 and
\$200,000**

Board Date: June 22, 2020

Contractor Name / Description of Contract	Change Order # and Amount	Total Contract Amount	# of Contractors Solicited	# of Bids Received	Rationale for Award
<u>Castlerock Environmental, Inc.</u> Field Services Agreement: To replace ceiling tiles and drywall wallboard in the BSTIC building in relation to damages caused by fire. Board approved emergency April 27, 2020. Irvine Valley College	1 \$9,200.00	\$102,675.00	N/A	N/A	Change order for additional labor required to expedite project.
<u>Computrols, Inc.</u> Field Services Agreement: To install thermostat and space temperature sensors in the IDEA building. Irvine Valley College	1 \$1,742.00	\$46,243.00	N/A	N/A	Change order to provide additional programming and testing services and to extend completion date by 30 days.
<u>Sports Facilities Group, Inc.</u> Field Services Agreement: To deliver and install bleachers at the Tennis Center. Saddleback College	N/A	\$34,267.00	6	4	Contract awarded to lowest responsive, responsible bidder.

Contractor Name / Description of Contract	Change Order # and Amount	Total Contract Amount	# of Contractors Solicited	# of Bids Received	Rationale for Award
<u>Airtek Indoor Air Solutions</u> Field Services Agreement: To clean air duct system in the BSTIC building. Irvine Valley College	N/A	\$32,300.00	3	2	Contract awarded to lowest responsive, responsible bidder.

TO: Board of Trustees

FROM: Kathleen F. Burke, Chancellor

RE: Irvine Valley College Education Master Plan 2020-2030 and
Saddleback College Education Master Plan 2020-2030

ACTION: Approval

BACKGROUND

SOCCCD engaged expert consultants to support the creation of the District-wide Strategic Plan 2020-2025 and facilitate the review of college-specific data and priorities for the next decade to create the Irvine Valley College Education Master Plan and Saddleback College Education Master Plan. MIG, a consulting firm focused on community visioning, strategic planning, landscape architecture, and urban planning and design, was selected through a competitive process to engage the community and provide expert consultation in developing the education master plans.

STATUS

The colleges' education master plans (EMP) leverage the planning work of the district-wide strategic plan, which included a comprehensive environmental scan and the collaborative and inclusive development of district-wide goals and objectives. The education master plans contain detailed information specific to each college's community, and academic and student support services. Developing the district-wide strategic plan and the colleges' education master plan brought together our most valued stakeholders and will guide future development in the colleges and district.

The development of the college's ten-year EMP was particularly focused on having robust participation and contributions by all stakeholder groups: faculty, staff, administrators, students, and community members. The EMP was vetted and edited not only by the units of the college it describes, but by shared governance groups that transcend those units, including Academic and Classified Senates and our college's broadest participatory governance group.

The process of creating the Irvine Valley College Education Master Plan and Saddleback College Education Master Plan sought to balance all of the elements that have been essential to making the district and colleges exceptional, while anticipating changes to programs and practices to sustain a level of excellence and achievement at higher levels.

As we neared the completion of the plans, the pandemic hit our nation. While it is important to see our EMP as a ten-year plan, the unexpected and drastic changes from the Covid-19 crisis has made the colleges re-examine the plans for potential

Item Submitted by: Kathleen F. Burke, Chancellor

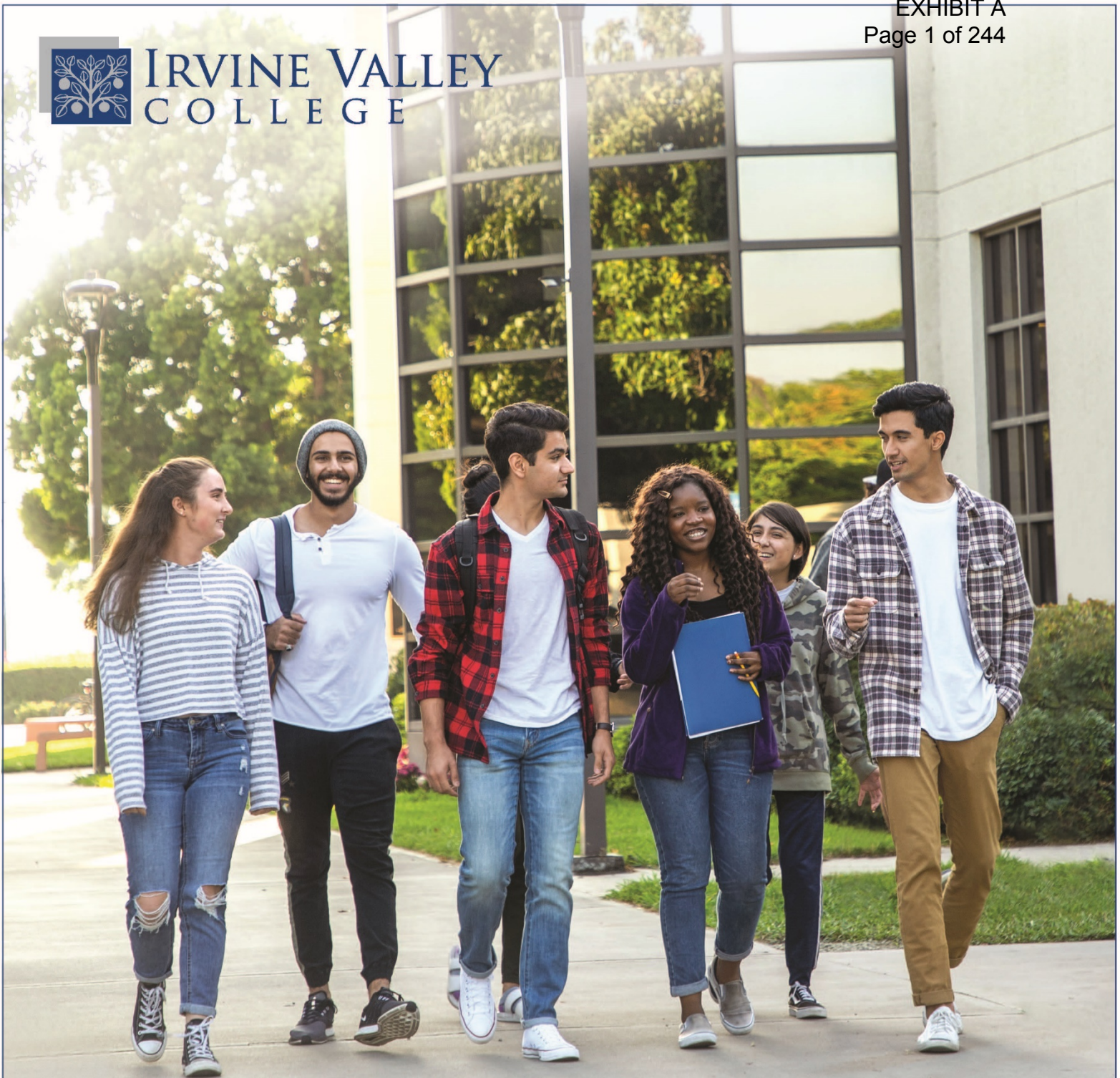
areas of concern. The colleges will examine and adjust their ongoing planning based on their areas of significant strengths in the education master plan and examine areas of concern that are emerging due to the pandemic.

RECOMMENDATION

The Chancellor recommends that the Board of Trustees approve the Irvine Valley College Education Master Plan (Exhibit A) and the Saddleback Valley College Education Master Plan (Exhibit B).



IRVINE VALLEY
COLLEGE



2020–2030

EDUCATION MASTER PLAN

ACKNOWLEDGEMENTS

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LETTER FROM THE PRESIDENT

At Irvine Valley College (IVC), we remain committed to providing high-quality instruction and services to meet the needs of our diverse student population. Each semester, IVC welcomes more than 15,000 students from the surrounding communities and over 40 foreign countries to our campus. Whether students are looking to pursue an associate degree, career education certificate, transfer preparation, lifelong learning, or career enhancement, they find that IVC offers a wide range of academic programs in addition to distinguished faculty and staff concerned with promoting their academic development and success.

The purpose of the Irvine Valley College Education Master Plan (EMP) is to update planning assumptions in light of the college's mission and provide data and the philosophical foundation for decisions involving instruction, student services, and facilities planning. In short, the master plan provides context by synthesizing demographic trends, internal data, and identified student needs with emerging educational developments and more recent developments stemming from the impact of the COVID-19 pandemic.

To be clear, COVID-19 has not changed our commitment to the Vision for Success goals or the college's mission and values related to equity and inclusion. In the broadest sense, the pandemic has not changed what we intend to do but has instead accelerated changes in delivery of services to the community and modified how we will ultimately accomplish our goals.

As of this writing, the true impact of the COVID-19 pandemic on the college and the community is unknown and will most likely not be known for some time. Uncertainty is a dominant theme, but the college's governance, crisis management, and organizational structures are synchronized, so we are in as good a position as any to weather the storm. For long- and medium-term education planning, environmental scans are used to provide context and metrics for decision making. The COVID-19 pandemic has reorganized some priorities and planning assumptions, and requires that increased attention be paid to: epidemiological studies, political and social constructs that may affect federal or state regulations, shifts in public opinion, mental health concerns, disaggregated unemployment data, state and local government budgets, the ramifications for transfer institutions, and bleak three- to five-year economic forecasts.

This plan is a living document that will be used as the foundation for planning our future over the next ten years. Ultimately, it will be used as a roadmap to guide the development of instructional programs, student services, and facilities planning in an environment where we expect decreased revenue and an increased demand for our services. The challenges will be daunting, but the collegial process that leads to the development of the EMP is indicative of the fact that we are up to the task.

I would like to take this opportunity to thank all who participated for their hard work and the invaluable contributions they have made to this planning process. I know we are all committed to serving the needs of our students and the community. The Irvine Valley College Education Master Plan will enable us to achieve this goal and shape the future of the college thoughtfully, diligently, and collectively. We are IVC!

A handwritten signature in black ink, appearing to read 'Cindy'.

Cindy Vyskocil, Ed.D.
Acting President
Irvine Valley College

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CHAPTER 1 INTRODUCTION AND BACKGROUND

PURPOSE OF THE EDUCATION MASTER PLAN

The Irvine Valley College Education Master Plan (EMP) supports the college's mission, vision, and values and serves as a long-range roadmap for the future. The EMP does this by identifying the educational needs of students at Irvine Valley College and the greater community it serves and aligning its efforts to target these needs. To satisfy this purpose the EMP is grounded in an analysis of demographic, enrollment and labor market trends that provides data to support informed decision making.

Notably, the EMP was developed as one of the three interrelated components of a broader Education Master and Strategic Plan (EMSP). This EMSP consists of a South Orange County Community College District (SOCCCD) District-wide Strategic Plan, the Education Master Plan for Irvine Valley College, and another EMP for its sister college, Saddleback College. As both colleges serve the same District community, their respective EMPs complement and reinforce each other while reflecting the individual strengths and unique qualities of each institution.

Development of the overall EMSP, including the Irvine Valley College EMP, was also an opportunity to fully align SOCCCD and Irvine Valley College with critical statewide initiatives to improve student success outcomes. These initiatives include the goals articulated in the Vision for Success launched by the California Community Colleges system in 2017 and a new Student Centered Funding Formula introduced in the 2018-19 budget, among others.

The Irvine Valley College EMP is the result of an extensive planning process that began in the fall of 2018 when SOCCCD embarked on obtaining a consultancy to assess the external and internal environment of SOCCCD and its two colleges as the foundation to create the overall EMSP for all three institutions.

Critical to that process was the identification of both current and potential future programs of instruction and support services (including the expansion of existing programs and distribution of courses, programs, and services among the District's two colleges), and the development of a distinct identity and direction for each institution as a whole.

SOCCCD's district-wide and college planning processes and established collegial governance and decision-making processes were essential factors in the selection of the consultancy and the subsequent development of the EMSP. This foundational master plan will also support the direction and development of other essential planning documents for both the District and Irvine Valley College such as facilities and technology master plans.

The Irvine Valley College EMP and the other two components of the SOCCCD EMSP are derived from robust input that faculty, students, staff, and community members provided during the planning process and data received from SOCCCD Research, Planning and Data Management and other external sources. Having drawn upon this quantitative and qualitative information, the resulting 2020-2030 EMP will

enable Irvine Valley College to adapt to the challenges and opportunities the college will face in the coming years to continue successfully meeting the educational needs of its diverse and evolving student body.

ABOUT IRVINE VALLEY COLLEGE

Formerly a satellite campus to Saddleback College, Irvine Valley College became an independent institution in 1985. Located in the City of Irvine, it is one of two accredited colleges in the South Orange County Community College District (SOCCCD). The SOCCCD covers 382 square miles, serving nearly one million residents across 26 cities and unincorporated communities in the southern portion of Orange County. In terms of square miles covered, the District is the largest of the four community college districts in Orange County (see Figure 1.1)¹.



Communities served include Aliso Viejo, Dana Point/Capistrano Beach, Irvine, Laguna Beach, Laguna Hills, Laguna Niguel, Laguna Woods, Lake Forest (includes Foothill Ranch), Mission Viejo, Newport Beach, Rancho Santa Margarita, San Clemente, San Juan Capistrano, Tustin and parts of Santa Ana; and the unincorporated communities of Coto de Caza, Emerald Bay, Ladera Ranch, Las Flores, North Tustin, Trabuco Canyon, and Trabuco Highlands.

The Irvine Valley College campus serves a student body of over 15,000 students. The college is fully accredited, offering over 80 associate degree programs and over 70 career and technical education programs. IVC has the highest rate of students transferring to University of California schools out of all 115 community colleges in the state. IVC also opened the Advanced Technology and Education Park (ATEP) in the City of Tustin. ATEP focuses on advanced technology, career education, and workforce development training programs to support high demand industries.

There are three other community college districts in Orange County, served by seven community colleges. An additional 17 community colleges are located within a 50-mile radius of SOCCCD.²

¹ South Orange Community College District, About the District, accessed May 2019, www.socccd.edu/about/about.html

² California Community Colleges Chancellor's Office, Find a College Near You, accessed May 2019, <http://www.cccco.edu/Students/Find-a-College/Find-a-College-Near-You>

FIGURE 1.1: SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT



Source: US Census

IRVINE VALLEY COLLEGE MISSION AND VISION

MISSION

Irvine Valley College offers clear and guided pathways to transfer opportunities, certificates, associate degrees, employment, and further education to a diverse and dynamic local and global community. We support student access, success, and equity. IVC fosters economic and workforce development through strategic partnerships with business, government, and educational networks.

VISION

Irvine Valley College is a premier educational institution that provides students avenues for success through exceptional services and dynamic partnerships.

RELATED PLANS AND PROCESSES

The Irvine Valley College Education Master Plan is designed to work in conjunction with the District-wide Strategic Plan (DWSP) while driving the development of other Irvine Valley College plans. These will include its college-level Strategic Plan, Facilities Master Plan, Information Technology Master Plan, and other plans and processes to meet student needs through a long-range vision for planning of instructional and student support offerings, facilities, and technology.

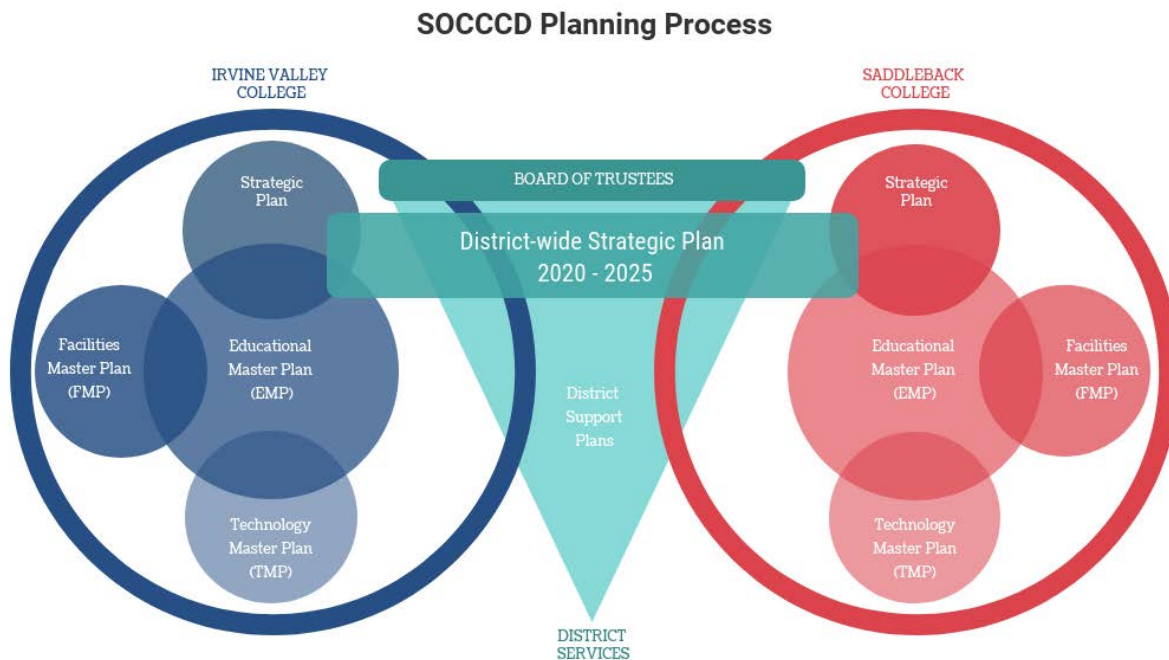
SOCCCD EDUCATION MASTER AND STRATEGIC PLAN (EMSP)

The Irvine Valley College Education Master Plan was developed concurrently with the SOCCCD District-wide Strategic Plan and the Education Master Plan of Saddleback College. Together, these three inter-related plans comprise the Education Master and Strategic Plan (EMSP) for the District. Community input collected at both colleges was applied to develop all three EMSP planning documents.

THE DISTRICT-WIDE STRATEGIC PLAN 2020-2025

The District-Wide Strategic Plan 2020-2025 articulates overarching institutional goals, desired outcomes, measurable objectives, and targets for the District as a whole. The role of the DWSP within the EMSP is to provide a framework for achieving the District's vision and mission and support for the college's educational goals. In turn, the EMSP will form the foundation for a new Facilities Master Plan and a Technology Master Plan to be developed for each of the two colleges, as well as other planning documents and processes (see Figure 1.2).

FIGURE 1.2: RELATION BETWEEN DISTRICT-WIDE EMSP AND COLLEGE EMSP



PLANNING TERMINOLOGY DEFINED

A common set of planning terminology was referenced when developing the SOCCCD District-wide Strategic Plan and the college education master plans.

- An **Education Master and Strategic Plan (EMSP)** is a long-range comprehensive planning document that defines overarching goals and objectives the District and colleges will pursue to carry out their mission and achieve their envisioned future. The current EMSP planning initiative will result in three distinct but wholly aligned planning documents: the SOCCCD District-Wide Strategic Plan, the Irvine Valley College Education Master Plan, and the Saddleback College Education Master Plan.
- An **Environmental Scan** is an assessment of current conditions and trends, including community and student demographics, economics, social conditions, and other factors that are likely to impact the future of the district/college.
- The **Mission** explains why the district/college exists. The Mission describes the overall purpose of the district/college.
- The **Vision** is an aspirational statement describing the district/college ideal future state. The vision statement describes what success will look and feel like.

- **Values** are the core principles by which the colleges and the District will carry out their mission. They define the primary attributes and beliefs that shape and guide district/college decision-making and provide ways of choosing among competing priorities.
- **Goals** are broad statements of direction that define what the district/college is trying to achieve.
- **Objectives** are detailed methods for attaining the goals. They should be specific, measurable, achievable, realistic, and time-based.
- **Action Steps** are detailed actions for making progress towards accomplishing the objectives.

IRVINE VALLEY COLLEGE STRATEGIC PLAN

In addition to the Saddleback College and Irvine Valley College Education Master Plans, the colleges are developing college-level strategic plans that respond to their respective vision, mission, and values. The goals and objectives of these two college-level strategic plans are aligned with the goals of the DWSP, but each of the colleges and District Services retains the flexibility to identify the strategies and actions they determine are needed to best support the priorities of the college and district. Annually, the colleges will review these strategies/actions, evaluate the progress that has been made over the past year, and adjust as needed.

FACILITIES MASTER PLANS (FMP)

Drawing upon quantitative and qualitative data collected for the District-wide Strategic Plan and the Education Master Plans for both colleges, new Facilities Master Plans (FMPs) will also be developed for the campus. The FMP will provide an inventory and an assessment of all campus facilities, determine space requirements based on educational program needs, identify facility and infrastructure opportunities, and offer a vision and plan for the future development of each campus.

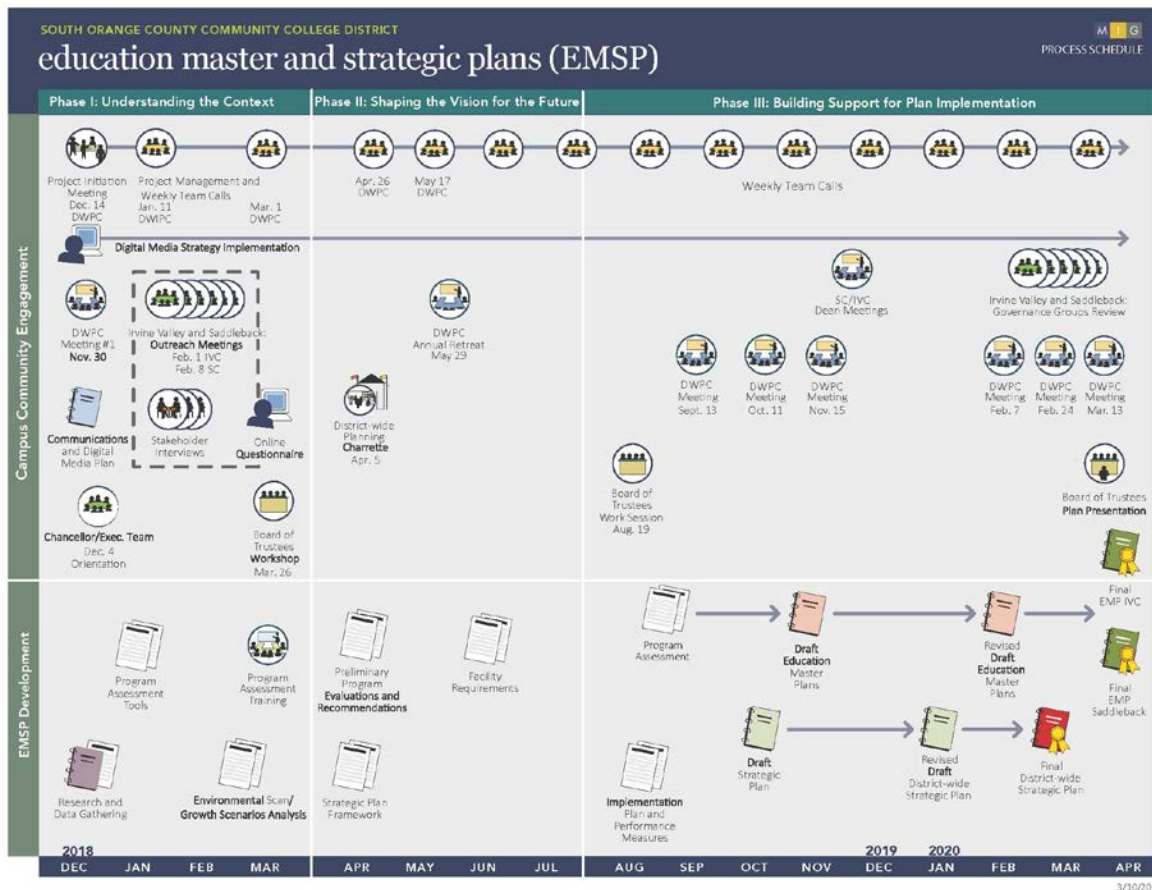
TECHNOLOGY MASTER PLANS (TMP)

Following the completion of the EMSP, a new Technology Master Plan (TMP) will be developed at each college. Each TMP ensures the colleges maintain currency and sufficiency with their evolving technological requirements and aligns with educational priorities. The TMP will be designed to improve technology decision-making processes and identify resources to support ongoing technology infrastructure and security needs.

PLAN DEVELOPMENT PROCESS

The planning process simultaneously encompassed the District and each college. It was divided into three phases, as is illustrated in Figure 1.3. The first phase identified trends, issues, and community preferences, and synthesized these findings into an Environmental Scan report. This analysis identified educational needs and priorities as well as future educational opportunities for the District and both Irvine Valley College and Saddleback College. Key themes identified during Phase I were summarized and presented to SOCCCD leadership and community members in Phase II for further consideration.

FIGURE 1.3. SOCCCD EMSP PLAN DEVELOPMENT PROCESS



Phase II defined a clear path forward for the District, Irvine Valley, and Saddleback based on a shared understanding of where the District was and where it wanted to be in the future. The District-Wide Planning Council (DWPC) and the project team utilized findings from Phase I and the District-Wide Planning Charrette to identify goals and objectives that will shape the future direction of the District and the two colleges. These goals and objectives constitute a framework that was further refined in a series of internal DWPC discussions.

During this same period, divisional and program assessment and growth projections data were developed to assist in the drafting of descriptive and analytical overviews of each academic school in Irvine Valley College and academic division at Saddleback College as well as student services at both colleges. These will form the core content for the Education Master Plans of both colleges, but were developed as part of the overall EMSP planning process that shaped this District-wide Strategic Plan.

Phase III built support for the plan through a careful, inclusive review of the draft plans. The draft versions of the Strategic Plan and college Education Master Plans were reviewed by staff, the DWPC, DWIPC, the community, and the Board of Trustees.

PLANNING PROCESS STAKEHOLDERS AND COMMUNITY

The Education Master Plans for Irvine Valley and Saddleback and the District-wide Strategic Plan were informed by SOCCCD community input solicited through a variety of public engagement activities. The project team initiated public engagement with the development of a communications plan to ensure that all stakeholders were reached, including staff, faculty, administrators, students, and community members. Phase I included two days of workshops on the campuses of Irvine Valley College and Saddleback College, an online questionnaire for all SOCCCD stakeholders, and a questionnaire for instructional program faculty chairs and services area managers.

SOCCCD BOARD OF TRUSTEES

At two key milestones, the project team met with the Board of Trustees to share findings from the EMSP planning process. Board members drew upon this information to identify key district-wide strategies that subsequently helped guide the work of the DWPC and DWIPC in developing the goals and objectives of the District-wide Strategic Plan.

DISTRICTWIDE PLANNING COUNCIL (DWPC) AND DISTRICT-WIDE INTEGRATED PLANNING COMMITTEE (DWIPC)

The MIG project team met regularly with the SOCCCD District-wide Planning Council (DWPC) and the District-wide Integrated Planning Committee (DWIPC), a sub-committee of the DWPC, to communicate and coordinate all of the development of the District-wide Strategic Plan. The DWPC and DWIPC represented the SOCCCD community throughout the project and provided guidance and oversight by participating in strategy sessions, providing input, reviewing findings and actively participating in the development of the Strategic Plan. In this way, members of the DWPC and DWIPC, representing both Irvine Valley College and Saddleback College as well as District Services, played a central role in the development of the District-wide Strategic Plan and the two Education Master Plans which together constitute the overall EMSP. This ensured that all three EMSP plans emerged from a district-wide collaborative planning process that reflected the views and perspectives of all three institutions.

DISTRICT-WIDE PLANNING COUNCIL (DWPC) AND DISTRICT-WIDE INTEGRATED PLANNING COMMITTEE (DWIPC) MEMBERS

District Services

Kathleen Burke, Chancellor, Chair

Denice Inciong*, Co-Chair, District Director of Research, Planning and Data Management

Robert Bramucci, Vice Chancellor, Technology and Learning Services

Ann-Marie Gabel, Vice Chancellor, Business Services

Kim Widdes, Acting Vice Chancellor, Human Resources

Medhanie Ephrem*, Classified Management Representative

Nicole Ortega*, Classified Senate Representative

Letitia Clark, Director of Governmental Affairs and Public Relations

Grace Garcia, District Director, Chancellor

Mayra Arias*, Senior Administrative Assistant

Irvine Valley College

Cindy Vyskocil, Acting President

Christopher McDonald, Vice President for Instruction

Linda Fontanilla, Vice President for Student Services

Davit Khachatryan, Vice President for Administrative Services

June McLaughlin*, Academic Senate President

Cheryl Bailey*, Faculty Representative

Robert Melendez*, Faculty Representative

Maria Nunez, Classified Senate Representative

Traci Fahimi*, Dean Representative

Loris Fagioli*, Director of Research, Planning and Accreditation

Feras Khatib, Student Representative

** Asterisks indicate members who belong to both the DWPC and DWIPC.*

ENVIRONMENTAL SCAN/RESEARCH

The consultant team developed an Environmental Scan as part of the planning process for the Strategic Plan. This Scan provides a report on the internal and external current conditions related to population and demographics, business growth, student enrollment, success factors, and competitive educational providers. Data analysis was incorporated through the Environmental Scan existing conditions report and in the development of goals and objectives for long-term planning.

A profile of the South Orange County community served by Irvine Valley College, derived from the Environmental Scan, is presented in Chapter II. An internal profile of the college similarly derived from the Environmental Scan follows in Chapter III.

IRVINE VALLEY COLLEGE ON-CAMPUS WORKSHOPS

On February 1st, 2019 MIG staff facilitated a series of 11 workshops on the campus of Irvine Valley College (IVC). The purpose of these sessions was to gather qualitative information from a broad spectrum of the campus community for the development of new Educational Master and Strategic Plans (EMSP) for Irvine Valley College and the South Orange County Community College District. During these workshops, the consultant team heard from representatives of college committees and other key stakeholder groups. Among these sessions was a midday open forum to which the entire campus community was invited. In addition to the open forum, the committees and key groups with which the MIG team met included the following:

- Academic Senate (AS)
- Associated Student Government (ASG)
- Classified Senate (CS)
- Classified Staff and Evening Employees
- Deans and Managers (DAM)
- Faculty
- Guided Pathways (GP)
- Institutional Effectiveness Committee (IEC)
- President's Executive Council (PEC)
- Strategic Planning and Accreditation Council (SPAC)

Similar sessions were held at Saddleback College a week later.

ON-CAMPUS WORKSHOP FINDINGS

A number of key issues and challenges were identified during the on-campus workshops. These issues along with findings from the online questionnaire (presented below) were used to help identify major themes that would shape the development of the District-wide Strategic Plan.

- Declining college-age population and changing demographics
- Responding effectively to the impact of social media and technology
- Aligning programs with ever-changing labor market needs
- Addressing aging facilities and infrastructure
- Overcoming misperceptions that a community college is a “lesser” education
- Improving organizational decision-making; desire for more transparency and collaboration
- Providing a sense of community for student commuters
- Integrating Guided Pathways and similar initiatives into the organizational culture and structure
- Meeting the many non-academic needs of today's students that impact learning
- Preparing faculty and staff for a more diverse student body
- Simplifying a complex enrollment process
- Improving full-time/part-time faculty ratio
- Moving beyond previous inter-college tension
- Ensuring consistent information delivery to students
- Reducing delivery time for new facilities
- Responding effectively to state mandates (e.g. equity, new funding formula)

ONLINE QUESTIONNAIRE

SOCCCD launched an online survey to collect input from stakeholders on the District's programs and facilities in February 2019. The survey remained open for approximately two months until April 2019, collecting a total of 1,062 responses from both campuses. The online survey provided stakeholders who might not participate in a traditional workshop or intercept event with an opportunity to share their experiences and needs on their own time. Key findings from the online questionnaire as expressed by participants included the following:

- **Response to Student Needs** – Participants indicated that classes and administrative, business, and student services need to be more responsive to students' needs, particularly those of low-income students, working students, and students with families.
- **Reputation** – Participants have generally had positive experiences with the colleges and District, noting that the colleges have excellent transfer rates, rigorous academic programs, and high-quality professors while still being relatively affordable.
- **High-Quality Professors** – Professors are generally well regarded and are described as knowledgeable and caring.
- **Unmet Facility Needs** – A variety of facility needs were identified, including additional classrooms, up-to-date technology, faster and more reliable internet, and wellness and athletic facilities, among others.
- **Affordability** – The colleges and District are perceived as affordable overall, but many participants indicated a need to reduce the cost of materials, programs, and amenities, including textbooks, parking, and online courses.
- **Communication** – There is a perceived need for improved communication between stakeholder groups, including departments, services, faculty and staff, the student body, and the community.
- **Additional Staff Members** – There is a need for more full-time professors and more staff members in the administrative, business, student services, and IT departments.

PROGRAM AND UNIT ASSESSMENTS

A core element of the EMSP development process is the evaluation and assessment of existing programs and the exploration of potential new programs. The initial step in the program assessment process took place while the on-campus workshops and online questionnaire were also engaging the overall community of both colleges. This was in the form of a program and unit assessment questionnaire distributed internally at both colleges and within District Services. The purpose of the questionnaire was to gather information from faculty, staff, managers, and administrators to assess the needs, issues, challenges, and opportunities associated with the programs/units in each college and District Services. This information, along with findings from the environmental scan, campus workshops, and online questionnaire, was used to help identify emerging themes presented at the District-wide charrette and to guide further development of the Education Master Plans.

DISTRICT-WIDE CHARRETTE

Following Phase I, the consultant team identified ten recurring themes across all engagement activities and presented these themes at a district-wide charrette on April 5, 2019. These ten themes are listed below. Approximately 80 stakeholders attended the event and participated in small group discussions to provide additional input on the ten recurring themes. The input collected at the charrette was summarized and incorporated into Phase II.

- Theme A: Teaching and Learning Approaches
- Theme B: Preparing Students
- Theme C: Aligning Programs
- Theme D: Ensuring Equity
- Theme E: Strategizing Enrollment
- Theme F: Modernizing Facilities and Technology
- Theme G: Improving Organizational Effectiveness
- Theme H: Expanding Partnerships
- Theme I: Marketing and Communication
- Theme J: Strengthening Relationships

DISTRICT-WIDE PLANNING COUNCIL AND STRATEGIC PLAN GOALS IDENTIFICATION

The ten themes and related results that emerged from the district-wide charrette were carefully reviewed and discussed in a series of DWIPC and DWPC meetings culminating in a May 2019 DWPC retreat. The consultant team initiated the process by sharing ideas and strategies for addressing each of the themes generated by breakout groups during the charrette. To further stimulate discussion, the project team presented a framework that showed a convergent relationship between the emerging themes with the goals of the current District-wide Strategic Plan (2014-2020) and the six statewide goals of the California Community Colleges Vision for Success. In addition, district-wide initiatives proposed by the Board of Trustees in response to findings from the Environmental Scan were presented. In response to this information, during the first of these meetings, DWIPC members suggested that the Guided Pathways structure could provide a further clarifying lens for translating the charrette themes into a set of meaningful goals for the strategic plan. Input from this initial DWIPC discussion was used to convert the ten charrette themes into a more compact set of five goals that reflected statewide priorities as conveyed in the Vision for Success and by Guided Pathways.

Subsequently, during a vigorous brainstorming discussion, these five draft goals were examined, analyzed, and reconfigured by the full DWPC to ensure these strategic goals were targeting the most critical educational and institutional priorities of the District and the two colleges. Later that same month, during a day-long retreat, DWPC members worked together to further clarify these strategic plan goals by identifying desired outcomes, objectives, measurable targets, and data sources for each goal. Goals and objectives were also reviewed to ensure alignment with District-wide initiatives previously identified by the Board of Trustees. In the weeks that followed, the DWPC continued to focus on the results of their retreat discussion to refine their proposed goals and objectives resulting in the four strategic goals and their objectives.

DISTRICT-WIDE STRATEGIC PLAN GOALS

ENSURE	GOAL 1: Ensure student equity in access and achievement
TRANSFORM	GOAL 2: Transform lives through learning and achievement
ENGAGE	GOAL 3: Engage with the community in economic prosperity, civic events and cultural activities
OPTIMIZE	GOAL 4: Optimize our institutional design and structure with a student-centered focus

EMP DIVISIONAL AND PROGRAM ASSESSMENT

Concurrent with the development and refinement of goals for the District-wide Strategic Plan, Irvine Valley College academic school deans and directors were asked to examine the current state and future direction of their programs. An essential element of the EMP is the evaluation and assessment of existing instructional service programs, student services, and college-wide initiatives and the exploration of potential new programs. This review helps provide an understanding of the strengths, opportunities, and needs for programs currently in place, and help set the foundation for developing new program areas.

Building on the earlier program and unit assessments conducted in phase I of the EMSP planning process, each division was provided with program assessment tables and growth projections developed by the EMSP consultant working with SOCCCD planning and research staff. The methodology for developing the data used in the divisional/program assessments and for college and academic school growth forecasts is described in the introduction to chapter IV.

This quantitative data, along with a set of questions, was used to provide an informed basis for thinking about the current state and future of their respective divisions. The leadership of each division provided descriptive and analytical overviews of their programs drawing upon this data as well as their own understanding and perspectives. This process generated an in-depth, up-to-date description of each division and an informed portrayal of the challenges and opportunities facing each division, as well as what was envisioned as the future direction of the division. These form the substance of the education programs and services presented in the final chapter of this EMP.

RELATION TO STATE INITIATIVES

In recent years, the California Community Colleges system has launched numerous statewide initiatives to improve successful outcomes for students in every community college across the state. The development of the Education Master Plan, along with the District-Wide Strategic Plan and the rest of the EMSP, was an opportunity for SOCCCD, Irvine Valley College, and Saddleback College to continue their ongoing efforts to fully align with both the goals and spirit of these initiatives profiled below.

VISION FOR SUCCESS

Released in September 2017, the Vision for Success established a vision for improving the performance of the California Community Colleges system. The purpose is to ensure the community college system is fulfilling its ultimate aim to help students complete their educational goals. It does this by adopting six student outcome goals that clearly define priorities and a focus for the system as a whole:

- Goal 1 – Completion: Increase the number of students earning credentials by at least 20 percent
- Goal 2 – Transfer: Increase the number of students who transfer by 35 percent
- Goal 3 – Unit Accumulation: Reduce average units accumulated by students who complete degrees to 79
- Goal 4 – Workforce: Increase the number of students who get jobs in their field of study to 69 percent
- Goal 5 – Equity: Reduce equity gaps among underrepresented students by 40 percent over 5 years and eliminate the gaps in 10 years -
- Goal 6 – Regional Equity: Fully close regional achievement gaps by 2026-27 through faster improvements among colleges located in regions with the lowest educational attainment of adults

Vision for Success is the foundational statewide initiative for ensuring positive outcomes for students entering the community college system. The other initiatives are aligned with the Vision for Success as they were designed to help make its goals a reality.

GUIDED PATHWAYS

Guided Pathways is the primary vehicle for achieving the Vision for Success goals. It is a framework designed to help students reach their goals by creating highly structured, crystal-clear roadmaps that lead to defined educational or career objectives. Guided Pathways also integrates support services in ways that make it easier for students to get the help they need during every step of their community college experience. The Guided Pathways framework consists of four major pillars:

- Create clear curricular pathways to employment and further education
- Help students choose and enter their pathway
- Help students stay on their path
- Ensure that learning is happening with intentional outcomes

AB 705

AB 705 is a bill signed by the Governor on October 13, 2017, that took effect on January 1, 2018. The bill requires that a community college district or college maximize the probability that a student will enter and complete transfer-level coursework in English and math within a one-year timeframe and use, in the placement of students into English and math courses, one or more of the following: high school coursework, high school grades, or high school grade point average.

AB 19: CALIFORNIA PROMISE PROGRAM

AB 19, the California Promise Program, authorizes colleges to waive enrollment fees for one year for all first-time, full-time students. Previously, only students who could meet certain criteria qualified for the enrollment waiver program, which was formerly known as the Board of Governors Fee Waiver.

STUDENT EQUITY AND ACHIEVEMENT (SEA) PROGRAM

The Student Equity and Achievement (SEA) program eliminated separate funding for three categorical programs: Student Success and Support Programs (SSSP), Basic Skills Initiative (BSI), and Student Equity (SE). It integrates the three programs into the single SEA program to advance the system-wide goal of achievement for all students with an emphasis on eliminating achievement gaps for students from traditionally underrepresented groups.

STUDENT CENTERED FUNDING METRICS (SCFF)

The Student Centered Funding Formula (SCFF) was introduced in the 2018-19 budget. In prior fiscal years, enrollment was the traditional driver of community college funding, but many students who entered community college never completed a degree or certificate or transfer, or it took them a long time to do so. The new SCFF is in part a performance-based funding formula that reflects the degree to which students in each college are successfully achieving their educational and career outcomes.

Discretionary funds are to be allocated to community college districts based on three calculations.

- A base allocation, which largely reflects enrollment.
- A supplemental allocation based on the numbers of students receiving a College Promise Grant, students receiving a Pell Grant and students covered by AB 540.
- A student success allocation based on outcomes that include the number of students earning associate degrees and credit certificates, the number of students transferring to four-year colleges and universities, the number of students who complete transfer-level math and English within their first year, the number of students who complete nine or more career education units and the number of student who have attained the regional living wage.

AB 288: DUAL ENROLLMENT

AB 288 establishes the College and Career Access Pathways (CCAP) partnerships to facilitate the development and promotion of K-12 and community college dual enrollment programs. It helps advanced high school students to begin college early; by doing so, it saves both students and the state time, money, and scarce educational resources. It also improves college readiness skills for those students who may be academically underprepared for college-level course work, and by doing so helps a broader range of students transition from high school to college, particularly students from backgrounds for which a college education was not a given.

CHAPTER 2 COMMUNITY AND REGIONAL CONTEXT

The Environmental Scan collected background information and qualitative and quantitative data to inform the development of the three interrelated components of the Education Master and Strategic Plan (EMSP), which include the South Orange County Community College District's District-wide Strategic Plan and the Education Master Plans for Irvine Valley and Saddleback Colleges. This section summarizes the external trends identified during the Environmental Scan—including changing population demographics and employment projections—which play a role in the development of the Education Master and Strategic Plan, and in determining the future direction of programs, facilities, faculty and staff, support services for students, communications and outreach, and financial resources. Certain district-wide internal trends, such as college enrollments and student outcomes, are discussed in this chapter. Internal trends and data specific to Irvine Valley College are presented in Chapter 3.

KEY FINDINGS AND IMPLICATIONS

DEMOGRAPHIC TRENDS

AN AGING WORKFORCE AND POPULATION

- The growth of adult residents in older age groups will drive most of Orange County's population growth over the next few decades, with substantial growth among seniors aged 75 and older.
- Increasing retirements among older adult workers will provide more job opportunities for younger workers.
- The number of adults of working age (25 to 64 years old) in the region is expected to be flat in the coming decades.

DECLINING SCHOOL-AGE ENROLLMENT

- Orange County's school-age enrollments are projected to decline sharply by 2025, mirroring larger statewide trends following declines in birthrates after the Great Recession.
- There will be 40,000 fewer K-12 enrollments in Orange County in 2027 than there were in 2017, a loss of nearly nine percent of school-age students.

GROWING ETHNIC DIVERSITY CONTINUES TO SHAPE THE REGION

- Southern California will be a majority Latinx/Hispanic region by 2025.³
- In Orange County, currently one-third of residents are Latinx/Hispanic, and 20 percent are of Asian descent. By 2060, 40 percent of the population will be Latinx/Hispanic, and 25 percent will be Asian.

HIGH COST OF LIVING

- Median home values and gross rents in the South Orange County Community College District Service Area are higher than the Orange County median values.
- Transportation costs amount to 25 percent of the average Orange County resident's monthly budget.

EMPLOYMENT

³ In this case, Southern California refers to the region governed by the Southern California Association of Governments, commonly referred to as SCAG. This includes Los Angeles, Orange, Riverside, San Bernardino and parts of Imperial and Ventura Counties.

- Employment in the SOCCCD Service Area is projected to grow by nearly 17 percent, with 100,000 new jobs expected by 2035.
- Health care services firms employ the most workers in Orange County; within the South Orange County Community College District, more people are employed in professional and technical services occupations.

DEMOGRAPHIC IMPLICATIONS FOR COMMUNITY COLLEGES

- Declines in regional school enrollments and high school graduation rates may lead to fewer college-age student enrollments at local institutions.
- Growing older adult populations may lead to an expansion in health care services and related fields.
- Retirements among older workers in middle-skill professions offer opportunities for community college students.
- SOCCCD and other districts will need to plan for a mix of academic programs and support services that appropriately meet the diverse needs of older and non-traditional students, such as adult learners in need of re-training for new career paths, or increased community education classes for seniors.

REGIONAL INDUSTRY AND EMPLOYMENT TRENDS

SIGNIFICANT INDUSTRIES IN SOUTHERN CALIFORNIA AND ORANGE COUNTY

- In Southern California, growth in the health care sector over the next decade is expected to create an additional 330,000 jobs in the region. The logistics sector (transportation and warehousing) is projected to grow by 22 percent, adding 81,000 jobs. Hospitality (accommodation and food services) will grow by 15 percent, or about 113,000 new jobs.
- Orange County employment growth projections mirror some of the broader regional trends, with health care, hospitality, and administrative support services sectors projected to grow the most over the next decade.
- Key industry clusters in Orange County and Southern California include information technology; digital media and data analytics; biotech, including bioscience research; biopharmaceuticals and medical device manufacturing; health care services; and professional and technical services.
- The region is also a hotbed for action sports companies and has large and growing tourism and hospitality industries.

EMERGING INDUSTRIES IN ORANGE COUNTY

- Emerging industries in the region include those connected to the green economy, and businesses involved in the integration of information technology and healthcare.

GROWING OPENINGS IN MIDDLE-SKILL JOBS

- Nearly a third of all new job openings in the coming years will require “middle skills,” education, and training beyond a high school diploma, such as associate degrees or certification awards, occupational licensing, or apprenticeship opportunities.
- By 2025, the state of California is likely to face a shortage of more than a million workers with some postsecondary training.
- Retirements will lead to increased numbers of openings in middle-skill jobs.

THE CHANGING NATURE OF WORK

- The advances of tech-infused workplaces require workers who understand how to use technology and data, and who are flexible and adaptable as industries and work tasks evolve.

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT DEMOGRAPHICS AND TRENDS

ENROLLMENT

- The number of students at SOCCCD (by headcount) has declined 11 percent since 2009.
- District-wide enrollments have declined by 8,000 (6.6 percent) between 2009 and 2017, and by 1,900 (1.7 percent) since 2013.
- SOCCCD total full-time equivalent students (FTES) has experienced slight increases in Fall 2016 and declines in Fall 2015 and Fall 2017, but remained relatively flat in the period between Fall 2009 and Fall 2017, averaging 12,490 FTES during this time.

STUDENT DEMOGRAPHICS

- Ninety percent of students live within the community college district; two percent of the student body qualify for AB 540 status.
- Both schools are experiencing an increase in enrollment among older adults and high-school-age students.
- There has been a rise in enrollments among students of Asian and mixed descent at both schools between 2013 and 2017. Both schools have seen declines among African American students.

EDUCATIONAL GOALS

- Most students who enroll at Saddleback College or Irvine Valley College have plans to transfer to four-year schools.
- Ten percent of South Orange County Community College District students say they are enrolled in career training; another twenty percent have personal development educational goals.

INSTRUCTION METHODS

- The number of SOCCCD students taking online classes has grown 26 percent since 2013.
- Twenty percent of students take classes via multiple methods of instruction.
- Rates of retention and success are improving among online students, though success rates still fall below traditional classroom outcomes.

STUDENT OUTCOMES

- Students across the District perform above the statewide average when looking at the completion rates of students, those who complete a degree or certificate, and/or those who transfer to another school within six years of their initial enrollment.
- Student cohort persistence rates have grown between 2008 and 2012 class cohorts, and completion rates are well above statewide averages.
- Among many students of color, those who enroll already prepared for college are more likely to complete their programs of study.

DEGREES AND AWARDS

- Saddleback College and Irvine Valley College collectively offer more than 220 associate degrees and nearly 200 certificate awards.
- Eighteen of the top 25 degrees among students who graduate from SOCCCD (nearly 75 percent) are offered by both colleges.
- In 2017, students at both schools needed an average of at least 8.5 semesters to complete their degree or certificate awards.

TRANSFERS

- Transfer rates have grown significantly at both schools, up more than 20 percent from 2013 to 2017.

- Nearly half of all SOCCCD students who transfer to four-year institutions attend University of California or California State University schools.

OUTREACH SUMMARY

Members of the South Orange County Community College District community, including students, administrators, faculty, staff, and residents of the SOCCCD Service Area, have shared ideas for the future directions of the District and the upcoming Educational Master and Strategic Plan through a series of focus groups, interviews, and an online questionnaire.

METHODOLOGY

This environmental scan makes extensive use of data collected from a variety of sources. We used current and historical demographic and economic data from the US Census American Community Survey and the Bureau of Labor Statistics to look at and compare the South Orange County Community College District Service Area, Orange County and the Southern California region. Both the Southern California Association of Governments (SCAG) and the California Department of Finance provide projection estimates of future population and employment growth. K-12 enrollment and graduation data and projections are provided by the California Department of Education and California Department of Finance. Industry and employment data were gathered through EMSI and BLS, and from the Orange County Business Council. Student and college-level data were provided by SOCCCD through the inForm data warehouse; some institution-level data and statewide community college data were collected through the California Community Colleges Chancellor's Office Data Mart, IPEDS and NCES.

It is important to note that the population and employment growth projections and trends will be impacted by ongoing changes in the economy and the reactions that employers, colleges, consumers, and others have over time to those changes. This information serves as a direction toward future planning but will need to be updated on an ongoing basis to remain relevant with evolving trends.

SERVICE AREA AND REGIONAL POPULATION TRENDS

The next section describes the cities within the South Orange County Community College District Service Area looks at the District's relationship to the region and examines projections for regional population growth through the coming decades.

SERVICE AREA POPULATIONS

- At least 83 percent of students enrolled in the South Orange County Community College District live within the District's Service Area (see Table 2.1).
- One in five students (20 percent) from the South Orange County Community College District live in the City of Irvine (see Figure 2.1).
- More than 11 percent of SOCCCD students are residents of Mission Viejo, the second-largest concentration of SOCCCD students among Orange County cities.

REGIONAL POPULATION TRENDS

The South Orange County Community College District population (975,000 people) represents about one-third of Orange County's total population of nearly 3.2 million people (see Table 2.2).

- Within the SOCCCD Service Area, more than one-fourth of residents live in the City of Irvine; the next largest cities include Mission Viejo (10 percent of service area residents), Newport Beach (9 percent), and Lake Forest and Tustin (8 percent each) (see Table 2.3).

REGIONAL POPULATION PROJECTIONS

- Orange County population projections by the Southern California Association of Governments (SCAG) estimate that an additional 150,000 people will be living in the county by 2035, or a growth of about five percent from 2020 to 2035 (see Table 2.4).
- The greater SCAG region, which encompasses Orange, Los Angeles, Riverside, and San Bernardino Counties and parts of Ventura and Imperial counties, is estimated to grow 12 percent, or 2.4 million people, between 2020 and 2035. Much of this growth will be in Riverside and San Bernardino Counties, where some city populations are projected to grow as much as 50 percent.⁴

SERVICE AREA POPULATION PROJECTIONS

- The South Orange County Community College District Service Area is projected to grow at a similar rate (four percent) over this period (2020 to 2035), with total growth approximately 39,000 new residents (see Table 2.4).
- Nearly all the SOCCCD Service Area's projected growth is estimated to take place in the City of Irvine, which may grow by 15 percent between 2020 and 2035, adding an estimated 38,600 people to its population (see Table 2.5).
- Most other cities in the South Orange County Community College District Service Area are projected to have only slight gains in population over this period.

⁴ Southern California Association of Governments, Socio Economic Library: Adopted 2012 RTP Growth Forecast, accessed April 2019 from <http://gisdata.scag.ca.gov/Pages/SocioEconomicLibrary.aspx>

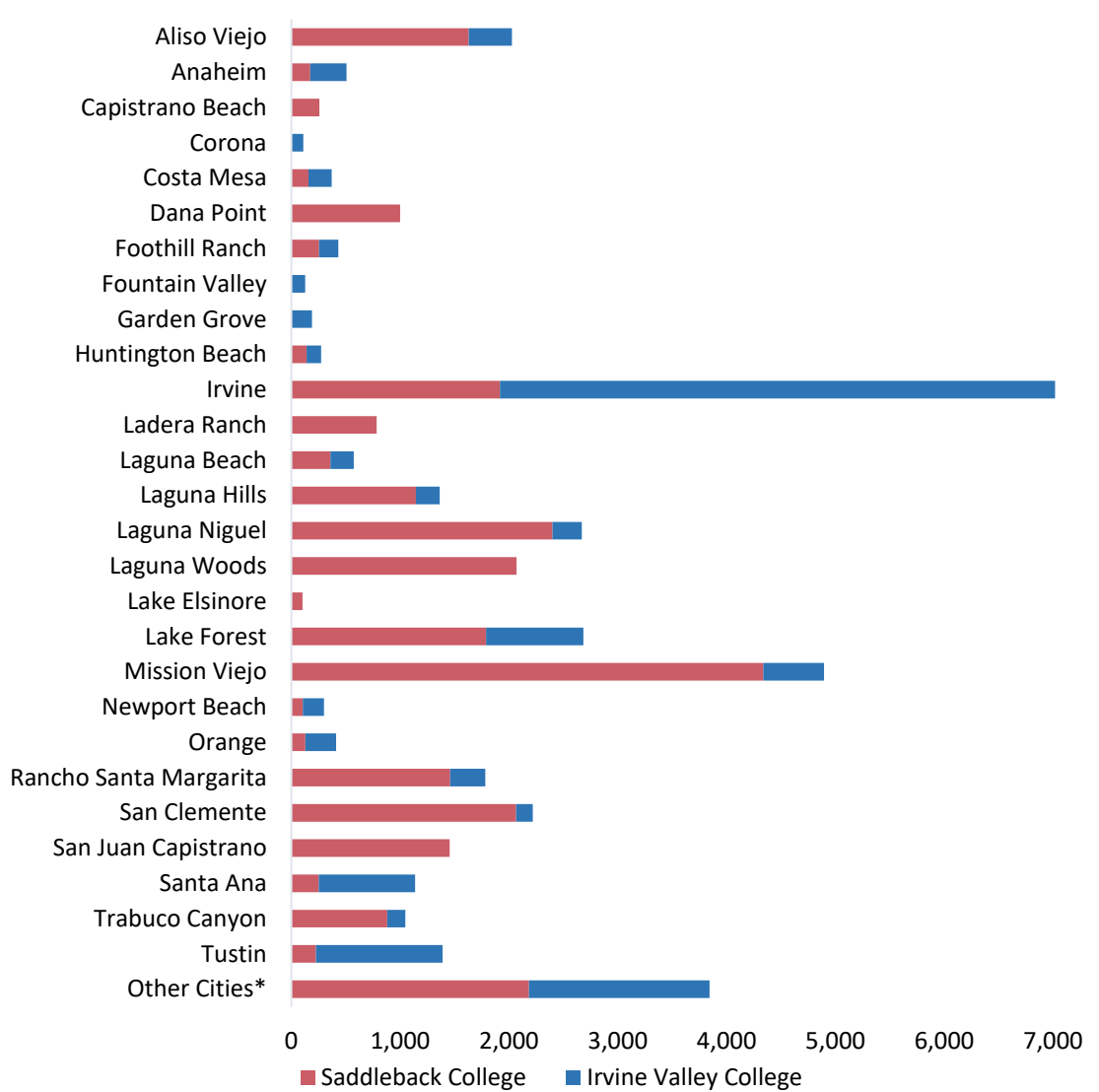
TABLE 2.1: SOCCCD AND COLLEGE ENROLLMENT BY CITY, FALL 2017

City	SOCCCD Total	
	Student Count	Student Percent
Aliso Viejo	2,026	5%
Anaheim	506	1%
Capistrano Beach	257	0.6%
Corona	109	0.3%
Costa Mesa	370	0.9%
Dana Point	999	2%
Foothill Ranch	432	1%
Fountain Valley	127	0.3%
Garden Grove	190	0.5%
Huntington Beach	274	0.6%
Irvine	8,615	20%
Ladera Ranch	783	2%
Laguna Beach	574	1%
Laguna Hills	1,363	3%
Laguna Niguel	2,668	6%
Laguna Woods	2,069	5%
Lake Elsinore	102	0.2%
Lake Forest	2,683	6%
Mission Viejo	4,894	11%
Newport Beach	299	0.7%
Orange	411	1%
Other Cities	3,843	9%
Rancho Santa Margarita	1,782	4%
San Clemente	2,218	5%
San Juan Capistrano	1,454	3%
Santa Ana	1,137	3%
Trabuco Canyon	1,047	2%
Tustin	1,389	3%
SOCCCD Service Area Total	35,552	83%
All Cities Served	42,621	100%

Note(s): "Other Cities" is a grouping of cities with under 100 students. Rows highlighted in blue represent cities that fall within SOCCCD's Service Area.

Source: SOCCCD inFORM Data Warehouse

FIGURE 2.1: SOCCCD ENROLLMENT BY CITY, FALL 2017



Note(s): "Other Cities" is a grouping of cities with under 100 students.

Source: SOCCCD inFORM Data Warehouse

TABLE 2.2: COUNTY AND SOCCCD POPULATIONS, 2017

Region	Population	Percent of County
SOCCCD	973,197	31%
Orange County	3,155,816	-

Note: SOCCCD population totals do not include unincorporated community population counts due to data unavailability.

Source: US Census ACS 5-Year Estimates, 2013-2017

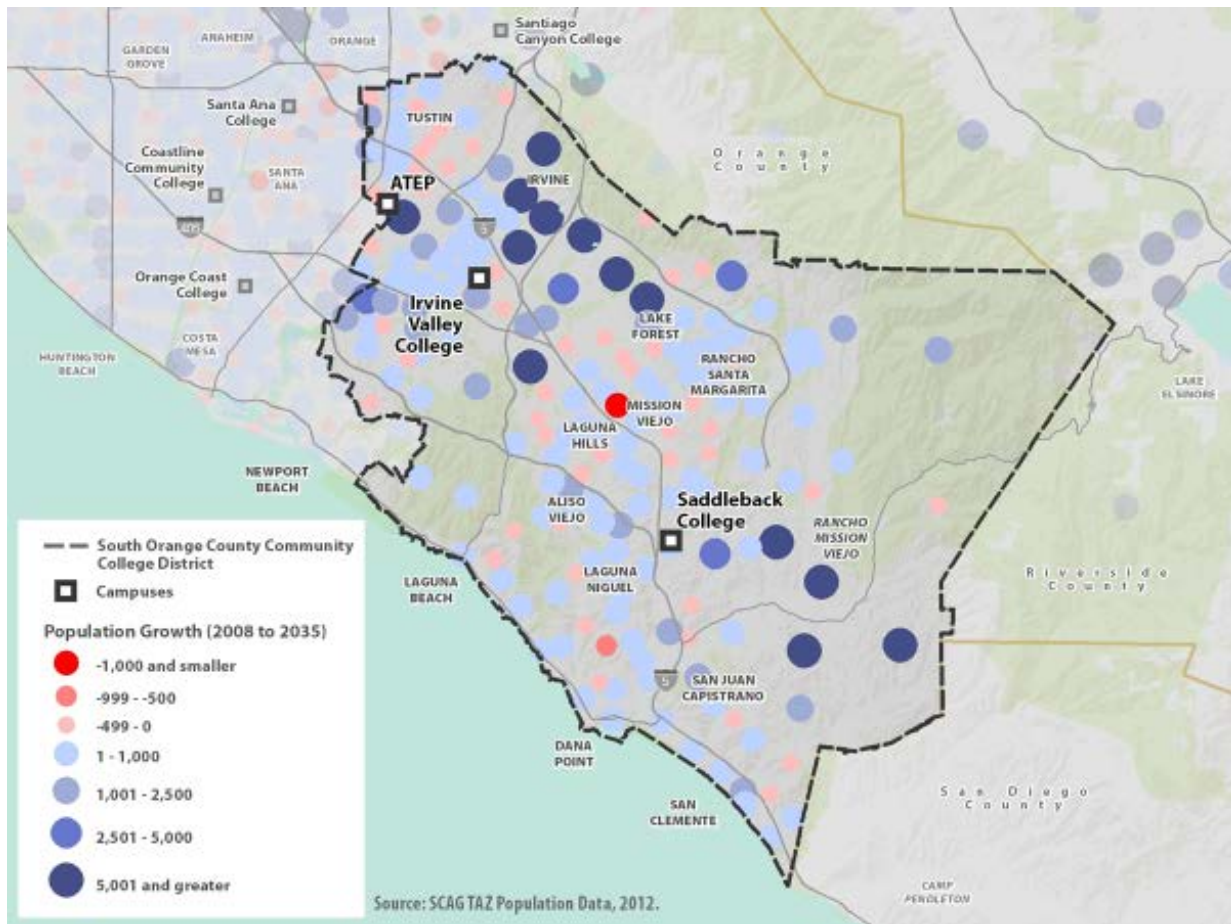
TABLE 2.3: SOCCCD SERVICE AREA POPULATION, 2017

City	Population	Percent of Service Area Population
Aliso Viejo	50,691	5%
Dana Point	34,028	4%
Irvine	256,877	26%
Laguna Beach	23,224	2%
Laguna Hills	31,235	3%
Laguna Niguel	65,429	7%
Laguna Woods	16,314	2%
Lake Forest	81,812	8%
Mission Viejo	96,535	10%
Newport Beach	86,793	9%
Rancho Santa Margarita	49,078	5%
San Clemente	65,226	7%
San Juan Capistrano	35,948	4%
Tustin	80,007	8%
SOCCCD Service Area	973,197	100%

Note: Does not include unincorporated areas due to data unavailability.

Source: US Census ACS 5-Year Estimates, 2013-2017

FIGURE 2.2: DISTRICT PROJECTED POPULATION GROWTH, 2008 TO 2035



Source: SCAG Socio Economic Library, Adopted 2012 Growth Forecast

TABLE 2.4: REGION, COUNTY AND DISTRICT POPULATION GROWTH PROJECTIONS, 2008 TO 2035

Region	2008	2020	2035	Percent Change, 2020 to 2035	Total Change, 2020 to 2035
SOCCCD	890,800	1,001,700	1,041,600	4%	39,900
Orange County	2,989,500	3,266,200	3,421,100	5%	154,900
Los Angeles County	9,778,000	10,404,000	11,353,000	9%	949,000
Riverside County	2,128,000	2,592,000	3,324,000	28%	732,000
San Bernardino County	2,016,000	2,268,000	2,750,000	21%	482,000
SCAG Region	17,895,000	19,663,000	22,091,000	12%	2,428,000

Source: SCAG Socio-Economic Library, Adopted 2012 Growth Forecast

TABLE 2.5: POPULATION GROWTH PROJECTIONS FOR CITIES IN SOCCCD, 2008 TO 2035

City	2008	2020	2035	Percent Change, 2020 to 2035	Total Change, 2020 to 2035
Aliso Viejo	47,200	51,500	51,000	-1%	-500
Dana Point	33,400	35,900	36,200	0.8%	300
Irvine	203,600	265,600	304,200	15%	38,600
Laguna Beach	22,700	23,500	23,400	-0.4%	-100
Laguna Hills	30,300	32,100	32,000	-0.3%	-100
Laguna Niguel	62,700	65,700	65,200	-0.8%	-500
Laguna Woods	16,200	17,000	16,900	-0.6%	-100
Lake Forest	77,200	88,100	87,400	-0.8%	-700
Mission Viejo	93,200	96,600	97,000	0.4%	400
Newport Beach	84,200	88,700	90,300	2%	1,600
Rancho Santa Margarita	47,800	49,500	49,000	-1%	-500
San Clemente	63,200	68,100	68,300	0.3%	200
San Juan Capistrano	34,400	38,100	37,800	-0.8%	-300
Tustin	74,700	81,300	82,900	2%	1,600
SOCCCD Total	890,800	1,001,700	1,041,600	4%	39,900

Source: SCAG Socio-Economic Library, Adopted 2012 Growth Forecast

REGIONAL DEMOGRAPHICS: AGE

This section looks at the age demographics of the population within Orange County and the South Orange County Community College District Service Area, as well as regional and service area projections for growth or decline by age cohort in the coming decades. Like most of Southern California, Orange County and the SOCCCD Service Area populations are growing older, and the number of school-age children is in decline. Families are leaving the area as well, as many are priced out of local housing opportunities.⁵ These changes have implications for college enrollments and the regional economy.

CURRENT POPULATION DEMOGRAPHICS

- School-age children (those from 5 to 17 years old) make up about 16 percent of the South Orange County Community College District Service Area population and the broader Orange County population as well (see Table 2.6 below).
- About nine percent of residents in the Service Area and Orange County are in the traditional college-age cohort (18 to 24 years old), while 54 percent are working-age adults.
- Seniors, those 65 and older, make up about 15 percent of the population in the SOCCCD Service Area, and approximately 14 percent of Orange County's population.

DECLINING K-12 ENROLLMENTS

- An approaching "cliff" in K-12 student enrollments projected in the next decade may lead to a similar decline in enrollments at community colleges among traditional college-age students, as Orange County loses more than 40,000 school-age children by 2027 (Figure 2.3).⁶

BY 2060 IN ORANGE COUNTY⁷

The population of school-age children is expected to continue to decline, a trend that will mirror similar declines across the region and the state (Figure 2.4).

- The proportion of college-age residents to the whole population will be like what it is today, decreasing by less than one percent.
- Growth in the working-age adult population, those between the ages of 25 and 64, will also be flat (two percent growth).
- Retirees and older adults will grow substantially, especially among those 75 years of age and older.
- Retirees and seniors will become nearly one-third of the county's population by 2060 (Figure 2.5).

ADDITIONAL AGE-RELATED IMPLICATIONS FOR THE REGION

- Demand for childcare and education occupations may wane with fewer young and school-age children.
- Growth can be anticipated in industries and occupations related to healthcare and others which cater to senior populations.
- Retirements will lead to increased numbers of openings, many in middle-skill jobs.

⁵ Orange County Business Council, Orange County Workforce Indicators Report, 2019, p.21, <https://www.ocbc.org/research/workforce-indicators-report/>

⁶ California Department of Finance, Projected California Public K-12 Graded Enrollment by County by Year, 2018 Series

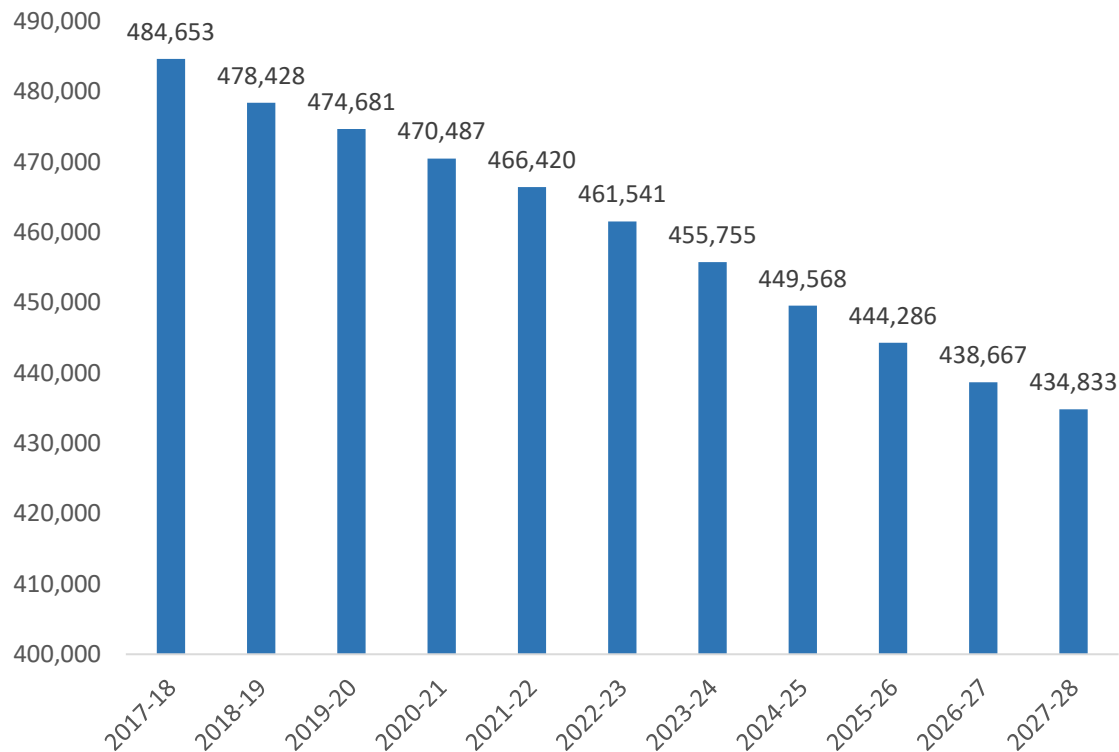
⁷ Southern California Association of Governments, Orange County Economic Report, 2018, p.9, http://economy.scag.ca.gov/Economy%20site%20document%20library/2018_EconomicReportOC.pdf

TABLE 2.6: DISTRICT AND COUNTY POPULATION BY AGE GROUP, 2017

Age Group	SOCCCD	Percent of SOCCCD	Orange County	Percent of Orange County
Under 5 years	54,808	6%	188,952	6%
5 to 17 years	153,280	16%	527,815	17%
18 to 24 years	87,874	9%	306,891	10%
25 to 64 years	530,871	55%	1,705,713	54%
65 years and older	146,364	15%	426,445	14%

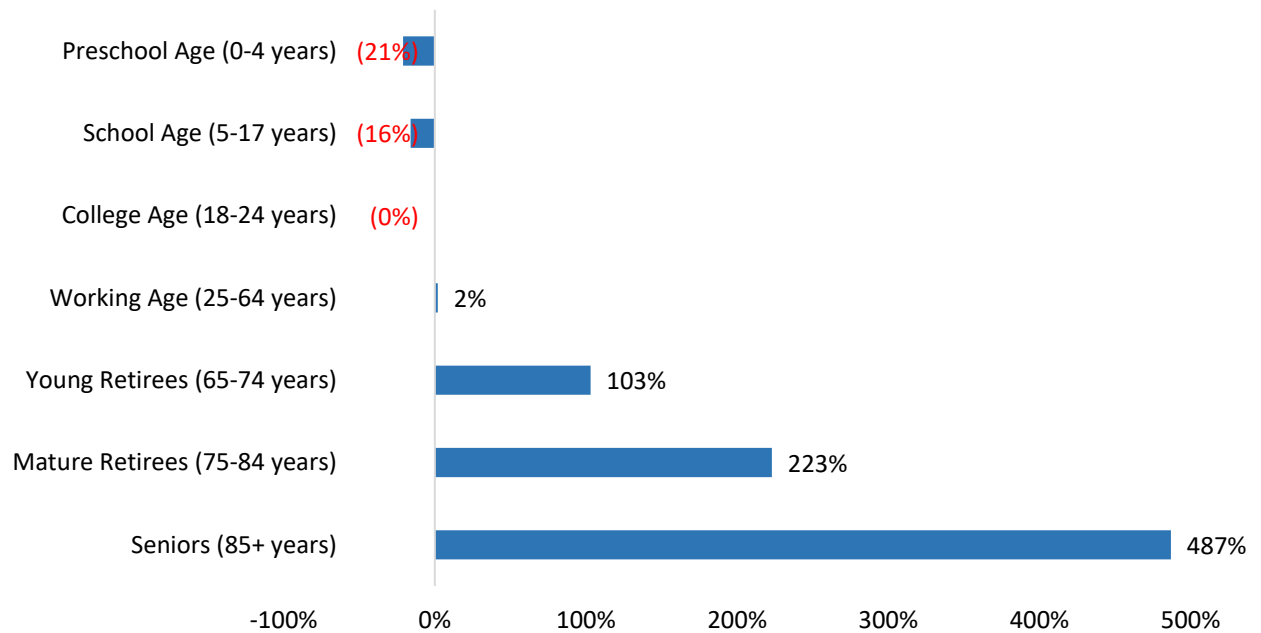
Source: US Census ACS 5-Year Estimates, 2013-2017

FIGURE 2.3: PROJECTED K-12 ENROLLMENT, ORANGE COUNTY, 2017-2027



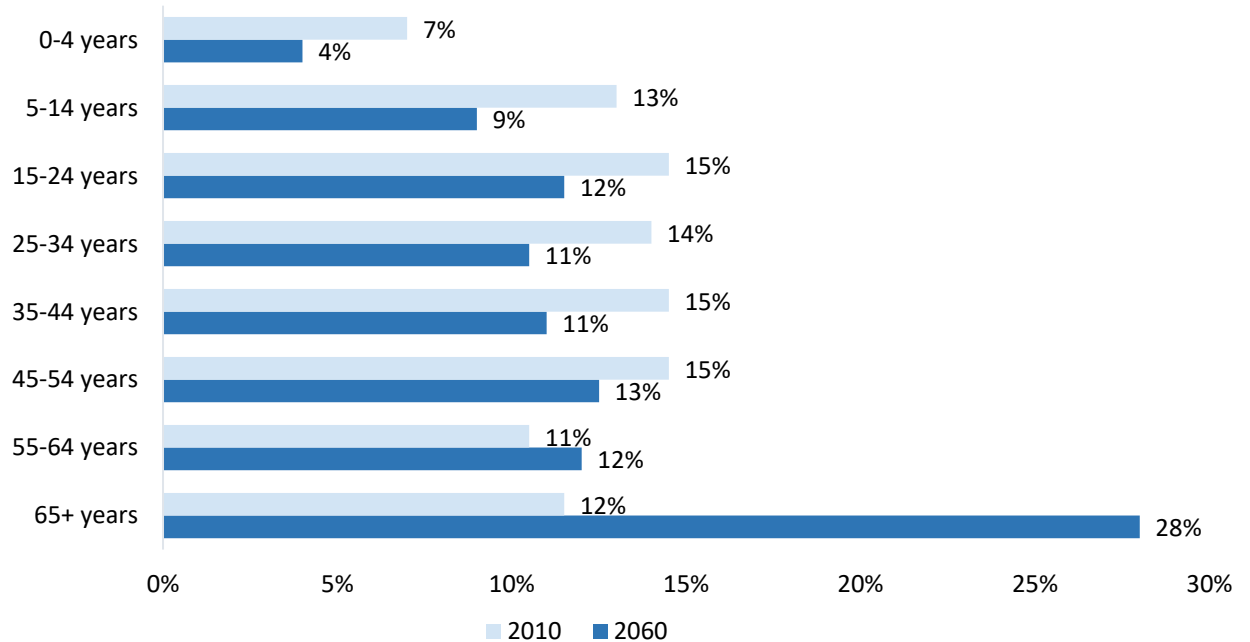
Source: California Department of Finance

FIGURE 2.4: ORANGE COUNTY PROJECTED POPULATION CHANGE BY AGE, 2010 TO 2060



Source: SCAG County Economic Report, 2018

FIGURE 2.5: ORANGE COUNTY PROJECTED POPULATION AGE GROUP, 2010 AND 2060



Source: Orange County Business Council Workforce Indicators Report, 2019

REGIONAL DEMOGRAPHICS: RACE AND ETHNICITY

Alongside changes in age, Orange County continues to grow in its ethnic diversity. Entrepreneurs and highly educated workers “with global connections” provide important economic advantages and cultural assets to the region, but many new immigrants and residents and their children need training programs and support.⁸ Expanding access to English language programs, for example, will help guarantee a steady supply of workers with basic skills in reading and writing to fill a growing number of job openings expected as older workers retire.

CURRENT POPULATION DEMOGRAPHICS

- More than half of Orange County residents are Asian or Latinx (of any race); only two in five identify as white (see Table 2.7).
- While the South Orange County Community College District Service Area holds a similar ratio of Asian residents as the county population, nearly 60 percent of its residents are white.
- The SOCCCD Service Area has only about half the rate of Latinx residents as the county as a whole.
- Asian residents constitute over 40 percent of the population in the city of Irvine; 41 percent of residents in Tustin and 36 percent in San Juan Capistrano are Latinx (Table 2.8).

REGIONAL PROJECTIONS BY RACE AND ETHNICITY

- In Orange County, the proportion of white residents will continue to decline over the coming decades; SCAG estimates project a ten-percentage point decrease from 2010 to 2060 (Figure 2.6).⁹
- By 2060, Latinx residents will represent nearly 40 percent of the population of Orange County, and almost one in four residents will be Asian.

TABLE 2.7: SERVICE AREA, DISTRICT AND COUNTY POPULATION BY RACE/ETHNICITY GROUP, 2017

Race	SOCCCD	Orange County
White (alone)	58%	41%
African American (alone)	2%	2%
Hispanic or Latinx (of any race)	18%	34%
Asian (alone)	19%	20%
American Indian / AK Native (alone)	0.2%	0.2%
Native HI / Pacific Islander (alone)	0.2%	0.3%
Some other race (alone)	0.2%	0.2%
Two or more races	4%	3%

Source: US Census ACS 5-Year Estimates, 2013-2017

⁸ Southern California Association of Governments, Orange County Economic Report, 2018, p.9, http://economy.scag.ca.gov/Economy%20site%20document%20library/2018_EconomicReportOC.pdf

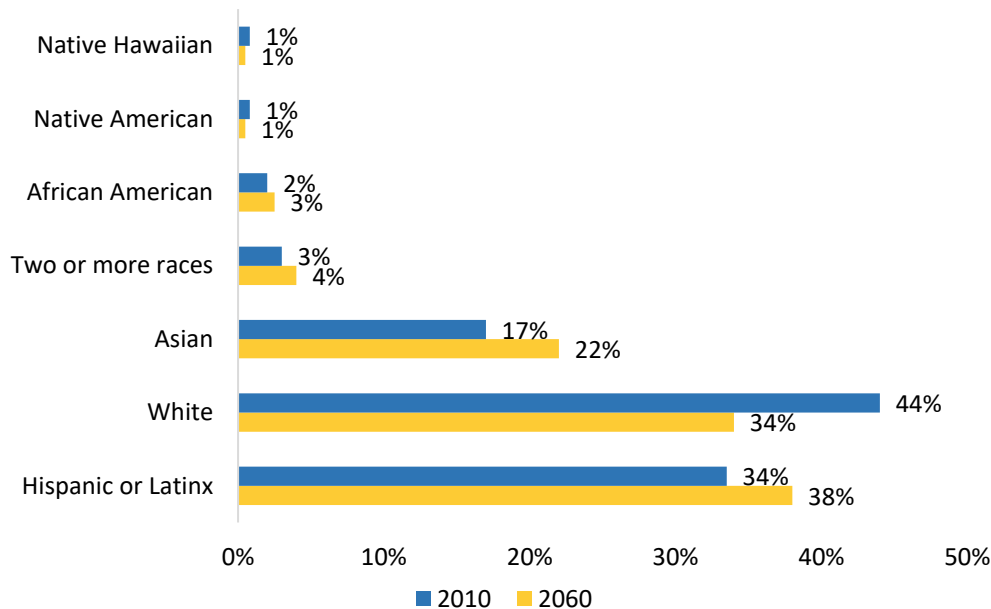
⁹ Southern California Association of Governments, Orange County Economic Report, 2018, p.10, http://economy.scag.ca.gov/Economy%20site%20document%20library/2018_EconomicReportOC.pdf

TABLE 2.8: SOCCCD CITIES POPULATION BY RACE/ETHNIC GROUP, 2017

City	White (alone)	African American (alone)	Hispanic or Latinx (of any race)	Asian (alone)	Am Indian/Alaska Native (alone)	Native Hawaiian /Pacific Islander (alone)	Some other race (alone)	Two or more races
Aliso Viejo	60%	2%	18%	15%	0.4%	0.1%	0.2%	4%
Dana Point	76%	2%	16%	3%	0.3%	0.0%	0.2%	2%
Irvine	42%	2%	10%	42%	0.1%	0.2%	0.2%	5%
Laguna Beach	82%	1%	8%	5%	0.1%	0.4%	0.4%	3%
Laguna Hills	59%	2%	21%	14%	1%	0.5%	0.0%	3%
Laguna Niguel	66%	2%	17%	10%	0.1%	0.2%	0.1%	4%
Laguna Woods	76%	0.4%	4%	18%	0.0%	0.0%	0.1%	1%
Lake Forest	54%	2%	25%	15%	0.4%	0.2%	0.2%	4%
Mission Viejo	67%	1%	17%	10%	0.2%	0.1%	0.1%	4%
Newport Beach	81%	1%	8%	8%	0.2%	0.1%	0.1%	2%
Rancho Santa Margarita	63%	2%	20%	10%	0.0%	0.1%	0.3%	4%
San Clemente	73%	1%	18%	4%	0.1%	1%	0.2%	3%
San Juan Capistrano	57%	0.1%	36%	3%	0.4%	0.2%	1%	2%
Tustin	30%	2%	41%	22%	1%	0.3%	0.1%	3%
SOCCCD Service Area	58%	2%	18%	19%	0.2%	0.2%	0.2%	4%

Source: US Census ACS 5-Year Estimates, 2013-2017

FIGURE 2.6: ORANGE COUNTY PROJECTED POPULATION BY RACE/ETHNIC GROUP, 2010 AND 2060



Source: SCAG County Economic Report, 2018

EDUCATIONAL ATTAINMENT AND COLLEGE PREPAREDNESS

The South Orange County Community College District Service Area and Orange County have high levels of advanced educational attainment, with the proportion of residents with bachelor's degrees or higher reaching 65 percent in several cities in the Service Area. And while SOCCCD's Service Area also has a greater proportion of residents who have completed high school than the county, there are parts of the region where residents have lower-than-average levels of basic educational attainment.

Lack of literacy and language proficiency are among the most serious barriers to entry into the labor market and career progression.¹⁰ Regardless of industry, English language and communication skills are essential factors for success in school and in the workplace. Employers want workers with soft skills, critical thinking capabilities, and an adaptable mindset—something that many students learn and get to practice in baccalaureate programs but may not access in high school or vocational training settings.

High school dropout rates, the number of students who are English Language Learners (ELLs), and the proportion of high school students who graduate prepared for college-level classes are all key outcome measures that can help determine whether a region is appropriately preparing its students for college study and work.¹¹

For students who do earn associate degrees or higher, there is a wage premium in many important and growing sectors of the economy. In an analysis of key Orange County industry sectors by the Orange County Business Council, community college graduates, on average, made nearly 60 percent more than their peers with only a high school degree. Five years later, they made 100 percent more than peers with just a high school education.¹²

The sections below look at the educational outcomes of residents in the Service Area and in Orange County, including high school graduation rates, college preparedness and eligibility, and postsecondary degree attainment.

EDUCATIONAL ATTAINMENT

- Residents of the South Orange County Community College District Service Area have higher rates of educational attainment than Orange County as a whole. Only 85 percent of residents in all of Orange County have completed high school, while 94 percent of SOCCCD Service Area residents have a high school degree (see Table 2.9 below).
- More than half of SOCCCD Service Area residents (55 percent) hold a bachelor's degree or higher, while less than 40 percent of Orange County residents have a bachelor's or advanced degrees.
- The cities of Irvine, Laguna Beach and Newport Beach have the highest rates of residents with bachelor's degrees or higher (65 to 67 percent), while Tustin and San Juan Capistrano have the lowest rates of bachelor's degree holders (41 percent and 37 percent, respectively) (Table 2.10).
- San Juan Capistrano, Aliso Viejo, and Mission Viejo have some of the highest levels of associate degree attainment with no additional education, from 12 to 17 percent (See Figure 2.8 below).

¹⁰ See for example Wrigley et al, *The Language of Opportunity: Expanding Employment Prospects for Adults with Limited English Skills*, The Center for Law and Social Policy, 2003, <https://www.clasp.org/sites/default/files/public/resources-and-publications/files/0150.pdf>

¹¹ Orange County Business Council, *Orange County Workforce Indicators Report*, 2019, p.28, <https://www.ocbc.org/research/workforce-indicators-report/>

¹² Orange County Business Council, *Orange County Workforce Indicators Report*, 2019, p.37, <https://www.ocbc.org/research/workforce-indicators-report/>

- There may be a high demand for community college education in areas north of Lake Forest and around ATEP, which have high levels of high school graduates and a low levels of residents with associate's degrees (See Figure 2.7 and 2.8 below).
- Parts of Irvine and Tustin that have the lowest rates of educational attainment beyond high school in the District may be key concentrations of potential students for associate's or other postsecondary degrees (See Figure 2.9).

HIGH SCHOOL DROPOUT RATES

- Orange County has some of the lowest dropout rates in California and has been consistently below the statewide average (see Figure 2.10 below).
- Among South Orange County Community College District Service Area high school feeder districts, dropout rates were below one percent in the 2016-2017 school year.¹³ In other parts of the county, more students struggle to complete high school.

ENGLISH LANGUAGE LEARNERS

- Nearly one in four students in Orange County is an English Language Learner (ELL), a rate higher than in other Southern California counties and higher than the California statewide average (Figure 2.11).
- At Irvine and Newport-Mesa Unified School Districts, one in five students is an ELL (Figure 2.12).
- The most common languages other than English spoken by students in Orange County schools include Spanish (32.6 percent), Vietnamese (5.3 percent), Korean, (1.9 percent), and Mandarin (1.5 percent).¹⁴

COLLEGE ELIGIBILITY

Among SOCCCD feeder schools, California Department of Education data shows that Laguna Beach, Capistrano, and Irvine Unified School Districts lead all Orange County districts in the percentage of high school students who meet English and math benchmarks in SAT scores. Most SOCCCD feeder districts have performance rates above 70 percent (Figure 2.13).

- More than half of all Orange County high school graduates were eligible for entrance into the University of California and California State University systems in 2016-2017.¹⁵
- In Orange County, nearly all ethnic groups outpace the statewide average among UC and CSU eligibility. However, Native American, Latinx, and African American students have the least college readiness among Orange County students—approximately 40 percent of students from these backgrounds are prepared upon graduation for college (Figure 2.14).

¹³ Orange County Business Council, Orange County Workforce Indicators Report, 2019, p. 30, <https://www.ocbc.org/research/workforce-indicators-report/>

¹⁴ California Department of Education, Orange County Language Group Data, 2018-19

¹⁵ California Department of Education, Graduates Meeting UC/CSU Entrance Requirements, 2009-17

TABLE 2.9: SERVICE AREA, DISTRICT AND COUNTY EDUCATIONAL ATTAINMENT BY PERCENT, 2017

Region	Less than a high school degree	High school degree or higher	Bachelor's degree or higher
SOCCCD	5%	94%	55%
Orange County	13%	85%	39%

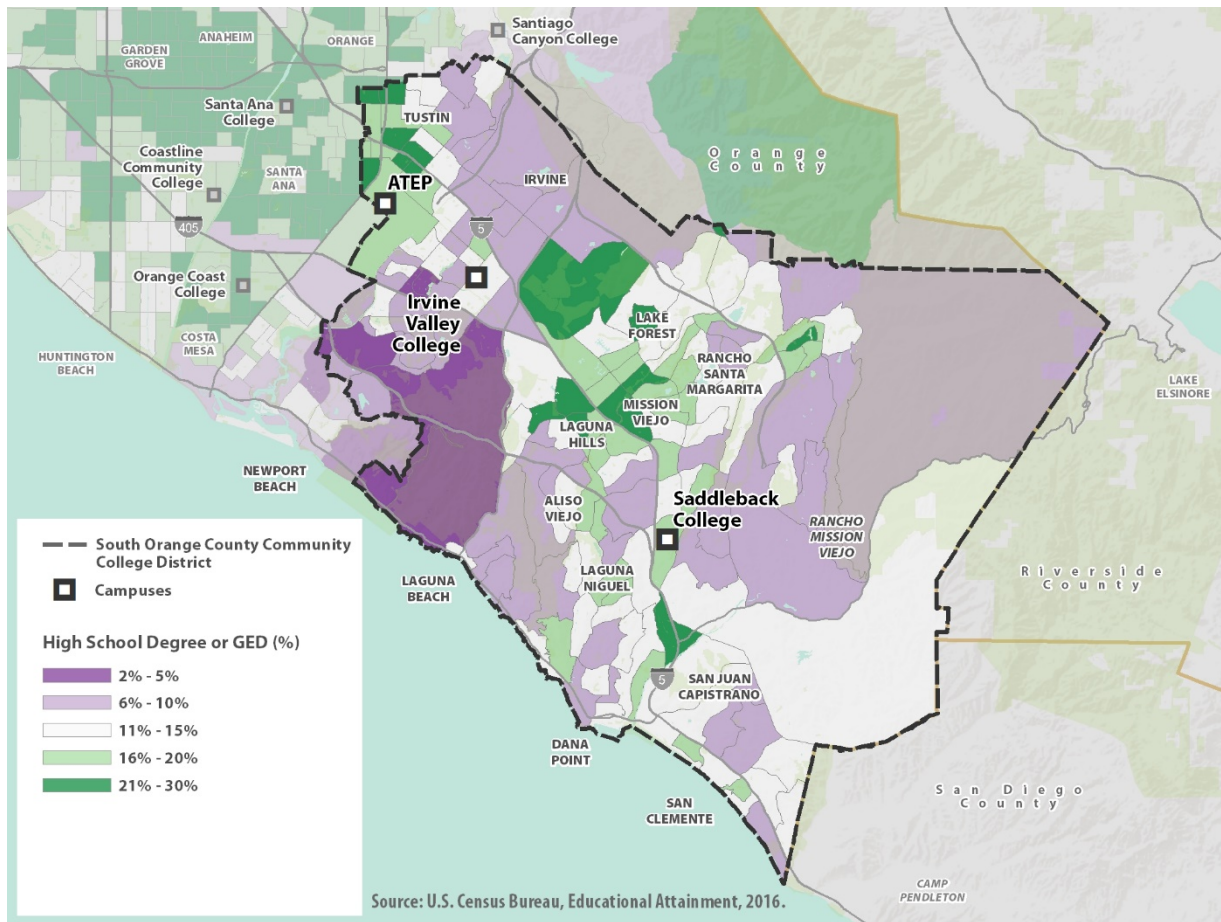
Source: US Census ACS 5-Year Estimates, 2013-2017

TABLE 2.10: EDUCATIONAL ATTAINMENT, CITIES IN SOCCCD, 2017

City	Less than a high school degree	High school degree or higher	Bachelor's degree or higher
Aliso Viejo	3%	96%	56%
Dana Point	5%	94%	49%
Irvine	3%	96%	67%
Laguna Beach	3%	97%	65%
Laguna Hills	7%	92%	49%
Laguna Niguel	4%	96%	53%
Laguna Woods	4%	95%	44%
Lake Forest	6%	92%	45%
Mission Viejo	4%	94%	47%
Newport Beach	2%	98%	66%
Rancho Santa Margarita	4%	96%	50%
San Clemente	5%	95%	49%
San Juan Capistrano	13%	84%	37%
Tustin	13%	85%	41%
SOCCCD Service Area	5%	94%	55%

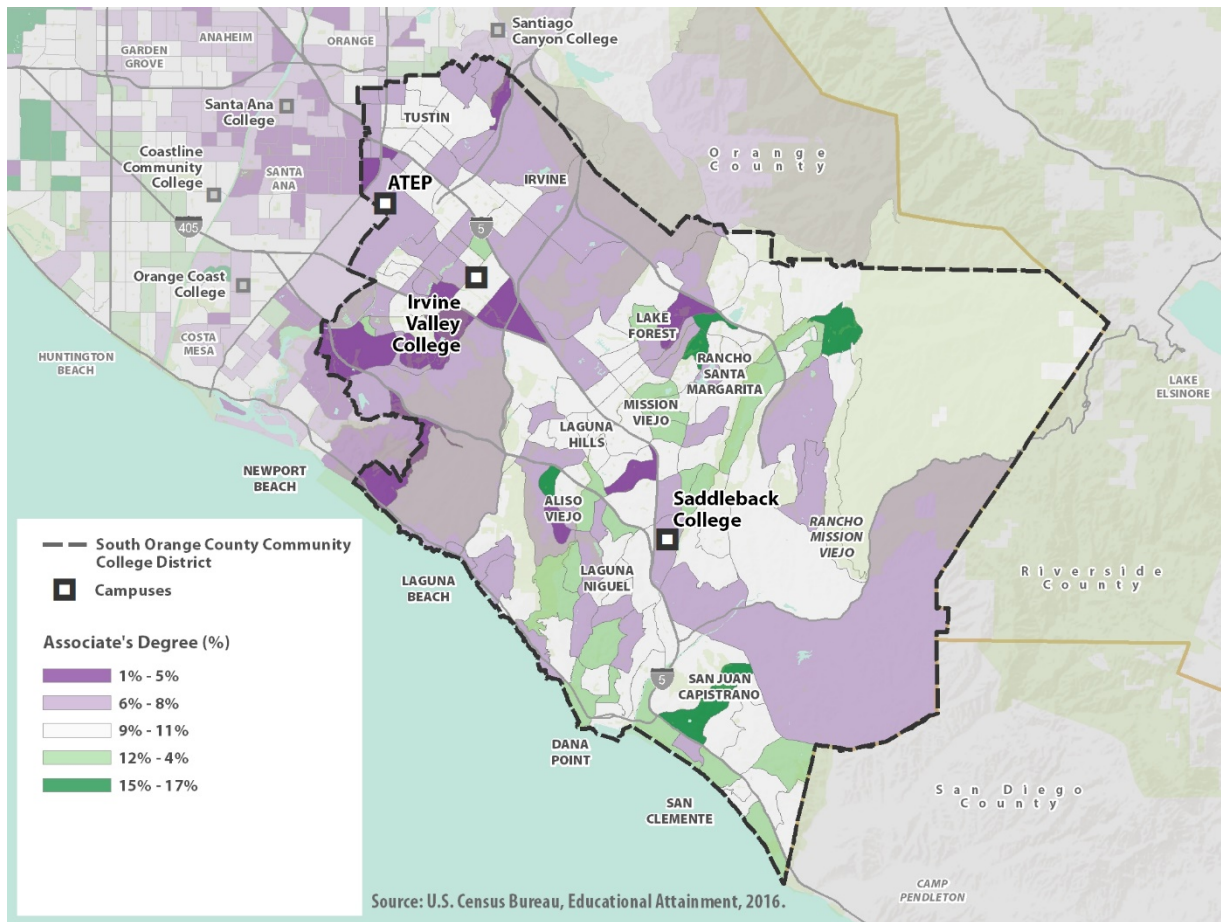
Source: US Census ACS 5-Year Estimates, 2013-2017

FIGURE 2.7: HIGH SCHOOL DEGREE OR GED ONLY, SOCCCD, 2016



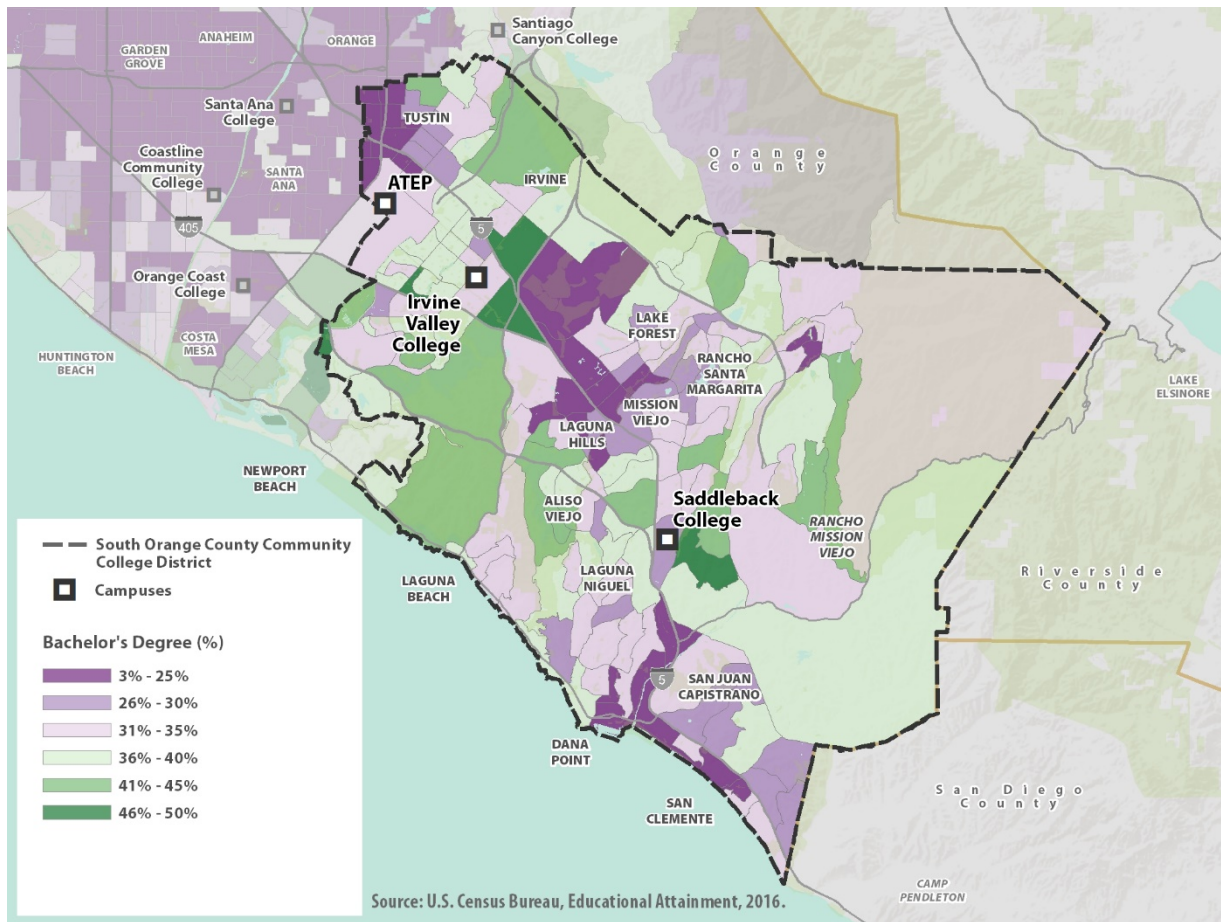
Source: US Census

FIGURE 2.8: ASSOCIATE DEGREE ONLY, SOCCCD, 2016



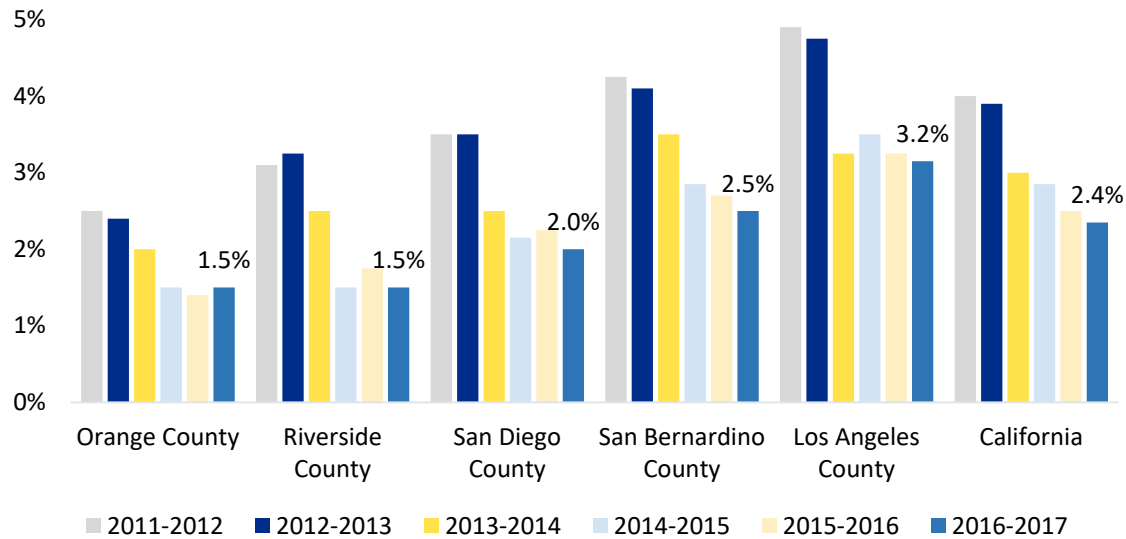
Source: US Census

FIGURE 2.9: BACHELOR'S DEGREE OR HIGHER, SOCCCD, 2016



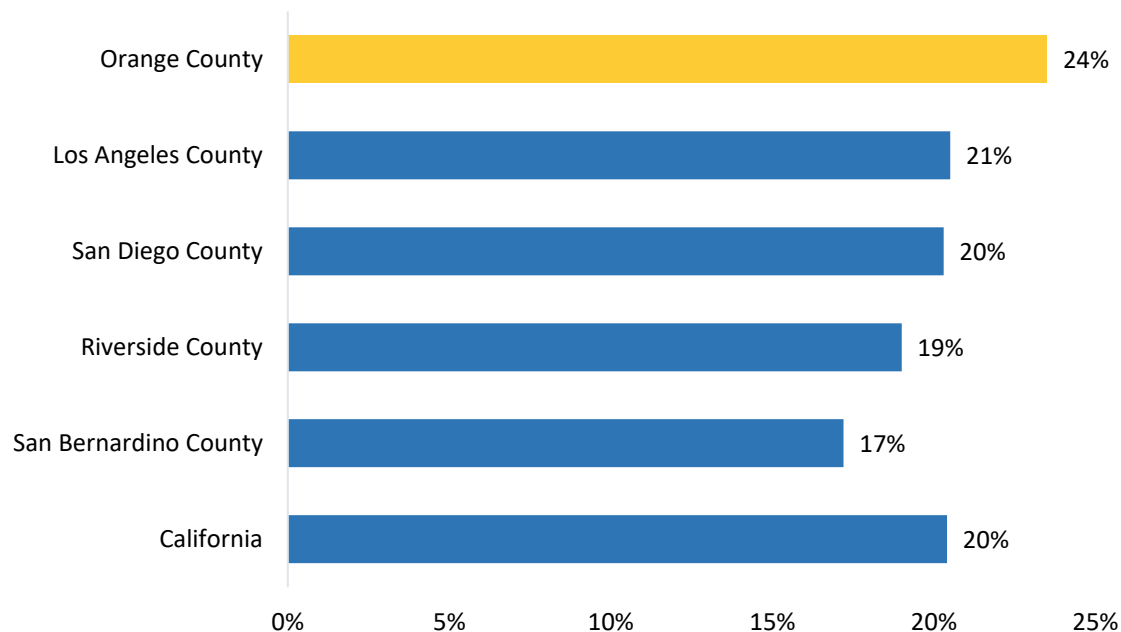
Source: US Census

FIGURE 2.10: HIGH SCHOOL DROPOUT RATES (GRADES 9-12), SOUTHERN CALIFORNIA COUNTIES, 2011-12 TO 2016-17 SCHOOL YEARS



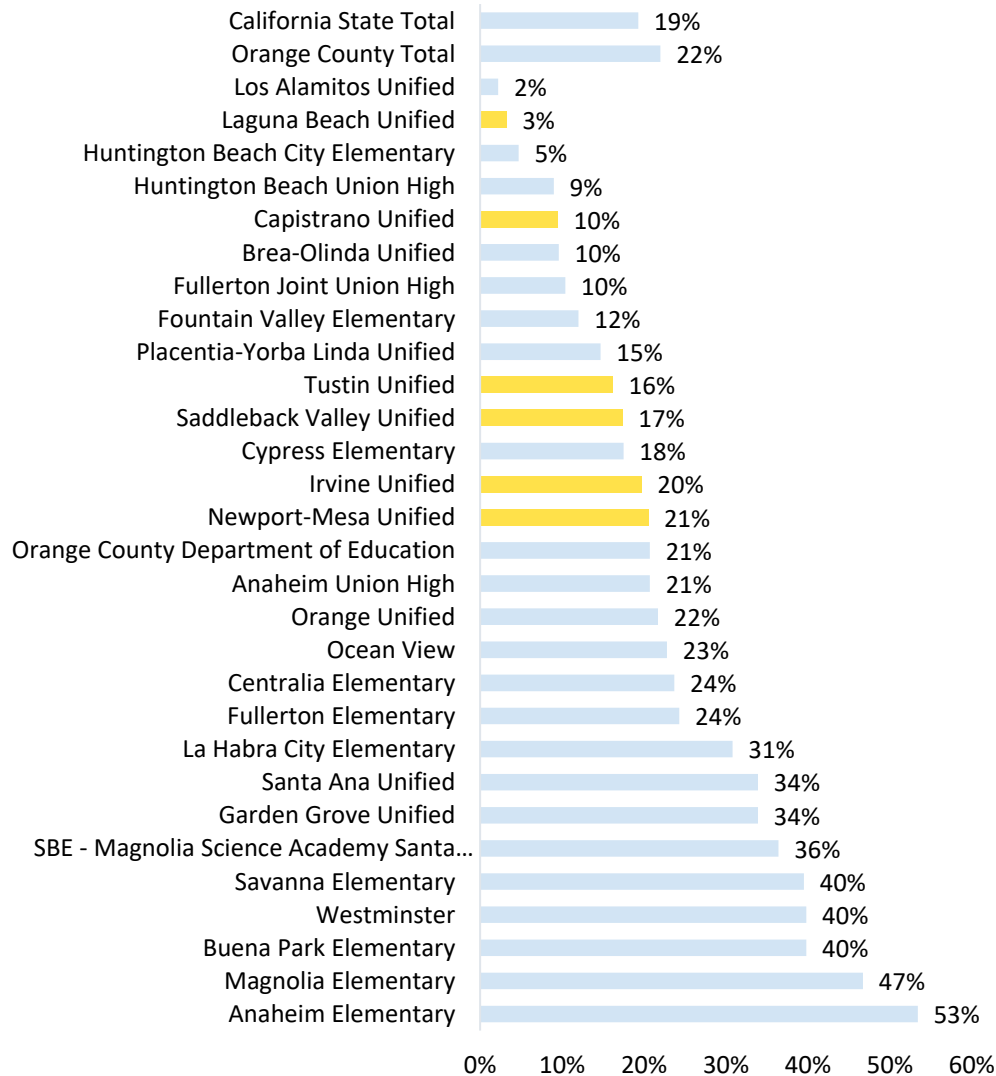
Source: California Department of Education and Orange County Business Council

FIGURE 2.11: ENGLISH LANGUAGE LEARNERS AS PERCENT OF TOTAL K-12 ENROLLMENT, SOUTHERN CALIFORNIA COUNTIES, 2018



Source: California Department of Education and Orange County Business Council

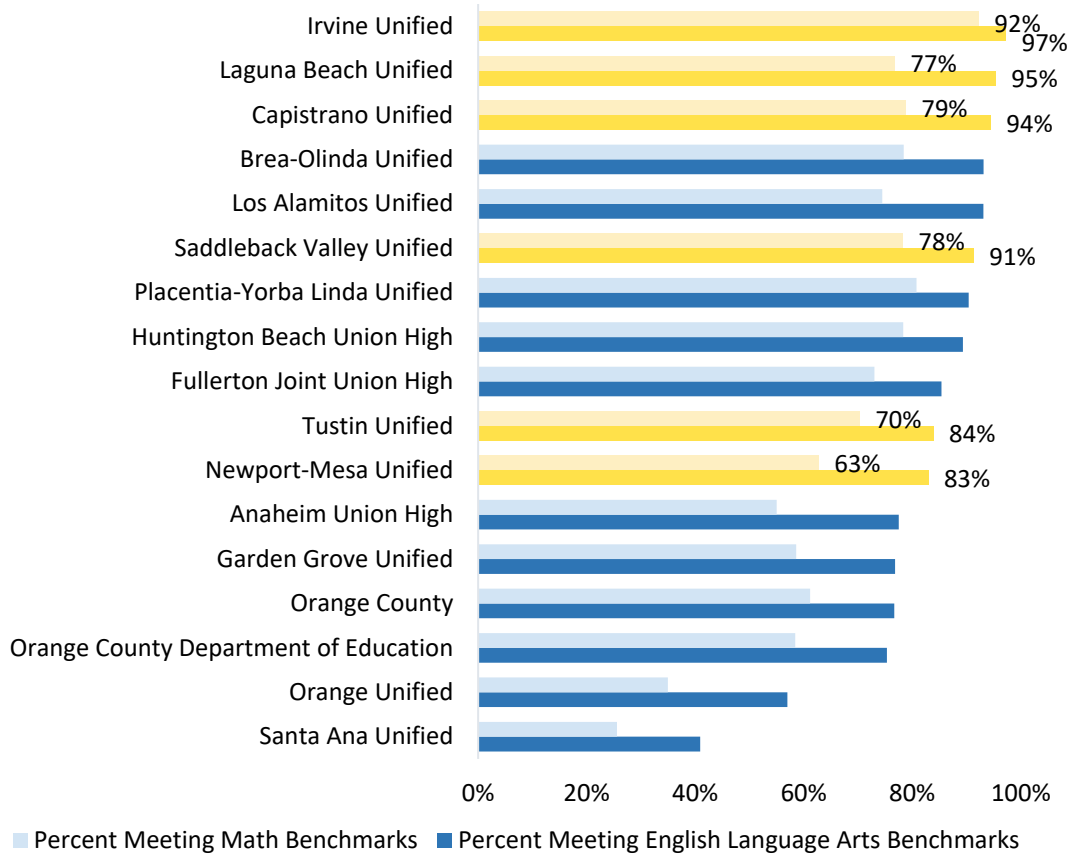
FIGURE 2.12: ENGLISH LANGUAGE LEARNERS AS PERCENT OF TOTAL K-12 ENROLLMENT, ORANGE COUNTY HIGH SCHOOL DISTRICTS, 2018-2019 SCHOOL YEAR



Note: Yellow highlights refer to SOCCCD feeder district schools.

Source: California Department of Education

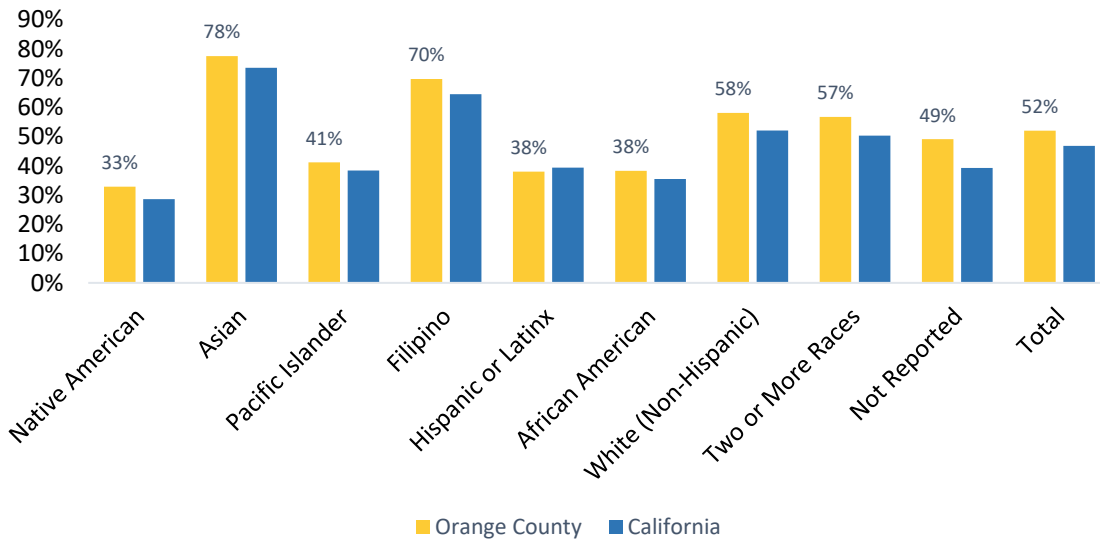
FIGURE 2.13: STUDENTS MEETING ENGLISH LANGUAGE ARTS AND MATH BENCHMARKS IN ORANGE COUNTY BY SCHOOL DISTRICT, 2016-2017 SCHOOL YEAR



Note: Yellow highlights refer to SOCCCD feeder district schools.

Source: California Department of Education, DataQuest

FIGURE 2.14: UC/CSU ELIGIBLE HIGH SCHOOL GRADUATES IN ORANGE COUNTY AND CALIFORNIA, 2016-2017 SCHOOL YEAR



Source: California Department of Finance and Orange County Business Council

HOUSEHOLDS, INCOME, AND POVERTY

Income and poverty levels within communities often correlate with educational attainment rates, as these determine the capacity of families to afford the expense and time required to attend and complete high school, college, and other educational studies. This section describes income and related living characteristics of households in Orange County and the SOCCCD Service Area.

Residents in the South Orange County Community College District Service Area tend to pay more for housing, whether they rent or own their homes than in Orange County as a whole. Some cities with the highest rents, such as Irvine, also have some of the highest rates of residents living below poverty. Both median household incomes and home values in SOCCCD are higher than those across Orange County and statewide.

Connected to housing affordability are transportation costs, usually a household's second-largest expense. In Orange County, households spend nearly 25 percent of their incomes on transportation, an average annual cost of more than \$14,000.¹⁶

The rising costs of living in Orange County and the broader Southern California region are forcing many lower-income residents and families to look for more affordable housing opportunities farther away from metropolitan centers. This puts residents farther away from work and school and adds additional time and cost burdens on families experiencing increased transportation costs and longer commutes.

HOUSEHOLD CHARACTERISTICS

- The South Orange County Community College District Service Area has fewer average people per household (2.6) than Orange County (3.0 people per household) and the California statewide average (also 3.0 people per household) (see Table 2.11below).

¹⁶ The Center for Neighborhood Technology, Orange County H+T Fact Sheet, accessed March 2019 from htaindex.cnt.org

- Tustin, Laguna Hills, San Juan Capistrano and Lake Forest have an average household size (2.9 to 3.0 people per household) closest to the County and California average household size of 3.0 people (Table 2.12).

INCOME AND POVERTY

- The SOCCCD Service Area median household income of \$97,891 is considerably higher than the Orange County average of \$81,851 and much higher than the statewide average of \$67,169 (Table 2.11).
- The SOCCCD Service Area has a lower percentage of households living in poverty (9 percent) compared to all of Orange County (12 percent) and California statewide rates (15 percent).
- Tustin and Irvine have higher rates of residents living below the poverty line than Orange County rates (Table 2.12).
- Laguna Woods has the lowest median household income and the fewest people per household among cities in the South Orange County Community College District. It also has the lowest median home values and rents in the District (Table 2.12 and Table 2.14), but its residents are predominantly senior citizens living in a large senior community.

HOME VALUES AND RENTAL COSTS

- Median home values are six percent higher and rental costs 18 percent higher in South Orange County Community College District cities than in Orange County; SOCCCD Service Area median home values and rents are nearly 50 percent higher than statewide values and rents (Table 2.13).
- Median rent in the city of Irvine, which has some of the highest rates of renters in the District, is more than \$2,110 per month. This is on par with rents in SOCCCD communities with the highest median home values, such as Newport Beach and Laguna Beach (Table 2.14).

TABLE 2.11: DISTRICT HOUSEHOLD SIZE, MEDIAN INCOME AND PERCENT LIVING BELOW POVERTY, 2017

Region	Total Households	Average Persons Per Household	Median Household Income	Percent of Residents Living Below Poverty Level
SOCCCD	363,412	2.6	\$97,891	9%
Orange County	1,024,976	3.0	\$81,851	12%
California	12,888,128	3.0	\$67,169	15%

Source: US Census ACS 5-Year Estimates, 2013-2017

TABLE 2.12: SOCCCD SERVICE AREA HOUSEHOLD SIZE, MEDIAN INCOME AND PERCENT LIVING BELOW POVERTY, 2017

City	Total Households	Average Persons Per Household	Median Household Income	Percent of Residents Living Below Poverty Level
Aliso Viejo	18,661	2.7	\$106,353	5%
Dana Point	14,616	2.3	\$90,310	8%
Irvine	92,869	2.7	\$95,573	13%
Laguna Beach	10,485	2.2	\$117,586	7%
Laguna Hills	10,368	3.0	\$99,797	9%
Laguna Niguel	25,075	2.6	\$99,206	7%
Laguna Woods	11,251	1.5	\$40,837	11%
Lake Forest	27,965	2.9	\$96,963	7%
Mission Viejo	33,833	2.8	\$107,988	5%
Newport Beach	37,971	2.3	\$119,379	6%
Rancho Santa Margarita	17,339	2.8	\$106,939	4%
San Clemente	24,565	2.6	\$101,843	6%
San Juan Capistrano	12,229	2.9	\$81,730	11%
Tustin	26,185	3.0	\$73,567	14%
SOCCCD Service Area	363,412	2.6	\$97,891	9%

Source: US Census ACS 5-Year Estimates, 2013-7

TABLE 2.13: DISTRICT HOUSING TENURE, MEDIAN HOME VALUE AND GROSS RENT, 2017

Region	Owner-occupied Units	Renter-occupied Units	Median Home Value	Median Gross Rent
SOCCCD	61%	39%	\$825,100	\$1,998
Orange County	57%	43%	\$620,500	\$1,693
California	55%	46%	\$443,400	\$1,358

Source: US Census ACS 5-Year Estimates, 2013-2017

TABLE 2.14: SOCCCD SERVICE AREA HOUSING TENURE, MEDIAN HOME VALUE AND GROSS RENT, 2017

City	Owner-occupied Units	Renter-occupied Units	Median Home Value	Median Gross Rent
Aliso Viejo	60%	40%	\$582,300	\$2,092
Dana Point	60%	40%	\$833,800	\$1,941
Irvine	48%	52%	\$753,400	\$2,114
Laguna Beach	63%	38%	\$1,570,700	\$2,191
Laguna Hills	71%	29%	\$649,700	\$1,906
Laguna Niguel	71%	30%	\$737,400	\$2,004
Laguna Woods	76%	24%	\$246,600	\$1,656
Lake Forest	69%	31%	\$585,100	\$1,846
Mission Viejo	78%	23%	\$640,800	\$2,123
Newport Beach	57%	43%	\$1,695,700	\$2,118
Rancho Santa Margarita	71%	29%	\$619,200	\$1,812
San Clemente	66%	34%	\$849,300	\$1,775
San Juan Capistrano	74%	26%	\$635,100	\$1,886
Tustin	48%	52%	\$585,700	\$1,696
SOCCCD Service Area	61%	39%	\$825,100	\$1,998

Source: US Census ACS 5-Year Estimates, 2013- 2017

REGIONAL EMPLOYMENT TRENDS

Employment in Orange County and the South Orange County Community College District Service Area is projected to grow over the next decades. Much of the job growth in Orange County is expected to take place in key parts of the SOCCCD Service Area.

The section below describes these trends and provides details about which industries, like health care and professional services, serve as key employment centers for the SOCCCD Service Area and the region. Chapter 3, which follows below, presents regional employment and industry trends in Southern California, Orange County, and in the SOCCCD Service Area in more detail.

COUNTY AND DISTRICT EMPLOYMENT RATES AND PROJECTIONS

- Approximately two-thirds of residents in the South Orange County Community College District who are 16 years of age and older, or about 1.7 million people, are employed or looking for work (see Table 2.15 below).
- The rate of labor force participation in the SOCCCD Service Area, 66 percent, is the same as Orange County, and slightly higher than the statewide average of 63 percent of working-age adults.
- Among SOCCCD cities, labor force participation rates are highest in Aliso Viejo (76 percent) and Rancho Santa Margarita (75 percent), and lowest in Laguna Woods (22 percent) (Table 2.16).
- Orange County is projected to add 150,000 jobs between 2020 and 2035 (Table 2.17).
- Nearly half of those positions will be in the SOCCCD Service Area, which is projected to hold another 74,000 jobs by 2035.
- The cities of Irvine and Tustin, particularly the areas nearest ATEP, will account for most of the new growth (93,000 jobs) in the District (see areas with dark green circles in Figure 2.15 and Table 2.18).

EMPLOYMENT BY INDUSTRY AND OCCUPATION

- Health care services firms employ the most workers in Orange County at approximately 201,000 people. In the South Orange County Community College District Service Area, 73,000 people work in health care services fields (Figure 2.16 and Table 2.19).
- The professional and technical services (PTS) sector is the largest in the SOCCCD Service Area, at more than 12 percent of all workers, followed by health care services (11 percent).
- Related PTS and health services occupation groups with the most workers in the District service area include business operations and financial specialists, computer occupations, personal care services workers, and health practitioners (Figure 2.17).
- Other key industry sectors in the SOCCCD Service Area include hospitality, government, administrative and support services, retail, manufacturing, and insurance, and finance sectors, which employ seven percent or more of workers in the SOCCCD Service Area.

TABLE 2.15: EMPLOYMENT STATUS, 2017

Region	Population 16 years and over	Population 16 years and over in Civilian Labor Force	
		Population	Percent of Population
SOCCCD	790,152	519,450	66%
Orange County	2,524,230	1,657,036	66%
California	30,910,058	19,485,061	63%

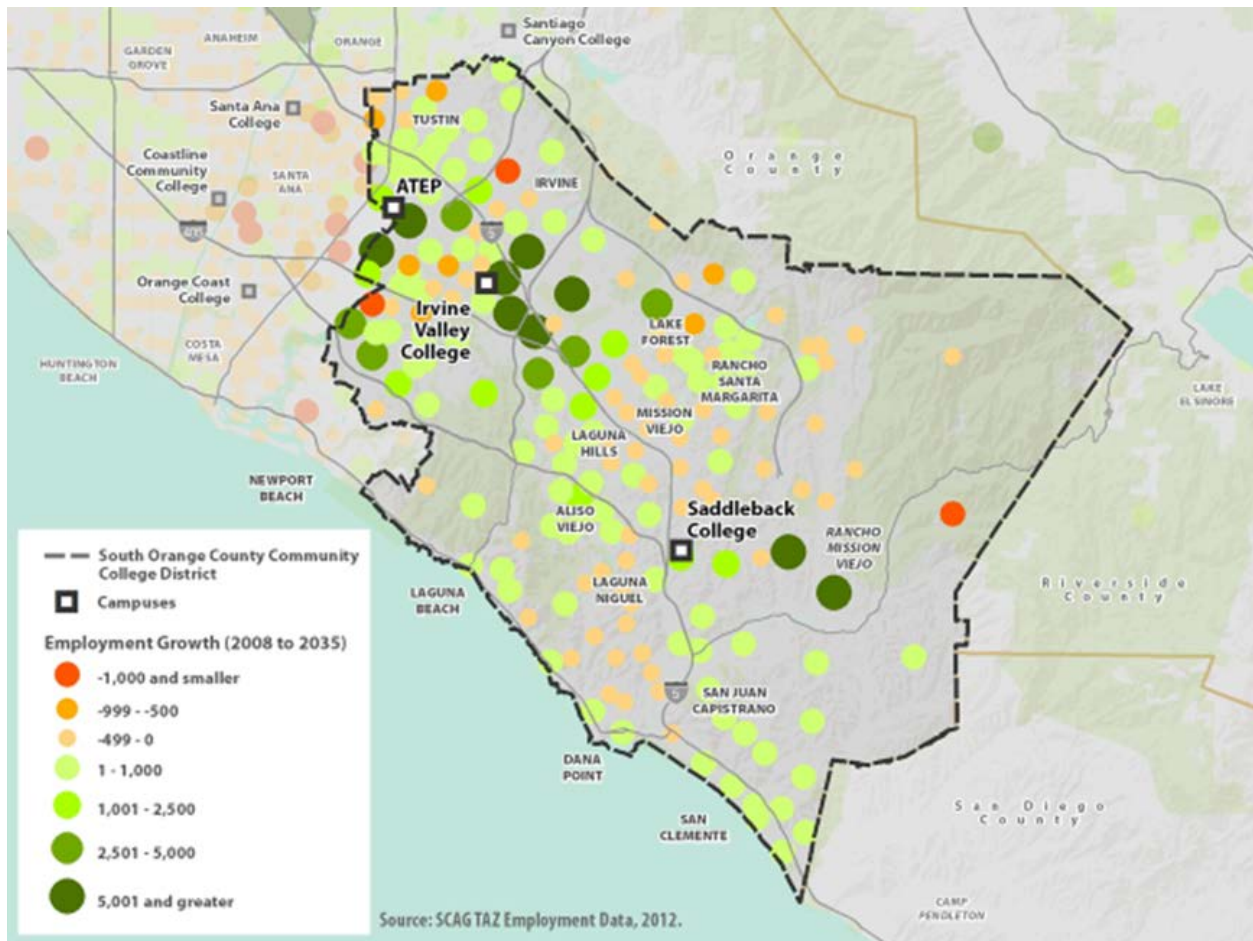
Source: US Census ACS 5-Year Estimates, 2013-2017

TABLE 2.16: EMPLOYMENT STATUS, SOCCCD SERVICE AREA, 2017

City	Population 16 years and over	Population 16 years and over in Civilian Labor Force	
		Population	Percent of Population
Aliso Viejo	39,000	29,766	76%
Dana Point	29,088	19,098	66%
Irvine	205,809	131,904	64%
Laguna Beach	19,753	12,557	64%
Laguna Hills	25,829	17,880	69%
Laguna Niguel	53,789	35,792	67%
Laguna Woods	16,303	3,545	22%
Lake Forest	65,982	47,031	71%
Mission Viejo	80,369	52,866	66%
Newport Beach	73,082	45,253	62%
Rancho Santa Margarita	37,774	28,388	75%
San Clemente	52,464	33,755	64%
San Juan Capistrano	28,720	17,390	61%
Tustin	62,190	44,225	71%
SOCCCD Service Area	790,152	519,450	66%

Source: US Census ACS 5-Year Estimates, 2013-2017

FIGURE 2.15: PROJECTED EMPLOYMENT GROWTH, 2008 TO 2035



Source: SCAG Socio Economic Library, Adopted 2012 Growth Forecast

TABLE 2.17: COUNTY, DISTRICT SERVICE AREA EMPLOYMENT GROWTH PROJECTIONS, 2008-2035

Region	2008	2020	2035	Percent Change, 2020 to 2035	Total Change, 2020 to 2035
SOCCCD	579,000	601,600	675,600	12%	74,000
Orange County	1,624,400	1,626,100	1,779,100	9%	153,000

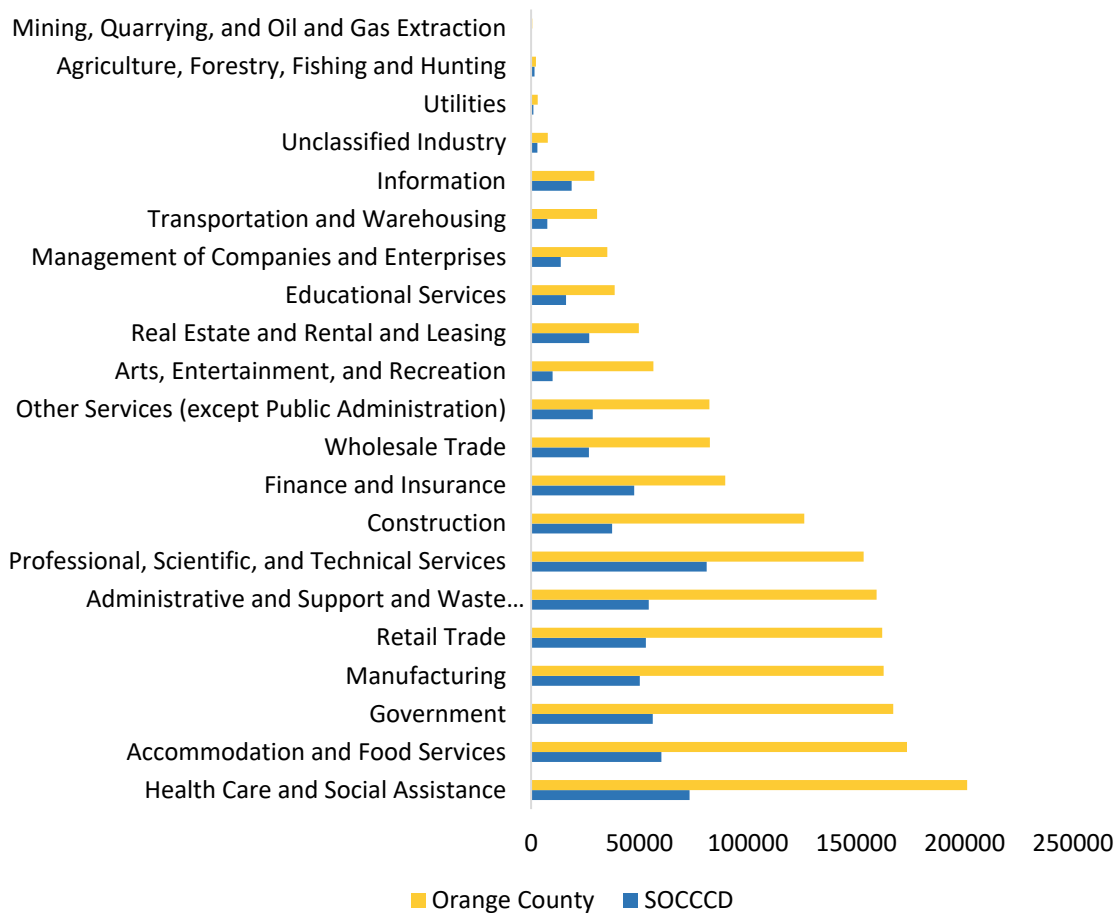
Source: SCAG Socio-Economic Library, Adopted 2012 Growth Forecast

TABLE 2.18: SOCCCD SERVICE AREA EMPLOYMENT GROWTH PROJECTIONS, 2008-2035

City	2008	2020	2035	Percent Change, 2020 to 2035	Total Change, 2020 to 2035
Aliso Viejo	17,200	19,600	19,700	0.5%	100
Dana Point	13,600	13,500	13,700	1%	200
Irvine	223,500	242,000	291,800	21%	49,800
Laguna Beach	14,000	14,000	14,100	0.7%	100
Laguna Hills	19,900	20,400	20,500	0.5%	100
Laguna Niguel	20,000	20,100	21,000	4%	900
Laguna Woods	5,500	6,200	6,700	8%	500
Lake Forest	44,500	40,600	45,800	13%	5,200
Mission Viejo	37,200	38,000	38,800	2%	800
Newport Beach	82,500	77,000	77,700	0.9%	700
Rancho Santa Margarita	17,700	16,300	16,600	2%	300
San Clemente	25,600	26,300	26,600	1%	300
San Juan Capistrano	15,700	15,700	15,800	0.6%	100
Tustin	42,100	51,900	66,800	29%	14,900
SOCCCD Service Area	579,000	601,600	675,600	12%	74,000

Source: SCAG Socio-Economic Library, Adopted 2012 Growth Forecast

FIGURE 2.16: EMPLOYMENT BY INDUSTRY, SOCCCD AND ORANGE COUNTY, 2018



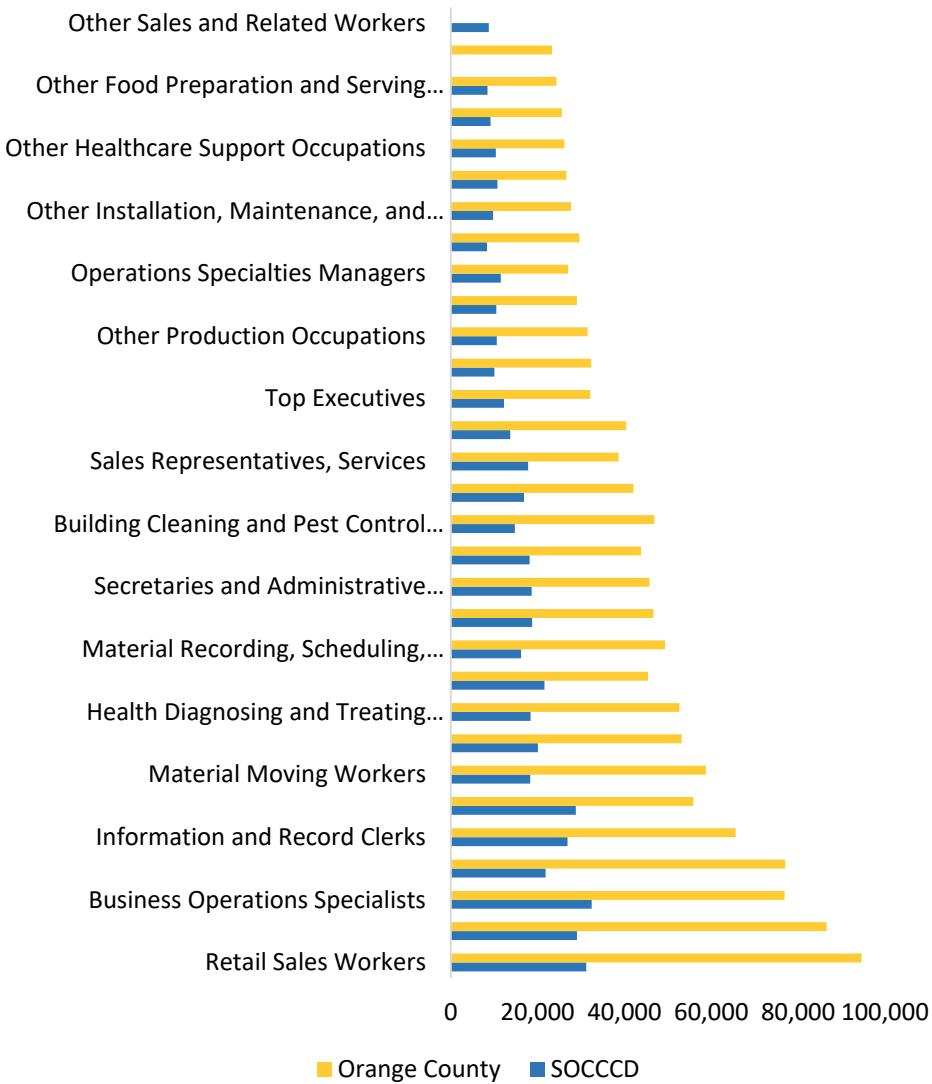
Source: EMSI, BLS QCEW

TABLE 2.19: EMPLOYMENT BY INDUSTRY, SOCCCD AND ORANGE COUNTY, 2018

Industry Sector	SOCCCD Employment	Percent of SOCCCD Employment	Orange County Employment	Percent of Orange County Employment
Professional, Scientific, and Technical Services	80,998	12%	153,362	9%
Health Care and Social Assistance	73,082	11%	201,108	11%
Accommodation and Food Services	60,097	9%	173,364	10%
Government	56,114	8%	167,055	9%
Administrative and Support and Waste Management and Remediation Services	54,281	8%	159,334	9%
Retail Trade	52,936	8%	161,951	9%
Manufacturing	50,147	8%	162,637	9%
Finance and Insurance	47,528	7%	89,545	5%
Construction	37,363	6%	125,979	7%
Other Services (except Public Administration)	28,410	4%	82,270	5%
Real Estate and Rental and Leasing	26,839	4%	49,678	3%
Wholesale Trade	26,663	4%	82,454	5%
Information	18,683	3%	29,182	2%
Educational Services	16,138	2%	38,562	2%
Management of Companies and Enterprises	13,674	2%	35,140	2%
Arts, Entertainment, and Recreation	9,893	2%	56,399	3%
Transportation and Warehousing	7,446	1%	30,415	2%
Unclassified Industry	2,928	0.4%	7,703	0.4%
Agriculture, Forestry, Fishing and Hunting	1,603	0.2%	2,274	0.1%
Utilities	1,070	0.2%	3,047	0.2%
Mining, Quarrying, and Oil and Gas Extraction	88	0.0%	557	0.0%

Source: EMSI, BLS QCEW

FIGURE 2.17: TOP 30 OCCUPATION GROUPS IN SOCCCD AND ORANGE COUNTY, 2018



Source: EMSI, BLS QCE

TABLE 2.20: TOP 30 OCCUPATION GROUPS IN SOCCCD SERVICE AREA, 2018

Occupation Groups	2018 Resident Workers	2018 Jobs	2018 Net Commuters
Business Operations Specialists	22,748	32,435	9,687
Retail Sales Workers	23,540	31,200	7,660
Food and Beverage Serving Workers	19,889	29,045	9,156
Computer Occupations	18,452	28,795	10,343
Information and Record Clerks	17,999	26,890	8,891
Construction Trades Workers	15,828	21,826	5,998
Financial Specialists	14,946	21,589	6,643
Other Personal Care and Service Workers	15,358	20,066	4,708
Other Office and Administrative Support Workers	13,623	18,728	5,105
Secretaries and Administrative Assistants	12,828	18,634	5,806
Health Diagnosing and Treating Practitioners	12,991	18,355	5,364
Material Moving Workers	13,277	18,308	5,031
Financial Clerks	12,248	18,132	5,884
Sales Representatives, Services	12,300	17,817	5,517
Other Management Occupations	12,799	16,839	4,040
Material Recording, Scheduling, Dispatching, and Distributing Workers	12,285	16,197	3,912
Building Cleaning and Pest Control Workers	11,291	14,761	3,470
Cooks and Food Preparation Workers	9,805	13,688	3,883
Top Executives	8,537	12,262	3,725
Operations Specialties Managers	7,796	11,512	3,716
Engineers	7,144	10,750	3,606
Other Production Occupations	6,767	10,580	3,813
Health Technologists and Technicians	7,202	10,469	3,267
Other Healthcare Support Occupations	6,762	10,357	3,595
Preschool, Primary, Secondary, and Special Education School Teachers	9,467	10,027	560
Other Installation, Maintenance, and Repair Occupations	7,290	9,761	2,471
Sales Representatives, Wholesale and Manufacturing	6,492	9,162	2,670
Other Sales and Related Workers	7,347	8,768	1,421
Other Food Preparation and Serving Related Workers	5,639	8,441	2,802
Motor Vehicle Operators	7,279	8,362	1,083

Source: EMSI, BLS QCE

TABLE 2.21: TOP 30 OCCUPATION GROUPS IN ORANGE COUNTY, 2018

Occupation Groups	2018 Resident Workers	2018 Jobs	2018 Net Commuters
Retail Sales Workers	86,021	94,585	8,564
Food and Beverage Serving Workers	76,654	86,530	9,876
Construction Trades Workers	62,958	77,007	14,049
Business Operations Specialists	68,164	76,896	8,732
Information and Record Clerks	58,167	65,607	7,440
Material Moving Workers	54,906	58,754	3,848
Computer Occupations	48,654	55,888	7,234
Other Personal Care and Service Workers	55,077	53,165	(1,912)
Health Diagnosing and Treating Practitioners	46,156	52,615	6,459
Material Recording, Scheduling, Dispatching, and Distributing Workers	46,166	49,346	3,180
Building Cleaning and Pest Control Workers	40,336	46,883	6,547
Other Office and Administrative Support Workers	44,652	46,674	2,022
Secretaries and Administrative Assistants	41,627	45,733	4,106
Financial Specialists	40,878	45,404	4,526
Financial Clerks	39,141	43,832	4,691
Other Management Occupations	38,861	42,051	3,190
Cooks and Food Preparation Workers	37,412	40,396	2,984
Sales Representatives, Services	34,618	38,649	4,031
Preschool, Primary, Secondary, and Special Education School Teachers	32,299	32,345	46
Top Executives	28,412	32,094	3,682
Other Production Occupations	27,967	31,537	3,570
Motor Vehicle Operators	30,369	29,611	(758)
Health Technologists and Technicians	25,443	29,065	3,622
Other Installation, Maintenance, and Repair Occupations	25,827	27,672	1,845
Operations Specialties Managers	23,910	27,032	3,122
Engineers	22,779	26,623	3,844
Other Healthcare Support Occupations	22,333	26,147	3,814
Sales Representatives, Wholesale and Manufacturing	22,509	25,570	3,061
Other Food Preparation and Serving Related Workers	21,601	24,352	2,751
Metal Workers and Plastic Workers	19,533	23,317	3,784

Source: EMSI, BLS QCE

REGIONAL INDUSTRY AND EMPLOYMENT TRENDS

This section builds upon the employment trends in the previous section, looking at the key industry sectors which drive the Orange County and regional economies, job growth projections in middle-skill occupations in these industries, and how these industries and occupations relate to programs of study at South Orange College Community College District.

Several industry sectors, including health care services, entertainment, professional and technical services, and logistics and transportation, provide large numbers of middle-skill jobs in Southern California (see Figure 2.18 below). Many of these same sectors are projected to see substantial growth over the coming decade, thanks to rising demand for services to support older adult populations, the ongoing integration of tech into the workplace and the digitization of our daily lives, and the need to address large-scale issues such as climate change and antibiotic-resistant viruses.

These trends present both challenges and opportunities for community colleges to build training programs and curriculums which offer students the skills they need to work in the challenging careers of the present and participate in shaping the regional economy of the near future.

KEY INDUSTRIES AND MIDDLE-SKILL JOBS

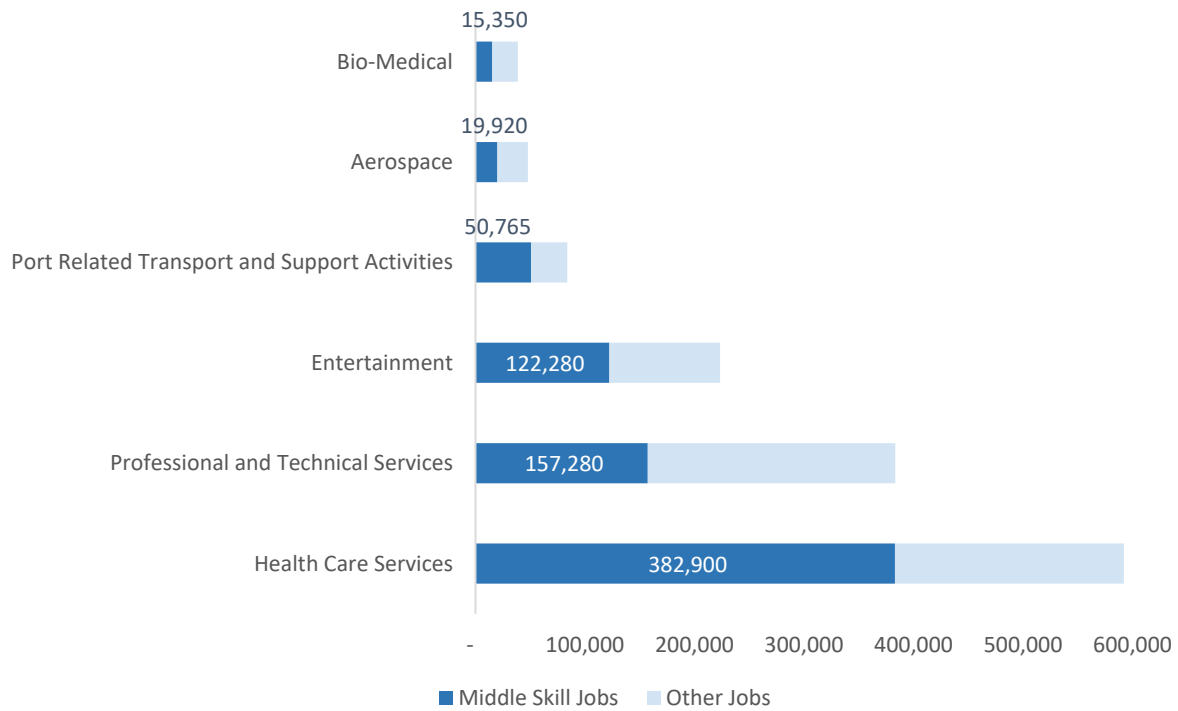
- In health care, the sector projected to grow the most over the next decade, two of every three jobs are middle-skill positions.¹⁷
- The professional services sector, which includes occupations that provide specialized knowledge-based services such as advertising, accounting, financial and legal services, engineers, real estate, and business consulting, provides more than 150,000 middle-skill jobs in the Southern California region.

REGIONAL JOB GROWTH PROJECTIONS

- In Southern California, growth in health care services over the next decade is expected to increase by nearly one third and provide an additional 330,000 jobs in the region (Figure 2.19 and Table 2.22). More than 200,000 of these may be middle-skill jobs.
- The logistics sector (transportation and warehousing) is projected to grow by 22 percent, adding 81,000 jobs, while hospitality (accommodation and food services) will grow by 15 percent, about 113,000 new jobs.
- Construction, educational services, and arts and entertainment are also projected to grow in Southern California by 10 percent or more by 2028.

¹⁷ Center for Competitive Workforce, Initial Findings Report: L.A. & Orange County Community Colleges: Powering Economic Opportunity, Target Industries, <https://competitiveworkforce.la/initial-findings/>

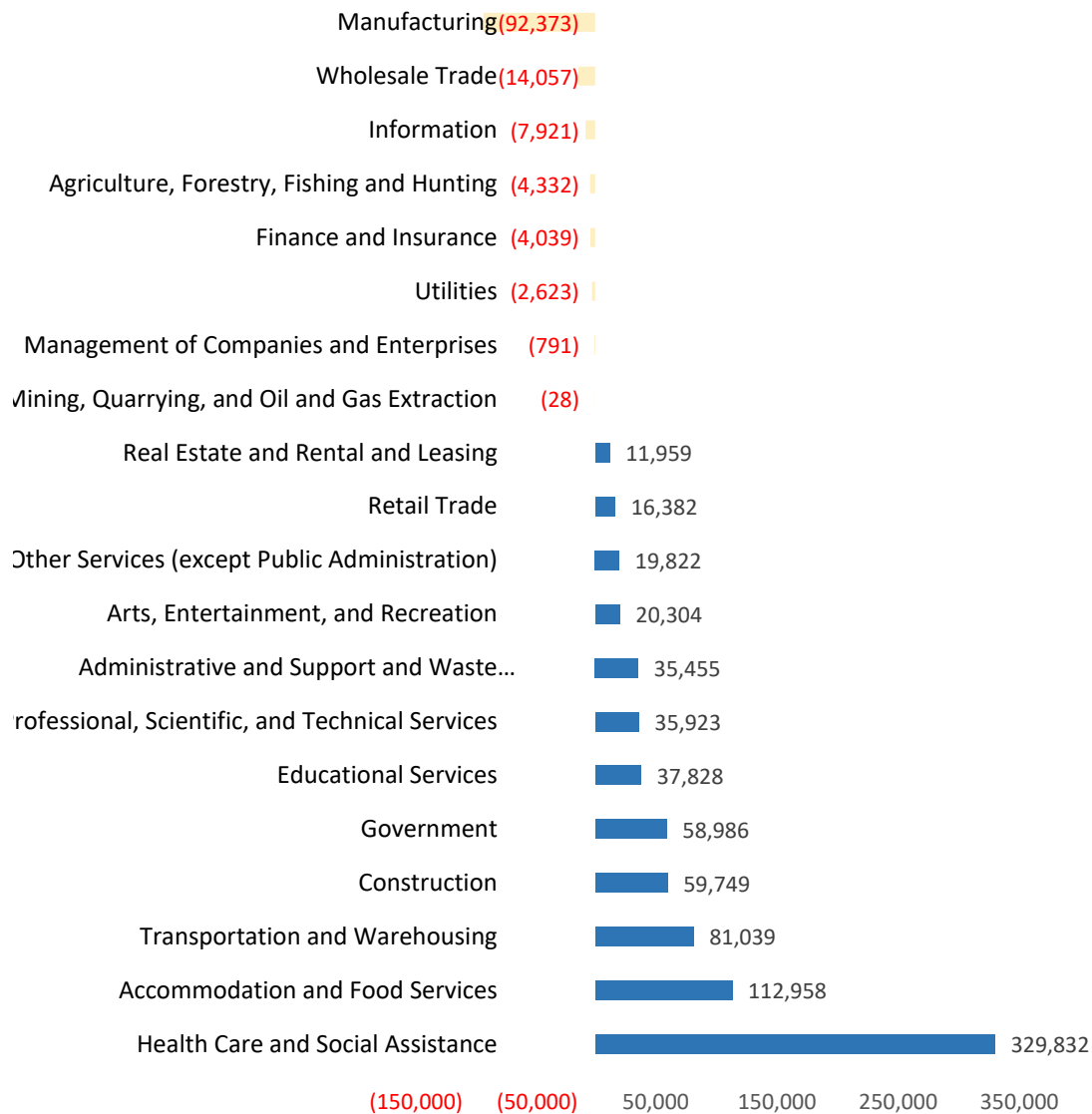
FIGURE 2.18: KEY INDUSTRY SECTORS AND TOTAL MIDDLE SKILL JOBS, SOUTHERN CALIFORNIA REGION, 2016



Note: Data for Southern California combines the four counties of Los Angeles, Orange, San Bernardino, and Riverside.

Source: Center for Competitive Workforce, 2019

FIGURE 2.19: SOUTHERN CALIFORNIA REGIONAL EMPLOYMENT GROWTH PROJECTIONS BY INDUSTRY SECTOR, 2018 TO 2028



Source: EMSI

TABLE 2.22: SOUTHERN CALIFORNIA REGIONAL EMPLOYMENT GROWTH PROJECTIONS BY INDUSTRY SECTOR, 2018 TO 2028

Industry Sector	2018 Jobs	2023 Jobs	2028 Jobs	Total Change, 2018 to 2028	Percent Change, 2018 to 2028
Health Care and Social Assistance	1,172,637	1,372,082	1,502,469	329,832	28%
Accommodation and Food Services	776,042	849,377	889,000	112,958	15%
Transportation and Warehousing	372,377	427,062	453,416	81,039	22%
Construction	471,830	509,297	531,579	59,749	13%
Government	1,066,519	1,102,240	1,125,505	58,986	6%
Educational Services	234,545	258,082	272,373	37,828	16%
Professional, Scientific, and Technical Services	566,929	589,901	602,852	35,923	6%
Administrative and Support and Waste Management and Remediation Services	592,584	616,321	628,039	35,455	6%
Arts, Entertainment, and Recreation	212,345	226,515	232,649	20,304	10%
Other Services (except Public Administration)	437,954	448,374	457,776	19,822	5%
Retail Trade	808,369	820,180	824,751	16,382	2%
Real Estate and Rental and Leasing	188,489	196,496	200,448	11,959	6%
Mining, Quarrying, and Oil and Gas Extraction	3,695	3,580	3,667	(28)	(1%)
Management of Companies and Enterprises	101,852	102,103	101,061	(791)	(1%)
Utilities	19,815	18,319	17,192	(2,623)	(13%)
Finance and Insurance	276,186	273,818	272,147	(4,039)	(1%)
Agriculture, Forestry, Fishing and Hunting	24,164	21,470	19,832	(4,332)	(18%)
Information	265,509	259,637	257,588	(7,921)	(3%)
Wholesale Trade	377,932	371,660	363,875	(14,057)	(4%)
Manufacturing	620,719	569,224	528,346	(92,373)	(15%)
Total Jobs	8,627,778	9,079,810	9,332,832	705,054	8%

Source: EMSI; Data for Southern California Region includes four counties of Los Angeles, Orange, San Bernardino, and Riverside

ORANGE COUNTY INDUSTRY AND JOB TRENDS

Orange County industry and employment growth projections mirror some of the broader regional trends, with health care, hospitality, and administrative support services sectors projected to grow the most over the next decade.

KEY AND EMERGING INDUSTRY CLUSTERS

- In Orange County, key industry clusters include health care and related services, IT, digital media and big data analytics, bioscience research, biopharmaceuticals, and medical device manufacturing, and business and professional services.¹⁸
- The region is also a prime location for many action sports companies and has large and growing tourism and hospitality sectors.
- Emerging industry clusters include those connected to the growing green economy and businesses involved in the integration of IT and healthcare.

Several manufacturing sub-sectors, including medical device manufacturing, apparel, electronics, computer, and aerospace manufacturing are highly concentrated in Orange County (see Table 2.23 below).

- Tourism and hospitality firms, especially those related to amusement parks, are also concentrated in Orange County, as are a host of professional and business-related firms, such as those who specialize in real estate and financial services.

INDUSTRY GROWTH

- Health care services employment is projected to grow the most in Orange County, with nearly 57,000 new positions needed by 2028 (Figure 2.20 and Table 2.24).
- Construction, educational services, management services and arts and entertainment are also projected to achieve double-digit growth in Orange County by 2028.

EMPLOYMENT GROWTH

- Overall, operations managers and Registered Nurses will have the most openings over the next decade (Figure 2.21 and Figure 2.22).
- In addition to nurses, those jobs which need community college education (either an associate degree or postsecondary certificate award) and are expected to have the most openings include accounting clerks, teachers, medical, nursing and dental assistants, vocational nurses, auto techs and mechanics, and preschool teachers (Figure 2.23 and Figure 2.24).
- Dental hygienists and paralegals are projected to have the most openings among jobs that require a terminal associate degree.

SOCCCD PROGRAMS AND GROWING OCCUPATIONS

- Both Colleges have programs to prepare students for some of the highest projected middle-skill occupations, including bookkeeping and accounting, teacher assistants, pre-school teachers, and electrical and electronics engineering technicians.

SKILLS GAP

- Employers in key industries are finding it hard to fill job openings due to the growing skills gap among available workers.

¹⁸ Center for a Competitive Workforce, L.A. & Orange County Community Colleges: Powering Economic Opportunity, October 2017, p.4; Orange County Workforce Indicators Report, Orange County Business Council, 2019, p.49

- Community colleges can continue to partner with businesses to expand career and technical training for key industry clusters, including IT, construction, hospitality and tourism, and healthcare, and help to prepare students to fill available and “hard to fill” middle-skill jobs.¹⁹
- Employers need a workforce that understands how to use technology and data. They need workers who are flexible and adaptable as industries evolve and have problem-solving skills to help businesses maintain competitive advantage and create value.²⁰ Community college programs need to prepare students for rapid changes in technology and provide students with skills they need to adapt to these changes.

¹⁹ Orange County Workforce Indicators Report, Orange County Business Council, 2019, p.35

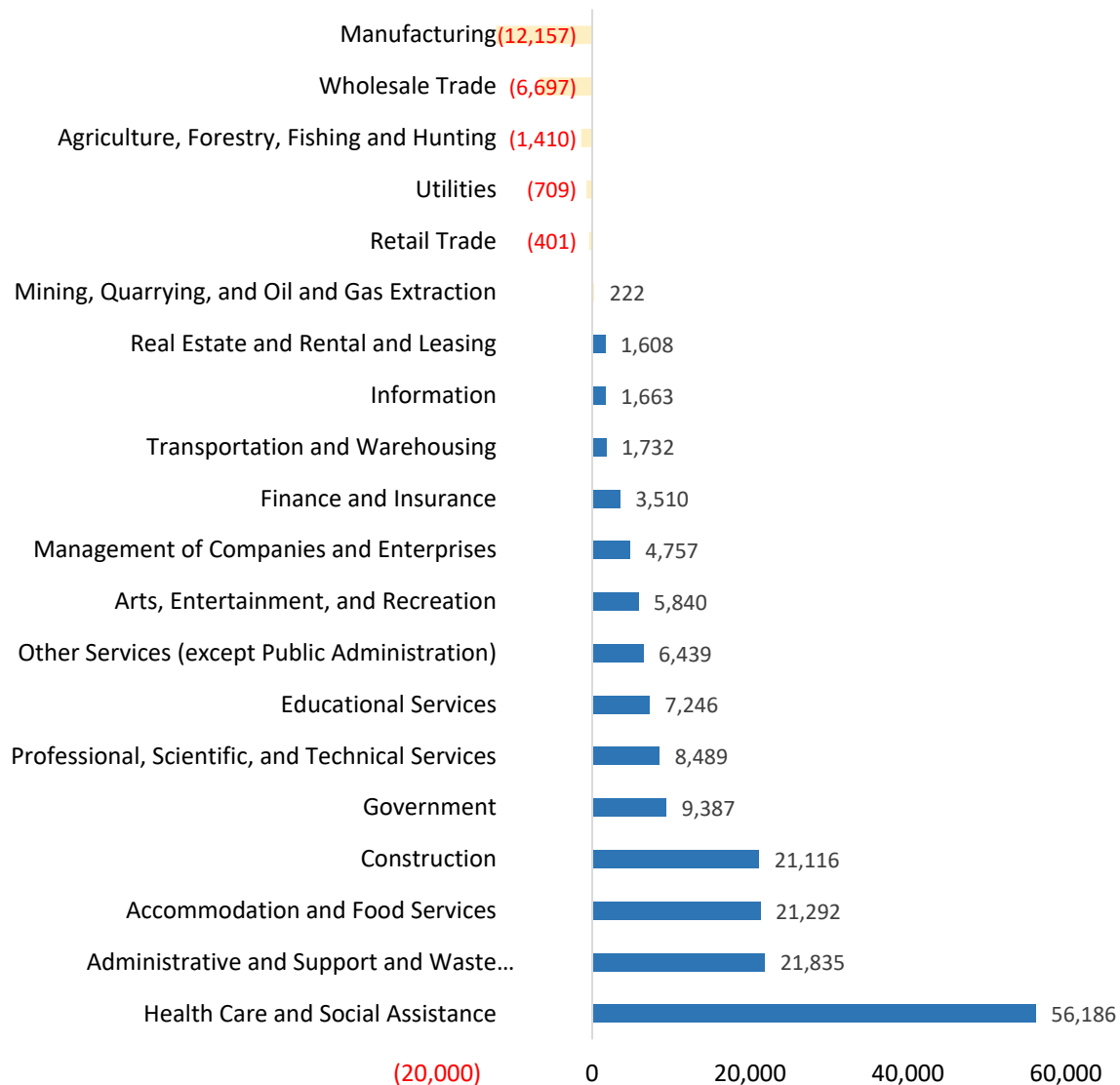
²⁰ Orange County Workforce Indicators Report, Orange County Business Council, 2019, p.9

TABLE 2.23: INDUSTRIES WITH THE HIGHEST CURRENT AND PROJECTED LOCATION QUOTIENTS, ORANGE COUNTY, 2018 AND 2028

Industry	2018 Jobs	2028 Jobs	Percent Change	2018 LQ	2028 LQ	2018 Earnings Per Worker
Amusement Parks and Arcades	29,076	31,817	9%	11.85	11.83	\$36,562
Medical Equipment and Supplies Manufacturing	18,923	20,809	10%	5.26	5.51	\$102,797
Apparel Knitting Mills	632	283	(55%)	5.20	3.76	\$77,109
Audio and Video Equipment Manufacturing	1,067	882	(17%)	4.73	4.14	\$88,046
Land Subdivision	2,215	2,207	(0%)	4.20	4.65	\$152,462
Cut and Sew Apparel Manufacturing	4,470	3,522	(21%)	3.78	4.03	\$68,989
Unclassified Industry	7,703	10,015	30%	3.16	3.65	\$57,615
Semiconductor and Other Electronic Component Manufacturing	12,392	10,280	(17%)	2.99	2.67	\$119,496
Navigational, Measuring, Electromedical, and Control Instruments Manufacturing	13,438	11,819	(12%)	2.96	2.73	\$145,804
Manufacturing and Reproducing Magnetic and Optical Media	429	577	34%	2.71	4.51	\$148,071
Non-depository Credit Intermediation	17,830	20,970	18%	2.56	2.71	\$111,887
Electric Lighting Equipment Manufacturing	1,356	1,327	(2%)	2.54	2.52	\$82,561
Computer and Peripheral Equipment Manufacturing	4,401	3,624	(18%)	2.50	2.27	\$174,564
Activities Related to Credit Intermediation	8,278	9,977	21%	2.34	2.33	\$95,032
Offices of Real Estate Agents and Brokers	12,368	11,463	(7%)	2.32	2.27	\$112,152
Aerospace Product and Parts Manufacturing	12,491	13,434	8%	2.25	2.40	\$144,837
Drugs and Druggists' Sundries Merchant Wholesalers	5,709	6,047	6%	2.23	2.41	\$128,669
Apparel, Piece Goods, and Notions Merchant Wholesalers	3,904	3,825	(2%)	2.21	2.07	\$70,958
Activities Related to Real Estate	20,988	23,035	10%	2.21	2.01	\$69,981
Machine Shops; Turned Product; and Screw, Nut, and Bolt Manufacturing	8,752	8,365	(4%)	2.13	2.00	\$74,459

Source: EMSI

FIGURE 2.20: ORANGE COUNTY EMPLOYMENT GROWTH PROJECTIONS BY INDUSTRY SECTOR, 2018 TO 2028



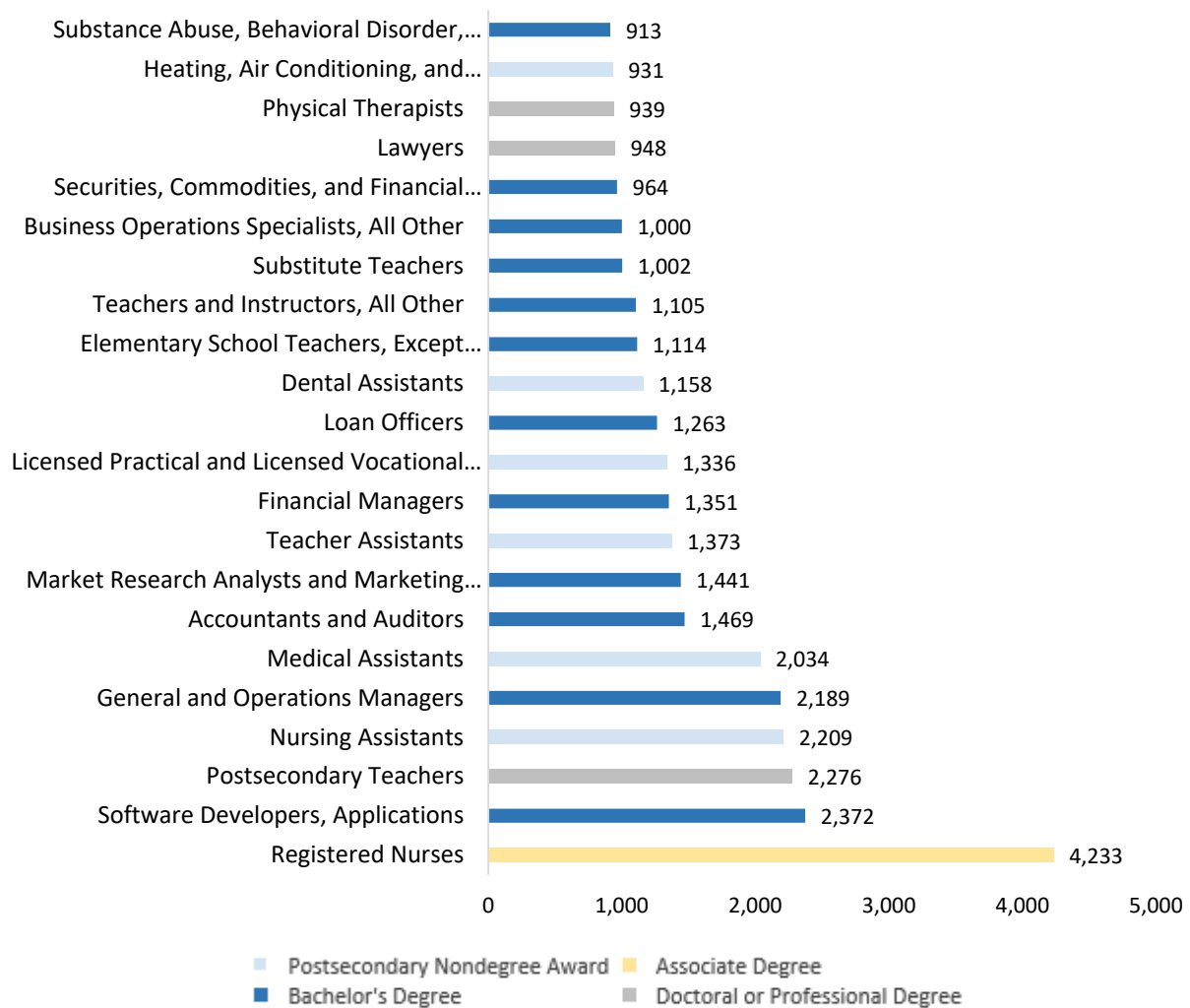
Source: EMSI

TABLE 2.24: ORANGE COUNTY EMPLOYMENT GROWTH PROJECTIONS BY INDUSTRY SECTOR, 2018 TO 2028

Industry Sector	2018 Jobs	2023 Jobs	2028 Jobs	Total Change, 2018 to 2028	Percent Change, 2018 to 2028
Health Care and Social Assistance	201,108	234,771	257,294	56,186	28%
Administrative and Support and Waste Management and Remediation Services	159,334	173,480	181,169	21,835	14%
Accommodation and Food Services	173,364	187,294	194,656	21,292	12%
Construction	125,979	139,220	147,095	21,116	17%
Government	167,055	172,743	176,442	9,387	6%
Professional, Science, and Technical Services	153,362	158,794	161,851	8,489	6%
Educational Services	38,562	43,088	45,808	7,246	19%
Other Services (except Public Administration)	82,270	86,190	88,709	6,439	8%
Arts, Entertainment, and Recreation	56,399	60,555	62,239	5,840	10%
Management of Companies and Enterprises	35,140	38,393	39,897	4,757	14%
Finance and Insurance	89,545	91,697	93,055	3,510	4%
Transportation and Warehousing	30,415	31,747	32,147	1,732	6%
Information	29,182	30,180	30,845	1,663	6%
Real Estate and Rental and Leasing	49,678	50,818	51,286	1,608	3%
Mining, Quarrying, and Oil and Gas Extraction	557	682	779	222	40%
Retail Trade	161,951	161,942	161,550	(401)	(0%)
Utilities	3,047	2,626	2,338	(709)	(23%)
Agriculture, Forestry, Fishing and Hunting	2,274	1,369	864	(1,410)	(62%)
Wholesale Trade	82,454	78,898	75,757	(6,697)	(8%)
Manufacturing	162,637	156,627	150,480	(12,157)	(7%)
Total Jobs	1,812,019	1,910,249	1,964,277	152,258	8%

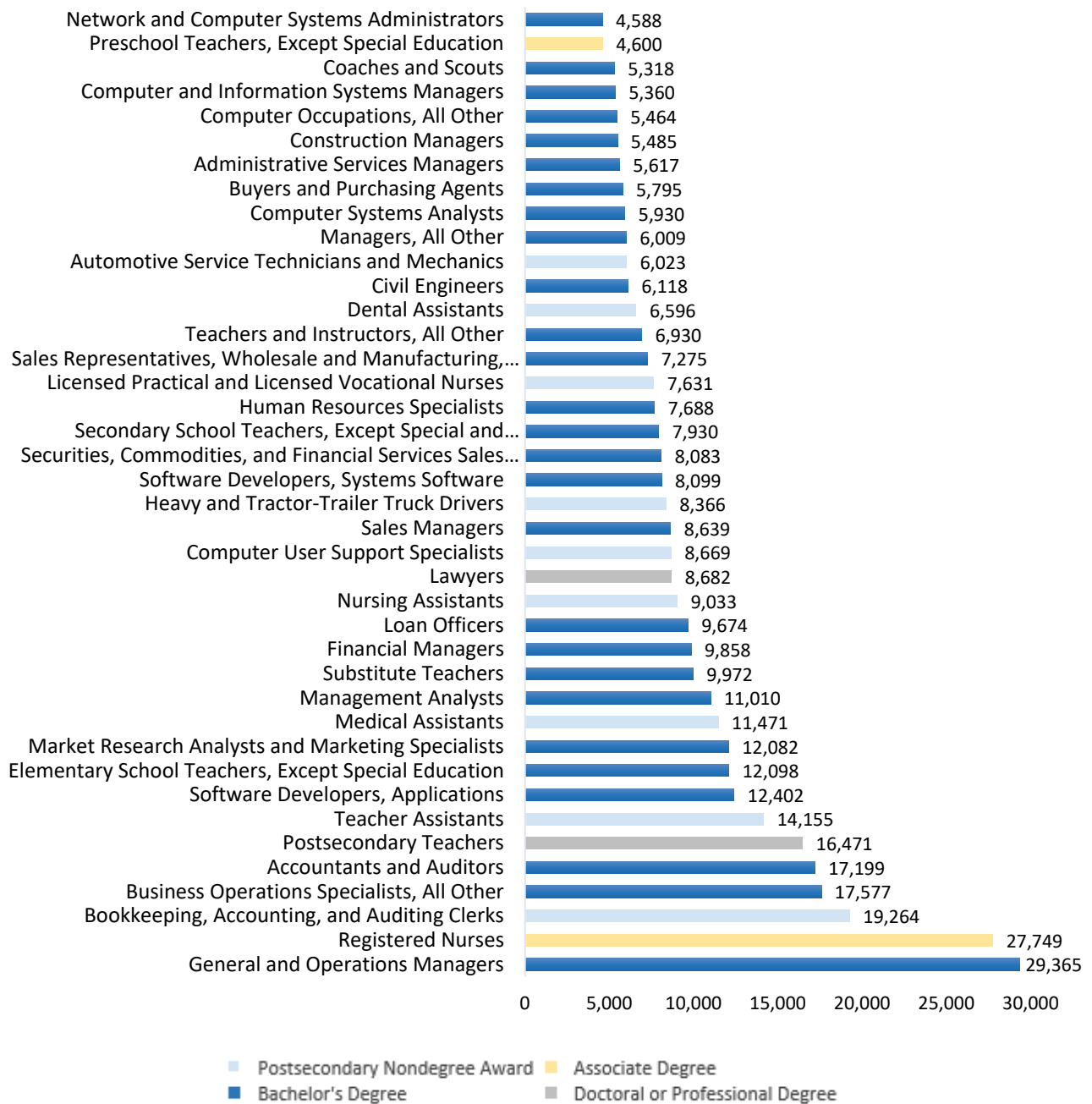
Source: EMSI

FIGURE 2.21: FASTEST GROWING JOBS BY EDUCATIONAL ATTAINMENT IN ORANGE COUNTY, 2018 TO 2028



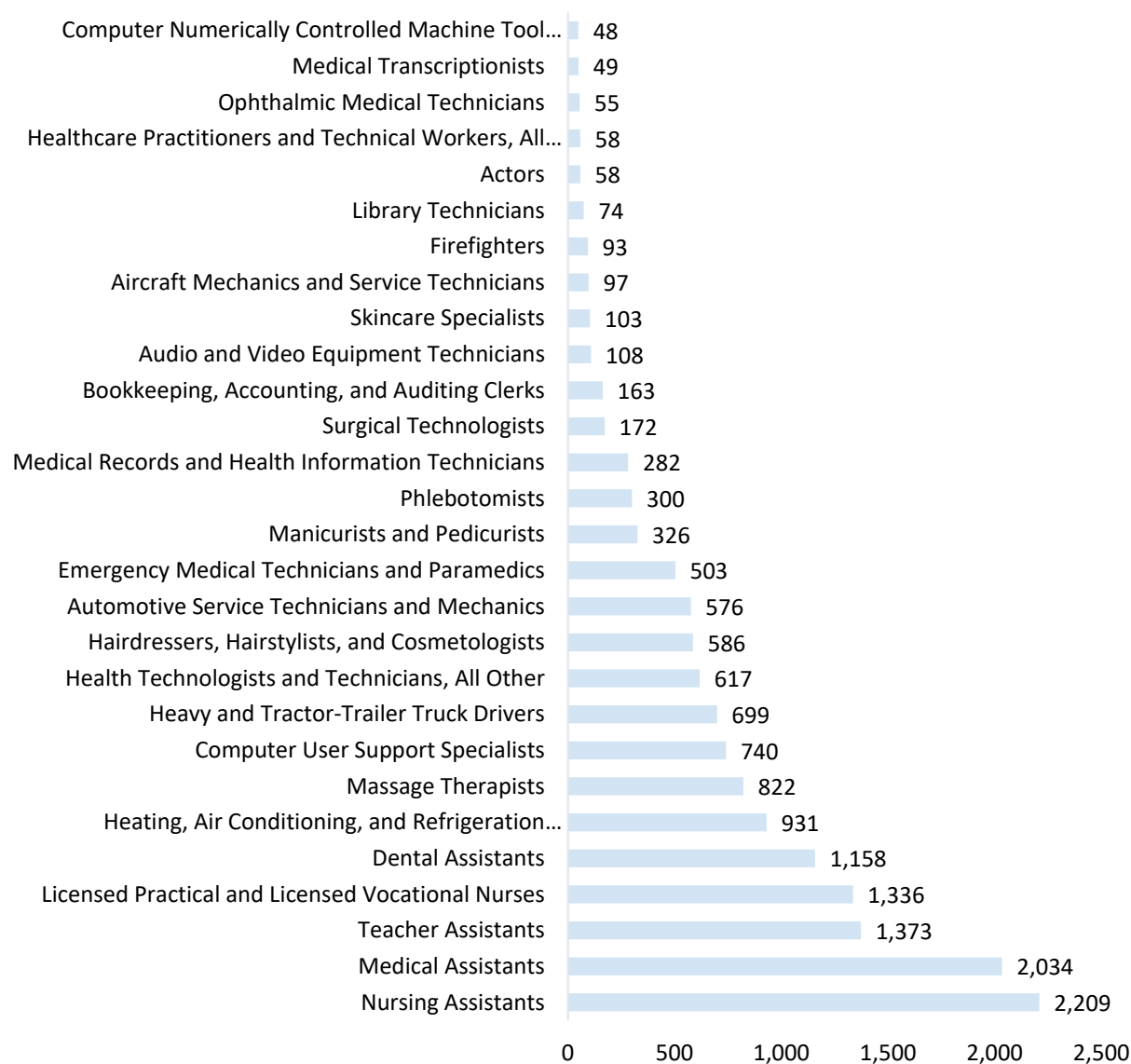
Source: QCEW Occupational Projections Data, EMSI

FIGURE 2.22: OCCUPATIONS WITH GREATEST EXPECTED NUMBER OF POSITIONS BY EDUCATIONAL ATTAINMENT IN ORANGE COUNTY, 2028



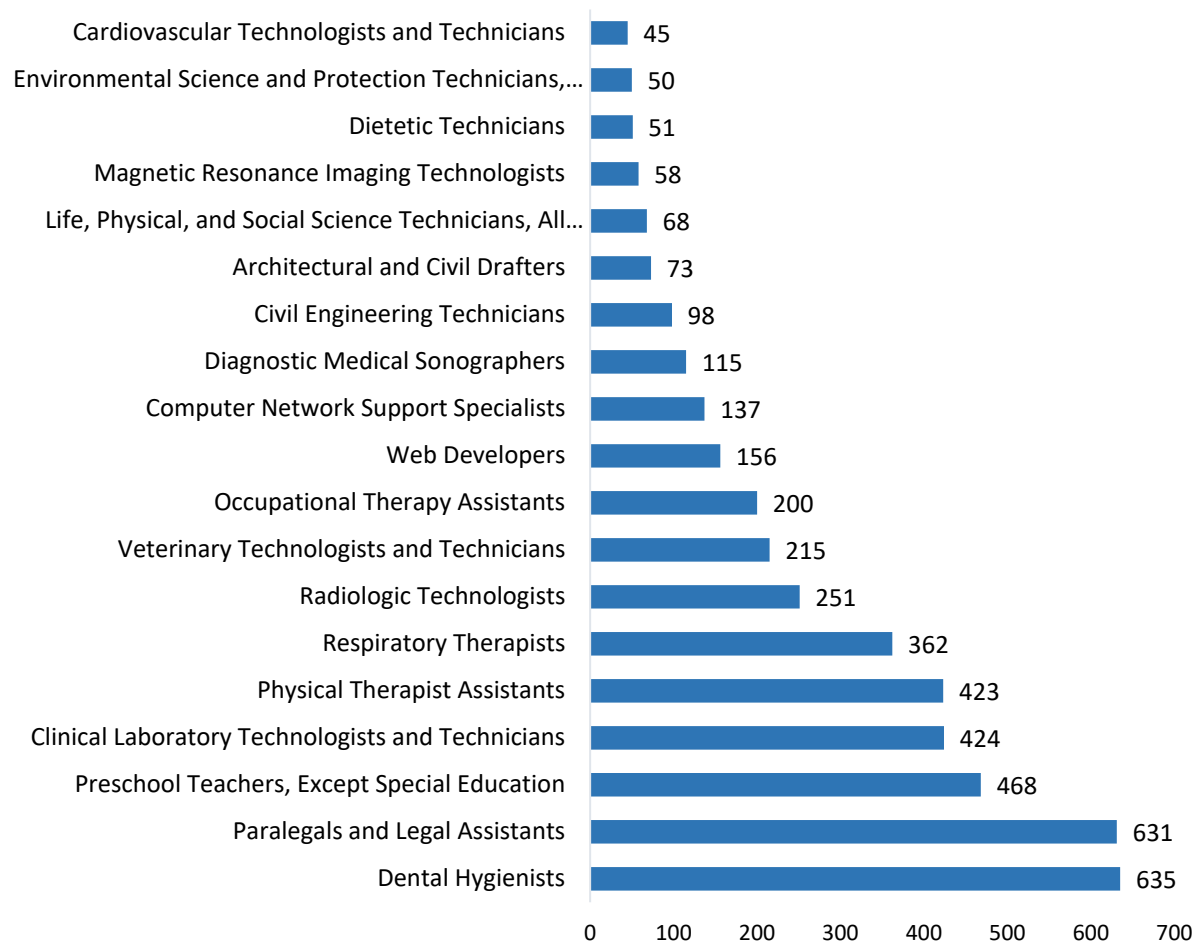
Source: QCEW Occupational Projections Data, EMSI

FIGURE 2.23: FASTEST GROWING JOBS IN ORANGE COUNTY REQUIRING POSTSECONDARY CERTIFICATION, 2018 TO 2028



Source: EMSI

FIGURE 2.24: FASTEST GROWING JOBS IN ORANGE COUNTY REQUIRING AA/AS DEGREE, 2018 TO 2028



Source: EMS

TABLE 2.25: TOP MIDDLE-SKILL JOBS BY PROJECTED OPENINGS RELATED TO IRVINE VALLEY PROGRAMS, 2018 TO 2028

Description	2018 - 2028 Change	2018 - 2028 % Change	2018 - 2028 Openings	Typical Entry-Level Education	2013 to 2017, Average Regional (Orange County) Program Completions
Paralegals and Legal Assistants	610	17%	4,454	Associate degree	248
Telecommunications Equipment Installers and Repairers, Except Line Installers	(254)	(8%)	3,281	Postsecondary nondegree award	0
Human Resources Assistants, Except Payroll and Timekeeping	21	1%	1,801	Associate degree	39
Civil Engineering Technicians	96	7%	1,237	Associate degree	44
Life, Physical, and Social Science Technicians, All Other	69	10%	918	Associate degree	0
Mechanical Drafters	30	5%	525	Associate degree	1
Prepress Technicians and Workers	(70)	(17%)	453	Postsecondary nondegree award	32
Electrical and Electronics Drafters	14	3%	425	Associate degree	0
Legal Support Workers, All Other	25	5%	412	Associate degree	227
Drafters, All Other	18	8%	219	Associate degree	61
Electronic Home Entertainment Equipment Installers and Repairers	3	2%	145	Postsecondary nondegree award	0
Court Reporters	7	22%	35	Postsecondary nondegree award	52

Source: EMSI

TABLE 2.26: TOP MIDDLE-SKILL JOBS BY PROJECTED OPENINGS RELATED TO PROGRAMS OFFERED AT BOTH SOCCCD COLLEGES, 2018 TO 2028

Description	2018 - 2028 Change	2018 - 2028 Percent Change	2018 - 2028 Openings	Typical Entry-Level Education	2013 to 2017, Average Regional (Orange County) Program Completions
Bookkeeping, Accounting, and Auditing Clerks	18	0%	21,334	Some college, no degree	489
Teacher Assistants	1,456	11%	15,333	Some college, no degree	22
Preschool Teachers, Except Special Education	456	11%	4,693	Associate degree	1,394
Electrical and Electronics Engineering Technicians	(120)	(5%)	1,921	Associate degree	53
Web Developers	147	7%	1,704	Associate degree	1,755
Architectural and Civil Drafters	63	3%	1,617	Associate degree	137
Computer Network Support Specialists	124	6%	1,574	Associate degree	1,139
Actors	62	7%	967	Some college, no degree	287
Chemical Technicians	(2)	(0%)	905	Associate degree	1
Electrical and Electronics Repairers, Commercial and Industrial Equipment	(30)	(3%)	861	Postsecondary nondegree award	40
Engineering Technicians, Except Drafters, All Other	27	3%	844	Associate degree	27
Industrial Engineering Technicians	14	3%	417	Associate degree	37
Mechanical Engineering Technicians	8	2%	394	Associate degree	18
Electro-Mechanical Technicians	(14)	(4%)	280	Associate degree	20
Desktop Publishers	(14)	(13%)	103	Associate degree	24

Source: EMSI

TABLE 2.27: TOP MIDDLE-SKILL JOBS BY PROJECTED OPENINGS WITH NO RELATED SOCCCD PROGRAMS, 2018 TO 2028

Description	2018 - 2028 Change	2018 - 2028 Percent Change	2018 - 2028 Openings	Typical Entry-Level Education	2013 to 2017, Average Regional (Orange County) Program Completions
Nursing Assistants	2,198	32%	11,102	Postsecondary nondegree award	956
Heavy and Tractor-Trailer Truck Drivers	634	8%	9,161	Postsecondary nondegree award	224
Dental Assistants	1,150	21%	7,689	Postsecondary nondegree award	1,249
Computer User Support Specialists	703	9%	6,735	Some college, no degree	1,139
Massage Therapists	818	29%	4,082	Postsecondary nondegree award	1,354
Heating, Air Conditioning, and Refrigeration Mechanics and Installers	965	41%	3,702	Postsecondary nondegree award	160
Dental Hygienists	634	26%	2,282	Associate degree	1,054
Physical Therapist Assistants	436	57%	1,605	Associate degree	1,014
Respiratory Therapists	360	17%	1,413	Associate degree	1,075
Veterinary Technologists and Technicians	227	18%	1,292	Associate degree	955
Library Technicians	67	8%	1,273	Postsecondary nondegree award	15
Audio and Video Equipment Technicians	114	11%	1,141	Postsecondary nondegree award	99
Radiologic Technologists	251	19%	987	Associate degree	1,115
Surgical Technologists	173	23%	820	Postsecondary nondegree award	1,039
Occupational Therapy Assistants	205	52%	818	Associate degree	1,109
Firefighters	72	7%	777	Postsecondary nondegree award	0
Aircraft Mechanics and Service Technicians	76	9%	711	Postsecondary nondegree award	43
Computer Numerically Controlled Machine Tool Programmers, Metal and Plastic	41	7%	601	Postsecondary nondegree award	120
Medical Equipment Repairers	(11)	(2%)	519	Associate degree	75
Tool and Die Makers	(19)	(4%)	472	Postsecondary nondegree award	0
Psychiatric Technicians	35	7%	420	Postsecondary nondegree award	987
Diagnostic Medical Sonographers	115	25%	377	Associate degree	1,029
Medical Transcriptionists	48	20%	355	Postsecondary nondegree award	943
Ophthalmic Medical Technicians	52	19%	282	Postsecondary nondegree award	0
Magnetic Resonance Imaging Technologists	59	16%	265	Associate degree	171
Radio, Cellular, and Tower Equipment Installers and Repairs	(6)	(2%)	254	Associate degree	0
Cardiovascular Technologists and Technicians	45	13%	228	Associate degree	987
Insurance Appraisers, Auto Damage	(76)	(25%)	218	Postsecondary nondegree award	0
Environmental Engineering Technicians	19	9%	207	Associate degree	3

TOP MIDDLE-SKILL JOBS BY PROJECTED OPENINGS WITH NO RELATED SOCCCD PROGRAMS, 2018 TO 2028, CONTINUED

Description	2018 - 2028 Change	2018 - 2028 Percent Change	2018 - 2028 Openings	Typical Entry-Level Education	2013 to 2017, Average Regional (Orange County) Program Completions
Geological and Petroleum Technicians	13	7%	199	Associate degree	0
Agricultural and Food Science Technicians	1	1%	156	Associate degree	0
Electrical and Electronics Repairers, Powerhouse, Substation, and Relay	(41)	(22%)	144	Postsecondary nondegree award	349
Morticians, Undertakers, and Funeral Directors	14	14%	142	Associate degree	35
Wind Turbine Service Technicians	39	46%	138	Postsecondary nondegree award	1
Motorcycle Mechanics	(9)	(7%)	126	Postsecondary nondegree award	0
Respiratory Therapy Technicians	(52)	(29%)	118	Associate degree	1,092
Aerospace Engineering and Operations Technicians	8	8%	95	Associate degree	3
Avionics Technicians	8	8%	85	Associate degree	34
Nuclear Medicine Technologists	17	15%	79	Associate degree	943
First-Line Supervisors of Fire Fighting and Prevention Workers	8	14%	48	Postsecondary nondegree award	293
Radiation Therapists	16	26%	48	Associate degree	943
Nuclear Technicians	(2)	(5%)	43	Associate degree	0
Electrical and Electronics Installers and Repairers, Transportation Equipment	1	2%	42	Postsecondary nondegree award	385
Fire Inspectors and Investigators	4	18%	28	Postsecondary nondegree award	293
Air Traffic Controllers	1	4%	25	Associate degree	0
Commercial Divers	4	36%	16	Postsecondary nondegree award	956

Source: EMSI

CHAPTER 3 INSIDE THE COLLEGE

This chapter focuses on demographic and related trends at Irvine Valley College. The sections which follow explore metrics such as enrollment trends, college preparedness, economic status, and completion rates to guide and inform future program and service development.

A note on terminology: Student enrollment is measured below in several ways.

- *Student headcount* refers to the actual number of students enrolled at each college.
- *Full-Time Equivalent Students (FTES)* is a calculation used by the State of California to determine college performance, productivity, and funding levels. It quantifies total student workload: one FTES is equivalent to approximately 525 hours of instruction over an academic term and can be generated from one full-time student or a combination of multiple part-time students.
- *Census enrollment (or duplicated headcount)* refers to student counts per every class section in each academic term. A count of all class enrollments is taken on the census day, often the last day students can drop or register for a class in that term period. Because students are counted in each class in which they are enrolled, a full-time student taking four classes will be counted four times, while a student enrolled in one class will be counted once.



ENROLLMENT TRENDS

STUDENT HEADCOUNT

- Irvine Valley College student headcounts have declined by about 1,700 students since 2009, or about 10 percent (see Figure 3.1 below).
- Student headcounts grew seven percent from 2013 to 2017, about 1000 students.

FULL-TIME EQUIVALENT STUDENTS (FTES)

- From 2013 to 2017, FTES at Irvine Valley has grown by 8.1 percent, or 370 FTES (Figure 3.2).
- Irvine Valley College experienced a ten percent spike in FTES growth between 2015 and 2016, with an additional 495 full-time equivalent students in 2016. This was mostly due to growth in the schools of Mathematics and Computer Science and Languages and Learning Resources, but there were declines in nearly all academic schools at Irvine Valley College in 2017.

CENSUS ENROLLMENT (DUPLICATED HEADCOUNT), TOTALS AND DIVISION/SCHOOL HIGHLIGHTS

- Irvine Valley College has seen a slight increase in class enrollments from 2009 to 2017, but enrollments have been relatively flat from 2013 to 2017 (Figure 3.3).
- Total enrollments in Irvine Valley College's School of Mathematics and Computer Science grew by 30 percent from 2013 to 2017, while the schools of Social and Behavioral Sciences; Humanities; and Kinesiology, Health and Athletics, along with the Emeritus Institute, experienced the largest enrollment declines (Figure 3.4).

STUDENT RESIDENCY AND HIGH SCHOOL HOME DISTRICTS

- Nearly three-fourths of students who attend Irvine Valley College are residents of communities within the South Orange County Community College District Service Area (Figure 3.6).
- 44 percent of Irvine Valley College students live in the city of Irvine.
- Three percent of students at Irvine Valley College qualify as AB 540 students, and six percent are international students (Figure 3.5).
- Irvine USD sends the most first-time college students of any one district (31 percent) to Irvine Valley College (Figure 3.7).

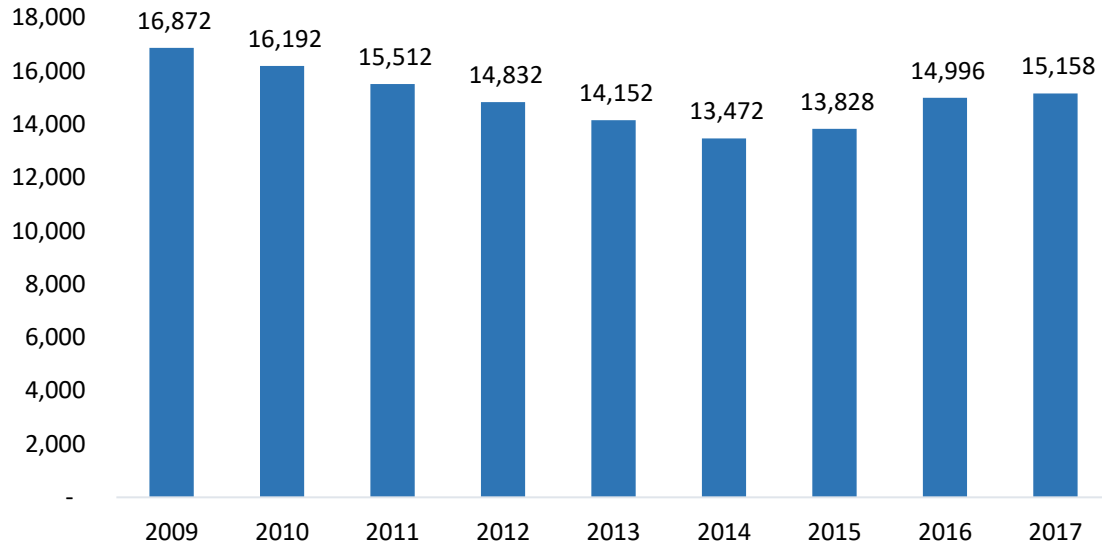
STUDENT EDUCATIONAL GOALS, STATUS AND CREDIT LOAD

- Two of every three students who enroll at Irvine Valley College expect to transfer to a four-year institution to complete their studies (Figure 3.8).
- Two-thirds of students at Irvine Valley are continuing students, enrolling for a second year or second semester of instruction (Figure 3.9).
- Fifteen percent of students indicate this is the first time they are attending college.
- At Irvine Valley, an additional 150 high school students are dual-enrolled in 2017 compared to 2013.
- Full-time students represent more than 40 percent of students at Irvine Valley (Figure 3.10). Part-time students constitute nearly half the student body.
- Only about ten percent of Irvine Valley's students are noncredit students.

STUDENT HEADCOUNT BY METHOD OF INSTRUCTION

- The number of enrollments in internet-based classes has increased at Irvine Valley, with 48 percent more enrollments in 2017 than in 2013 (Figure 3.11).
- At Irvine Valley College in 2017, 23 percent of students take classes via multiple methods of instruction, an increase from 15 percent in 2013.

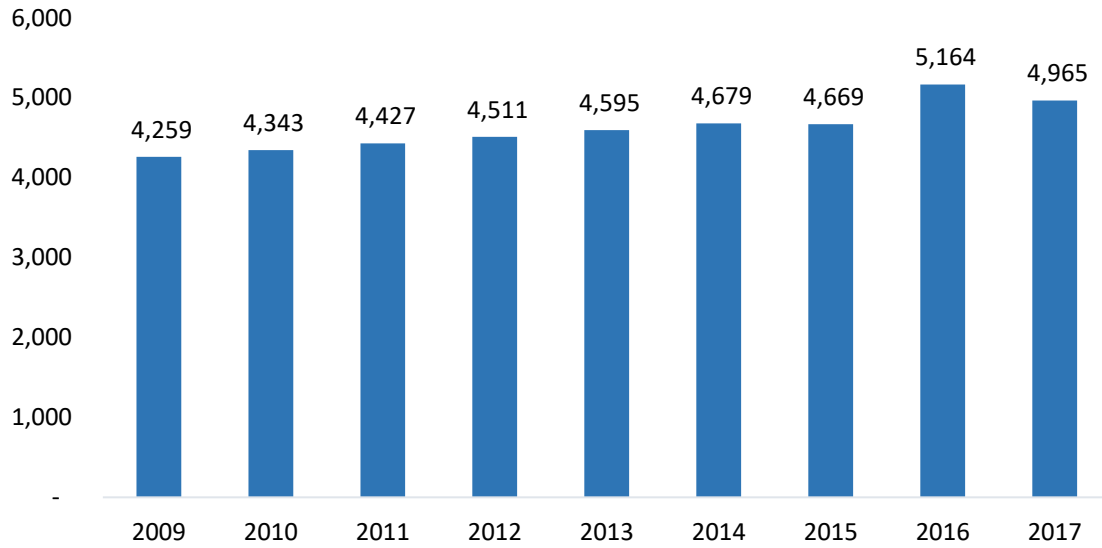
FIGURE 3.1: STUDENT HEADCOUNT, IRVINE VALLEY COLLEGE, FALL 2009 TO FALL 2017



Term	Irvine Valley
Fall 2009	16,872
Fall 2010	16,192
Fall 2011	15,512
Fall 2012	14,832
Fall 2013	14,152
Fall 2014	13,472
Fall 2015	13,828
Fall 2016	14,996
Fall 2017	15,158

Source: SOCCCD inFORM Data Warehouse

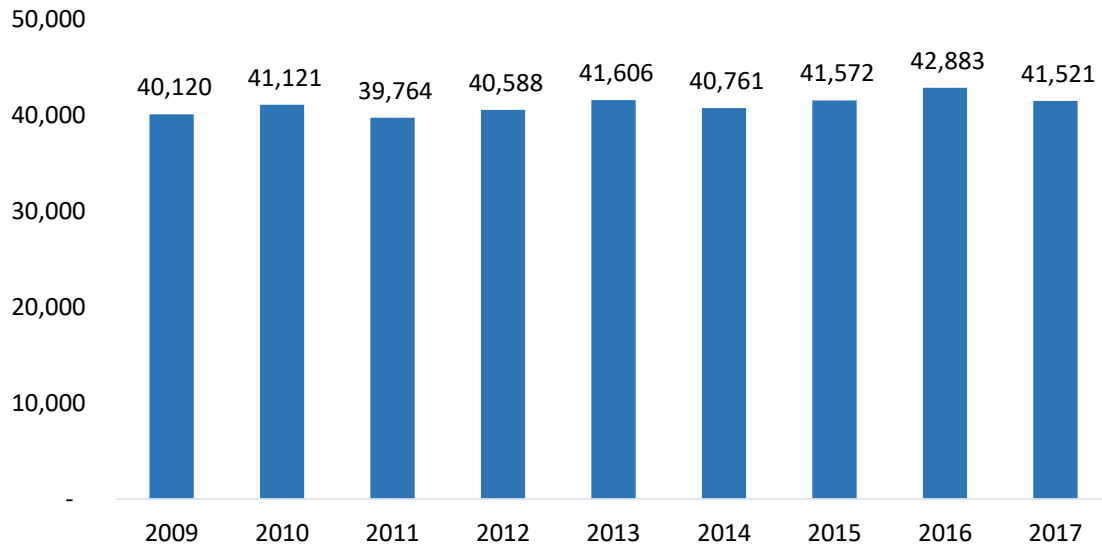
FIGURE 3.2: FULL-TIME EQUIVALENT STUDENTS (FTES), IRVINE VALLEY COLLEGE, FALL 2009 TO FALL 2017



Term	Irvine Valley
Fall 2009	4,259
Fall 2010	4,343
Fall 2011	4,427
Fall 2012	4,511
Fall 2013	4,595
Fall 2014	4,679
Fall 2015	4,669
Fall 2016	5,164
Fall 2017	4,965

Source: SOCCCD inFORM Data Warehouse, 2019

FIGURE 3.3: CENSUS ENROLLMENT (DUPLICATED HEADCOUNT), IRVINE VALLEY COLLEGE, FALL 2009 TO FALL 2017



Term	Irvine Valley
Fall 2009	40,120
Fall 2010	41,121
Fall 2011	39,764
Fall 2012	40,588
Fall 2013	41,606
Fall 2014	40,761
Fall 2015	41,572
Fall 2016	42,883
Fall 2017	41,521

Source: SOCCCD inFORM Data Warehouse, 2019

FIGURE 3.4: LARGEST ENROLLMENT GROWTH/DECLINES BY SCHOOL, IRVINE VALLEY COLLEGE, FALL 2013 TO FALL 2017

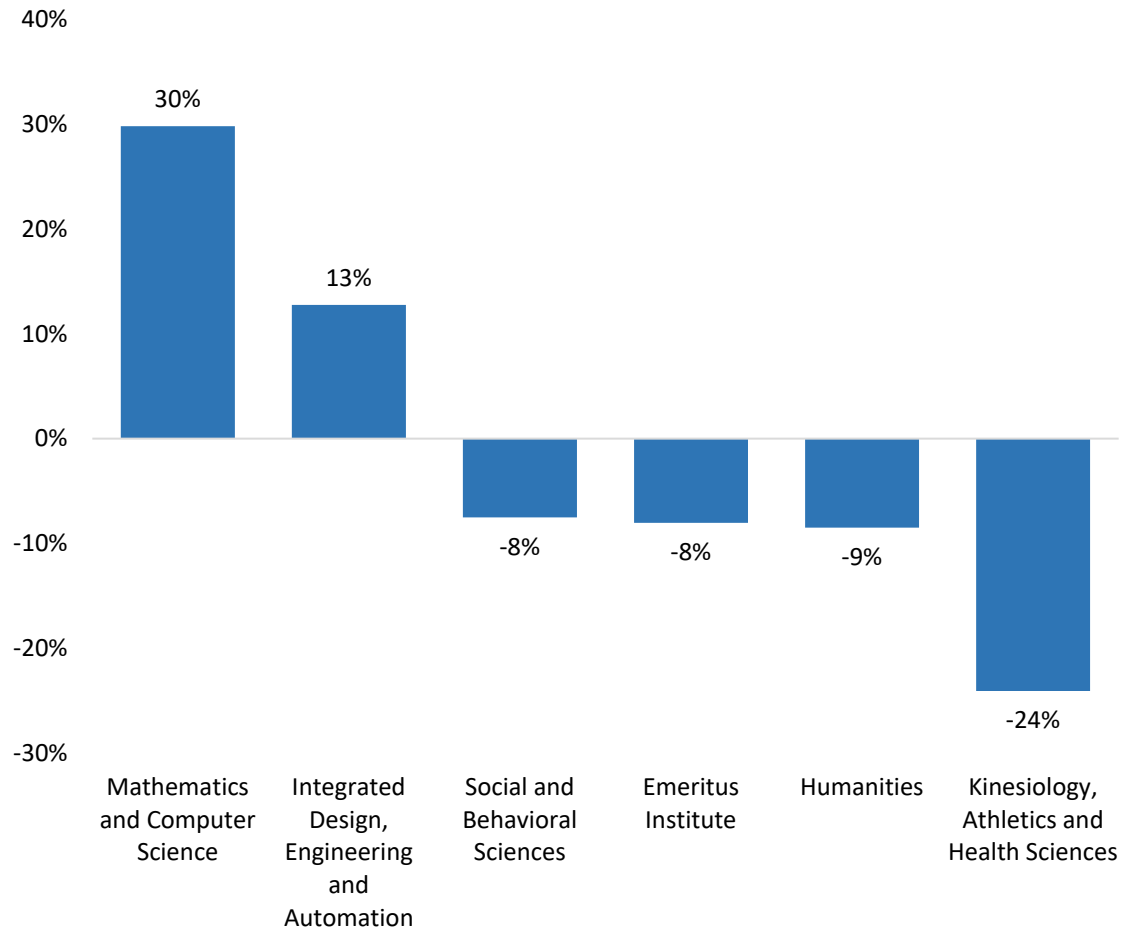
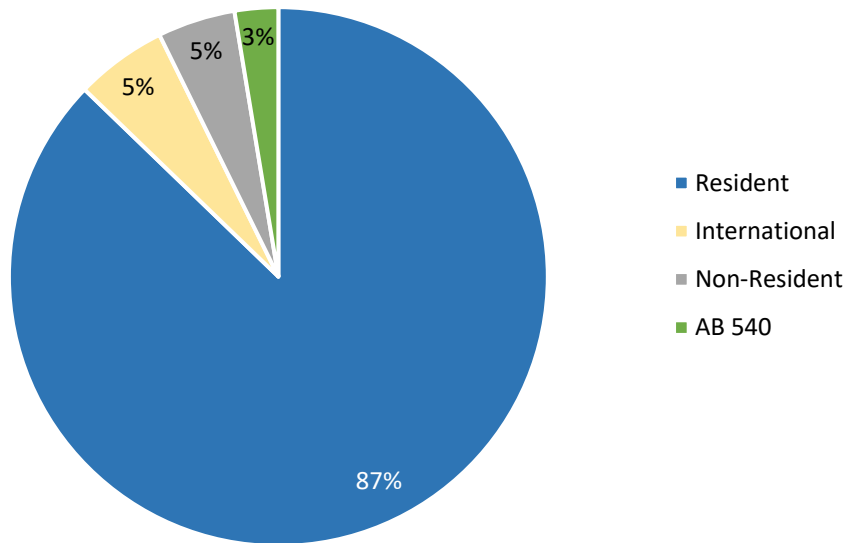


FIGURE 3.5: STUDENT HEADCOUNT BY RESIDENCY, IRVINE VALLEY COLLEGE, FALL 2017

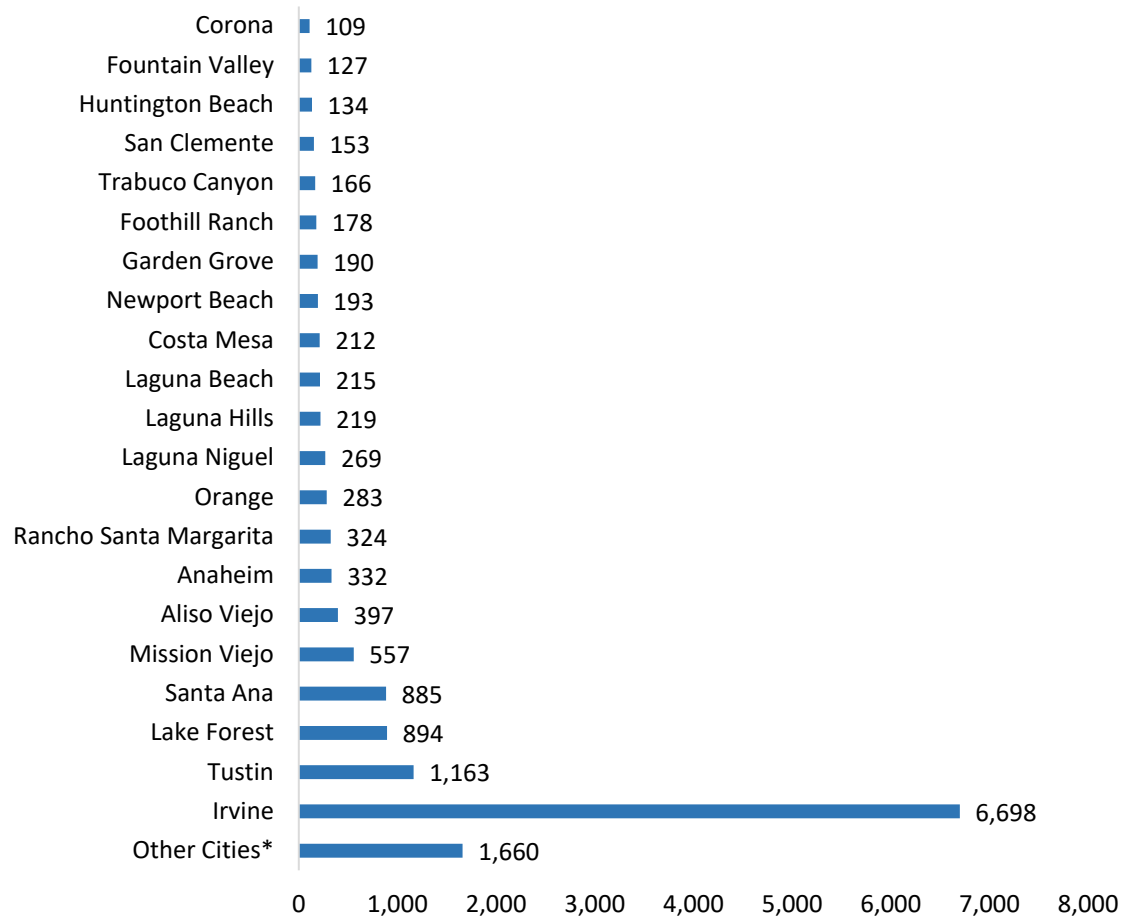


Residency	Irvine Valley	
	Fall 2017 Count	Fall 2017 Percent
AB 540	396	3%
International	834	6%
Non-Resident	707	5%
Resident	13,220	87%
Total*	15,157	100%

*Note: The IVC student total does not match headcount due to missing data for one student.

Source: SOCCCD inFORM Data Warehouse

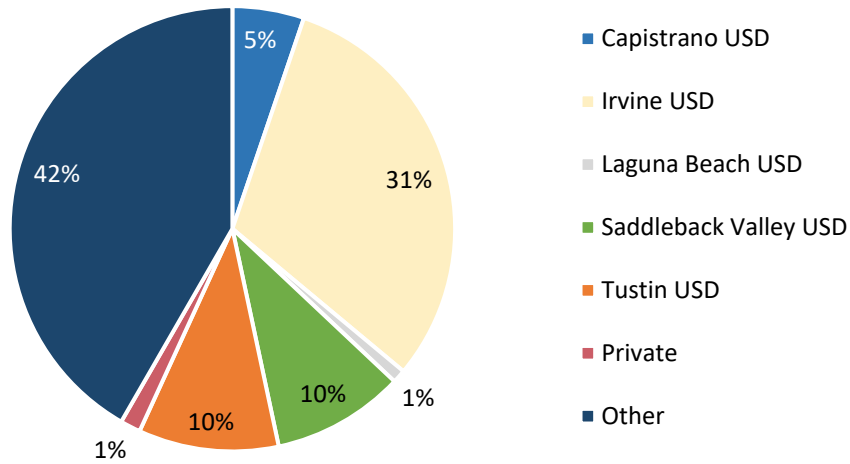
FIGURE 3.6: IRVINE VALLEY COLLEGE ENROLLMENT BY CITY, FALL 2017



Note(s): "Other Cities" is a grouping of cities with under 100 students.

Source: SOCCCD inFORM Data Warehouse

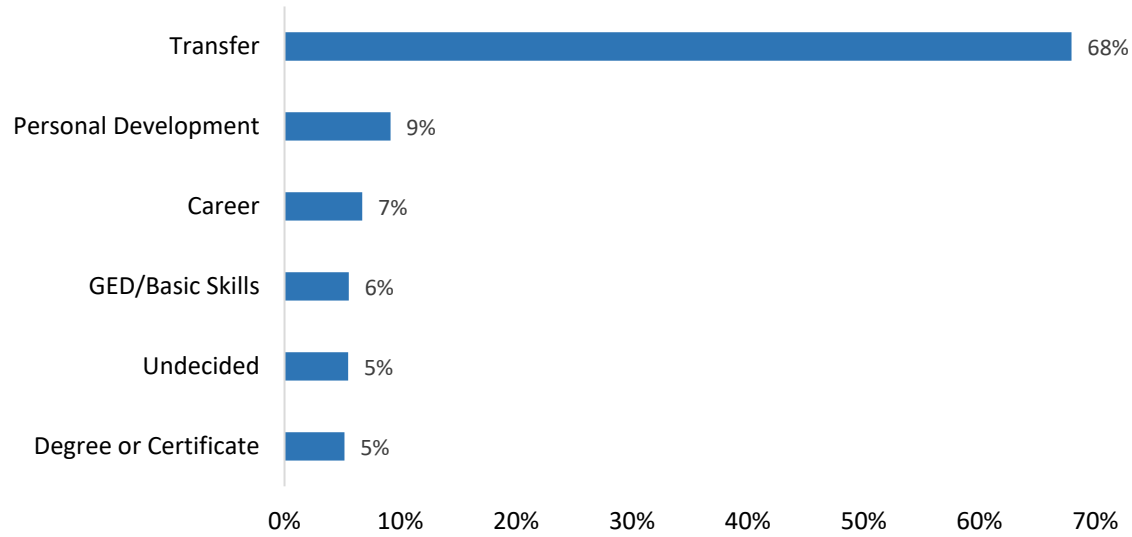
FIGURE 3.7: HIGH SCHOOL FEEDER DISTRICTS, IRVINE VALLEY COLLEGE, FALL 2017



High School District	Fall 2017 Count	Fall 2017 Percent
Capistrano USD	113	5%
Irvine USD	669	31%
Laguna Beach USD	21	1%
Saddleback Valley USD	209	10%
Tustin USD	221	10%
Private	32	2%
Other	904	42%
Total	2,169	100%

Source: SOCCCD inFORM Data Warehouse

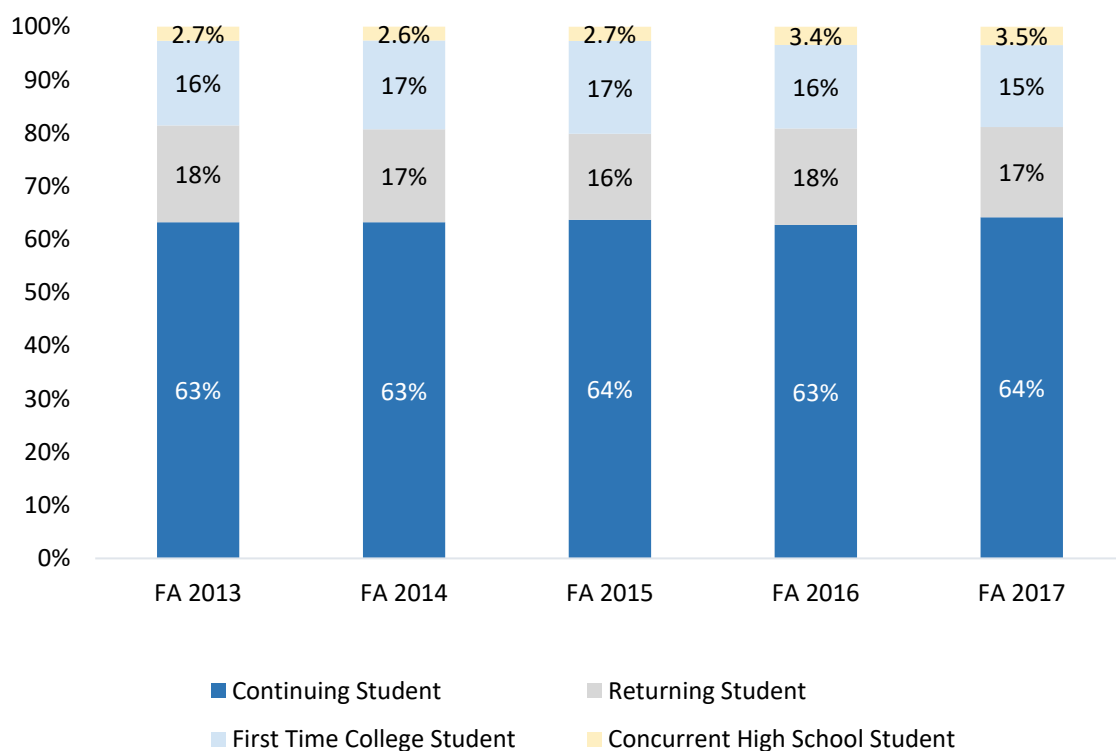
FIGURE 3.8: STUDENT HEADCOUNT BY EDUCATIONAL GOALS, IRVINE VALLEY COLLEGE, FALL 2017



Educational Goals	Irvine Valley	
	Fall 2017 Count	Fall 2017 Percent
Transfer	10,296	68%
Personal Development	1,388	9%
Career	1,017	7%
Undecided	832	5%
GED/Basic Skills	841	6%
Degree or Certificate	784	5%
Total	15,158	100%

Source: SOCCCD inFORM Data Warehouse

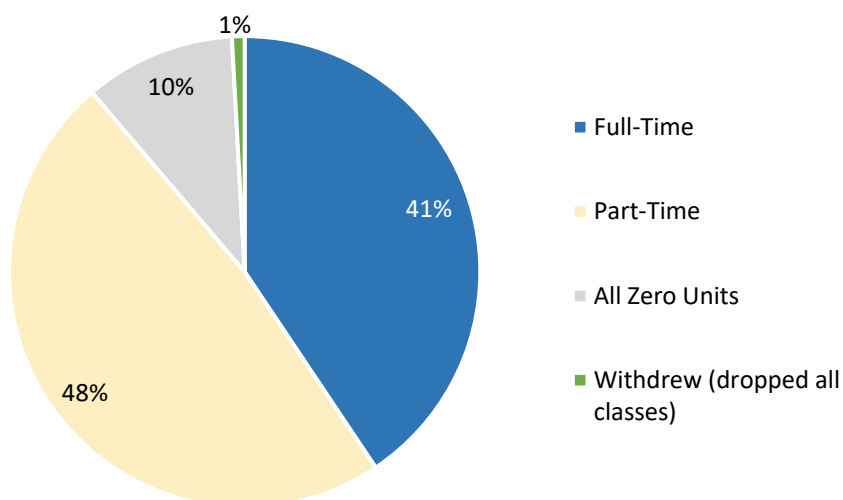
FIGURE 3.9: STUDENT HEADCOUNT BY STATUS, IRVINE VALLEY COLLEGE, FALL 2013 TO FALL 2017



Enrollment Status	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Continuing Student	8,947	8,516	8,803	9,405	9,726
Returning Student	2,578	2,355	2,241	2,722	2,572
First Time College Student	2,250	2,252	2,413	2,352	2,335
Concurrent High School Student	377	349	369	516	523
Other	-	-	2	1	2
Total	14,152	13,472	13,828	14,996	15,158

Source: SOCCCD inFORM Data Warehouse

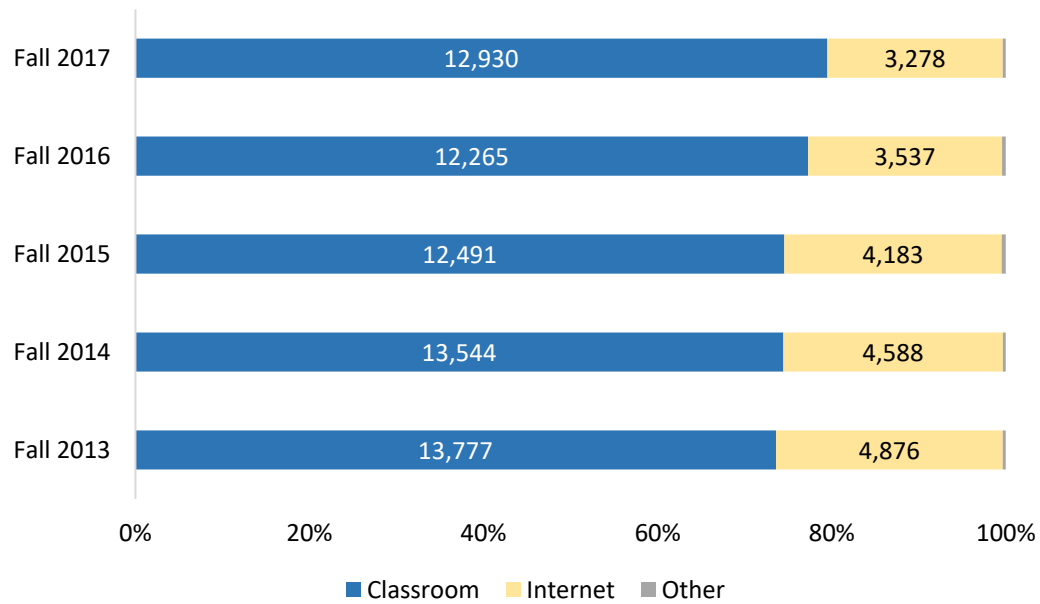
FIGURE 3.10: STUDENT HEADCOUNT BY CREDIT LOAD, IRVINE VALLEY COLLEGE, FALL 2017



Student Status	Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017	
Full-Time	5,852	41%	5,951	44%	5,959	43%	6,487	43%	6,156	41%
Part-Time	7,437	53%	7,174	53%	7,328	53%	7,639	51%	7,302	48%
All Zero Units	802	6%	280	2%	482	4%	804	5%	1,569	10%
Withdrew	61	0.4%	67	0.5%	59	0.4%	66	0.4%	131	0.9%
Total	14,152	100%	13,472	100%	13,828	100%	14,996	100%	15,158	100%

Source: SOCCCD inFORM Data Warehouse

FIGURE 3.11: STUDENT HEADCOUNT BY INSTRUCTION METHOD, IRVINE VALLEY COLLEGE, FALL 2013 TO FALL 2017



Instruction Method	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Classroom	12,930	12,265	12,491	13,544	13,777
Internet	3,278	3,537	4,183	4,588	4,876
Other	56	67	79	62	65
Total	16,264	15,869	16,753	18,194	18,718

Source: SOCCCD inFORM Data Warehouse

AGE AND GENDER DEMOGRAPHICS OF STUDENTS

Irvine Valley College is experiencing similar trends in age as other community colleges in the region and across California, including slight declines among college-age students offset by growing numbers of high school age and older adult students. The next two sections describe the demographics of the Irvine Valley College student population, looking at age and gender below, and race, ethnicity, and first-generation status in the section which follows.

STUDENTS BY AGE

- Traditional college students (those ages 18 to 21 years old) make up about 45 percent of the student population at Irvine Valley College (see Figure 3.12 below).
- High school students (those under 18 years of age) represent seven percent of the Irvine Valley College student population.
- Eight percent of students are 60 years of age or older.

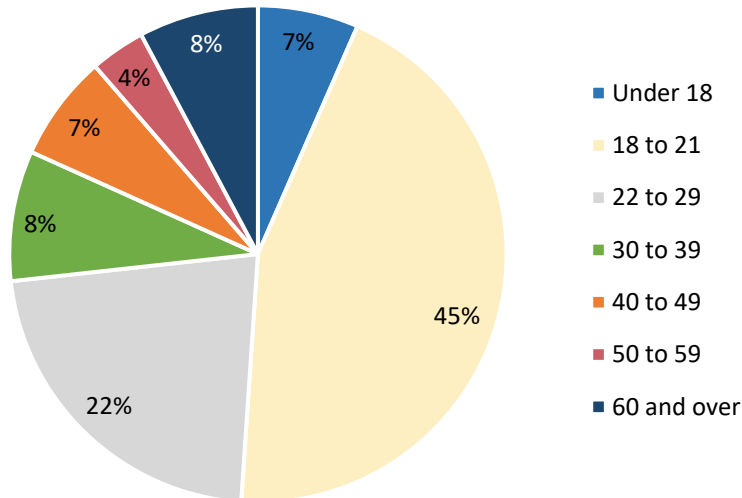
TRENDS AMONG AGE COHORT GROUPS

- Irvine Valley College is experiencing an increase in enrollments among older adults and high school students (Figure 3.13).
- Between 2013 to 2017, the number of students at Irvine Valley College over the age of 60 increased by 360 students; during this period, the college gained nearly 640 more students who are at least 40 years old.
- Irvine Valley College has experienced flat to slight growth in enrollments among younger age groups.

STUDENTS BY GENDER

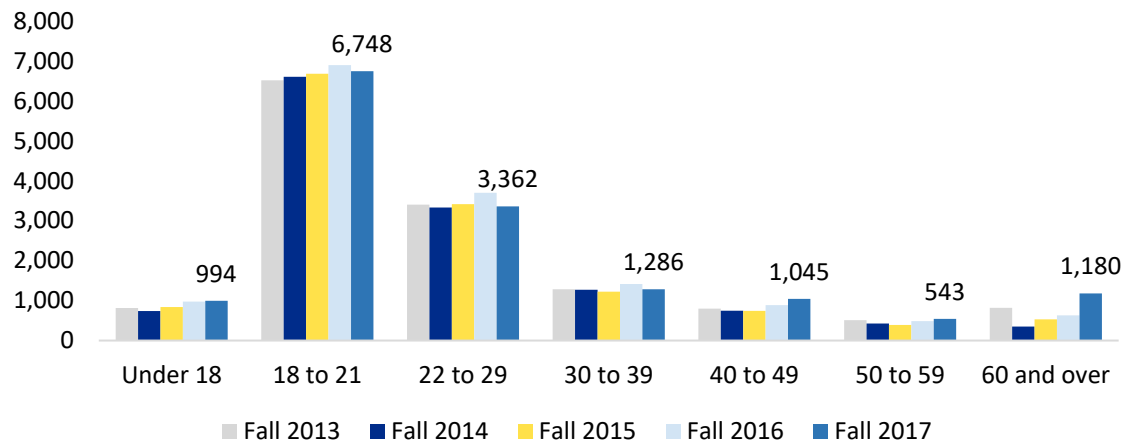
- The gender ratio at Irvine Valley has remained relatively steady over the five years from 2013 to 2017 (Figure 3.14).
- Women make up a little more than half of the student population.

FIGURE 3.12: AGE DISTRIBUTION AT IRVINE VALLEY COLLEGE, FALL 2017



Source: SOCCCD inFORM Data Warehouse

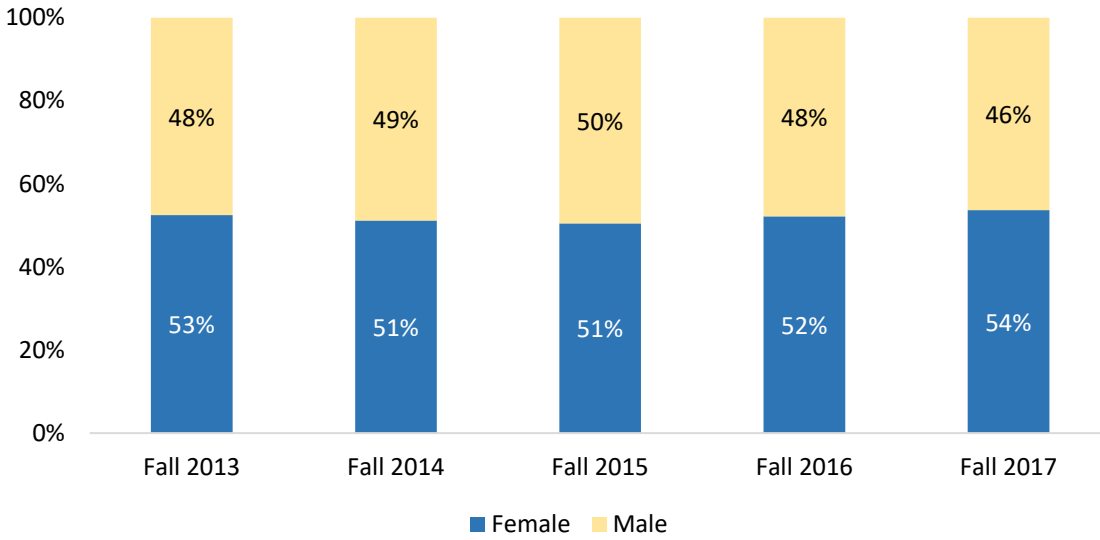
FIGURE 3.13: AGE DISTRIBUTION OF STUDENTS AT IRVINE VALLEY COLLEGE, FALL 2013 TO FALL 2017



Age Group	Fall 2013		Fall 2017	
	Number of Students	Percent of Student Body	Number of Students	Percent of Student Body
Under 18	816	6%	994	7%
18 to 21	6,517	46%	6,748	45%
22 to 29	3,405	24%	3,362	22%
30 to 39	1,286	9%	1,286	8%
40 to 49	798	6%	1,045	7%
50 to 59	512	4%	543	4%
60 and over	818	6%	1,180	8%
Total	14,152	100%	15,158	100%

Source: SOCCCD inFORM Data Warehouse

FIGURE 3.14: GENDER DISTRIBUTION OF STUDENTS AT IRVINE VALLEY COLLEGE, 2013 TO 2017



***Note:** Data excludes students who decline to state gender.

Source: SOCCCD inFORM Data Warehouse

RACE, ETHNICITY AND FIRST-GENERATION STUDENTS

Three-fourths of community college students in California are students of color. Nearly half are Hispanic/Latinx, and 14 percent are Asian. More than 40 percent of community college students statewide are in the first generation of their families to attend college. Irvine Valley student demographics are like those statewide and reflect the growing diversity of Orange County—Asian and Hispanic/Latinx student populations are growing at the college. One in five students at Irvine Valley is a first-generation student. Among major ethnic groups, about one-third of Latinx students and one-fourth of Native Hawaiian or Pacific Islander students are in the first generation of their families to go to college.

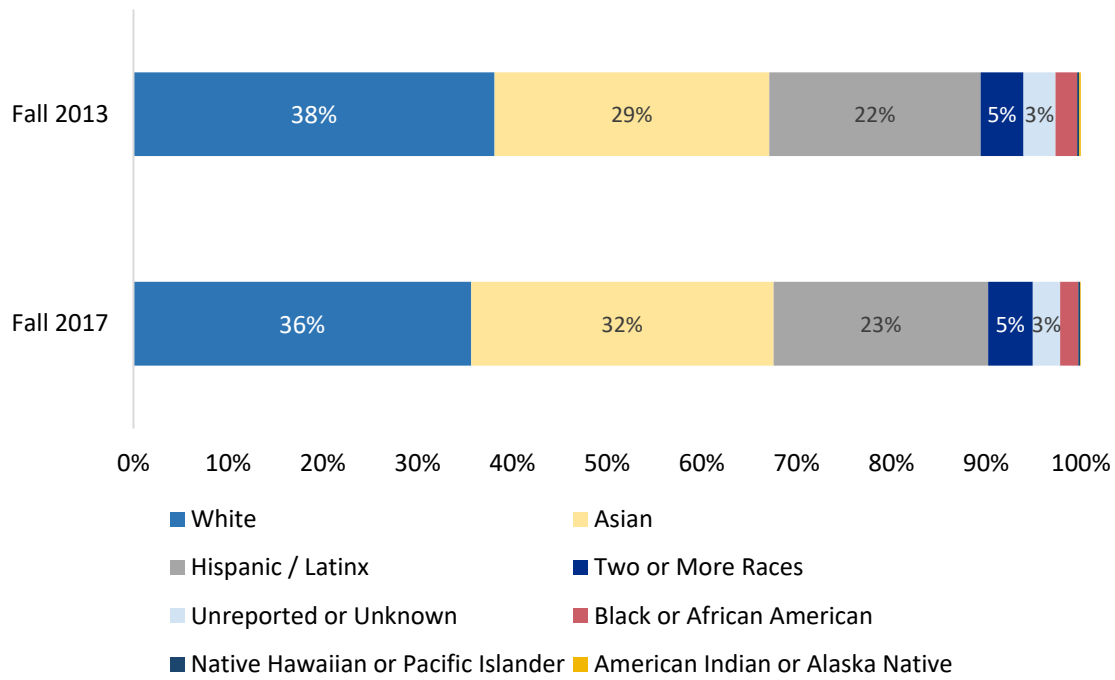
RACE AND ETHNICITY

- A little more than one-third of students (36 percent) at Irvine Valley College identify as White, and nearly one third are Asian (32 percent) (see Figure 3.15 below).
- One in four students (about 23 percent) at Irvine Valley identify as Hispanic/Latinx.
- There has been a rise in enrollments among students of Asian, Latinx, and mixed descent at the college between 2013 and 2017.
- Irvine Valley has experienced declines in African American enrollment (approximately 40 students, or nearly 11 percent).

FIRST-GENERATION STUDENTS

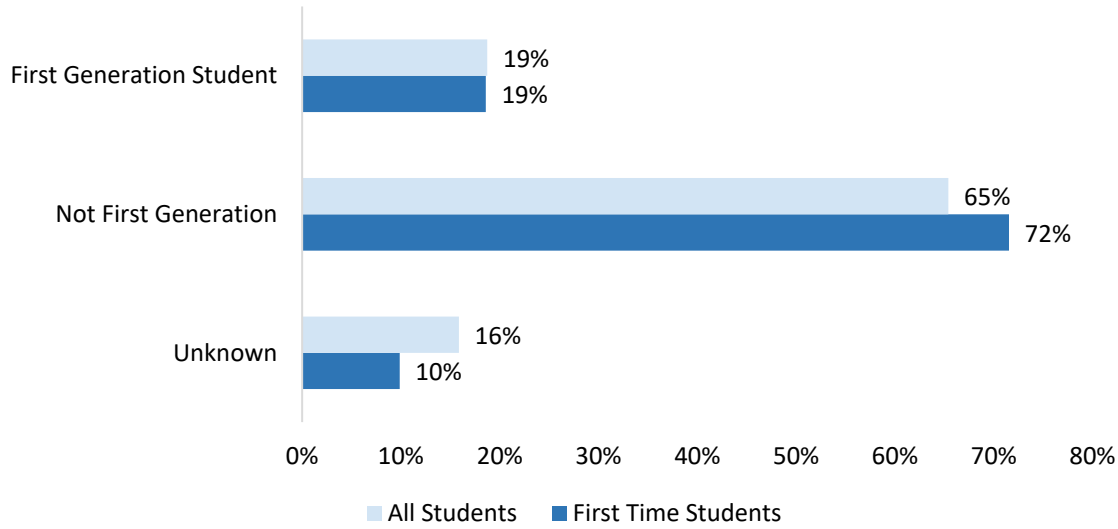
- One in five students at Irvine Valley College is a first-generation student (Figure 3.16).
- One-third of Hispanic/Latinx students at Irvine Valley College are first-generation college students (see Figure 3.17).
- Nearly one in five of both African American students and students of Native Hawaiian or Pacific Islander backgrounds at Irvine Valley are first-generation students.

FIGURE 3.15: RACE AND ETHNICITY, IRVINE VALLEY COLLEGE, FALL 2013 AND FALL 2017



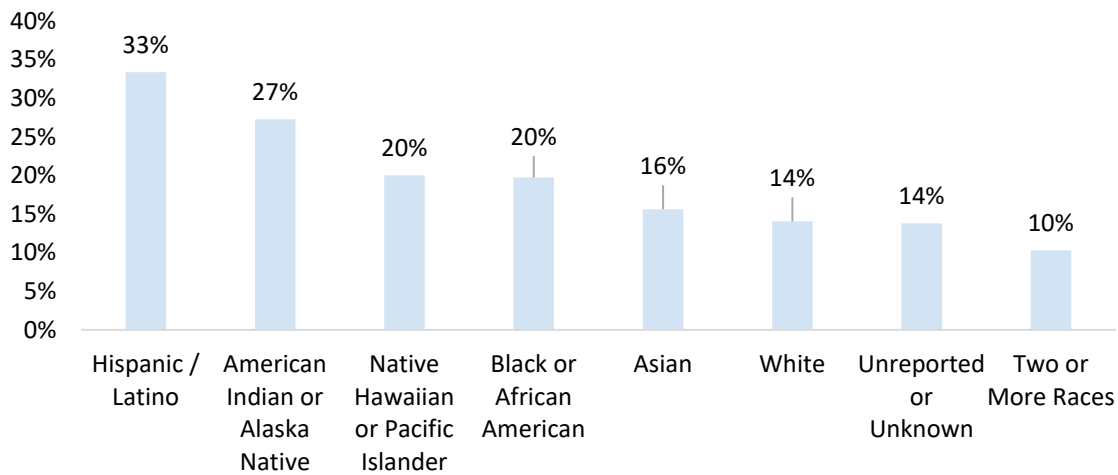
Source: SOCCCD inFORM Data Warehouse, IPEDS Ethnicity Categories

FIGURE 3.16: FIRST-GENERATION STUDENTS, IRVINE VALLEY COLLEGE, FALL 2017



Source: SOCCCD inFORM Data Warehouse

FIGURE 3.17: FIRST-GENERATION STUDENTS BY ETHNICITY, IRVINE VALLEY COLLEGE, FALL 2017



Source: SOCCCD inFORM Data Warehouse

ECONOMIC CHARACTERISTICS OF STUDENTS

Community colleges enroll students regardless of economic background and ability to pay. As an affordable and accessible option for education and training, community college creates opportunities for social mobility and improved prospects for increasing earnings over one's lifetime.

A recent report by the Century Foundation found that most community college students come from families that have less income and wealth than those of students who attend private four-year colleges and universities.²¹ Eighty percent of community college students in California work at least part-time.²² Nearly half of all students receive some level of financial aid, including grants, work-study funding, and scholarships.²³ More than half of California community college students are considered "economically disadvantaged," and many experience additional barriers as first-generation students, foster youth, veterans, and/or immigrants.²⁴

ECONOMICALLY DISADVANTAGED STUDENTS

- Among first-time college students, forty-one percent at Irvine Valley College qualify as economically disadvantaged (see Figure 3.18 below).

FINANCIAL AID

- The number of Irvine Valley students receiving Promise Grants and other awards has grown from 2013 to 2017 at both colleges, though as a percent of total students, the ratio has declined (see Figure 3.19).
- Nearly half of Irvine Valley College students (48 percent) received Promise Grants in 2017, which cover the cost of enrollment fees for community college classes.
- As a percentage, more students at Irvine Valley College received Promise Grants between the 2013 and 2017 school years than statewide (see Figure 3.20).
- The total aid amount of grant awards to students at Irvine Valley College has increased by \$5 million (38 percent) between 2013 and 2017 (Figure 3.21).
- Changes in grant aid totals make up most of the shift in financial aid amounts over this period.

STUDENT EMPLOYMENT

- More than 60 percent of students at Irvine Valley College work and attend classes (Figure 3.22).
- About one-third of students work at least 20 hours per week.
- At least one in five students at Irvine Valley work full or nearly full-time (30 or more hours a week) and 11 percent of students work more than 40 hours per week in addition to taking classes.

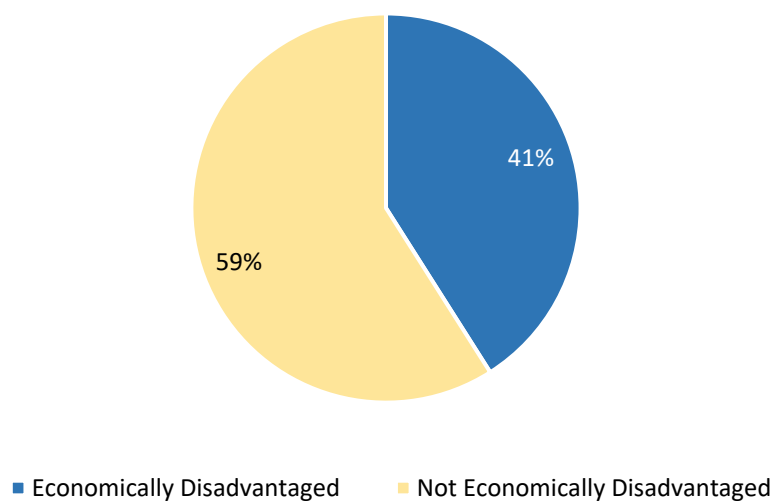
²¹ The Century Foundation, Recommendations for Providing Community Colleges the Resources They Need, April 2019, p.8, https://production-tcf.imgix.net/app/uploads/2019/04/25171942/recommendation_comcollege_2019.pdf

²² California Career Center, California Community Colleges system, accessed October 2019 from <https://www.calcareercenter.org/Home/Content?contentID=205>

²³ California Community Colleges Chancellor's Office, Student Financial Assistance, accessed October 2019 from <https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Educational-Services-and-Support/Special-Populations/What-we-do/Student-Financial-Assistance-Programs>

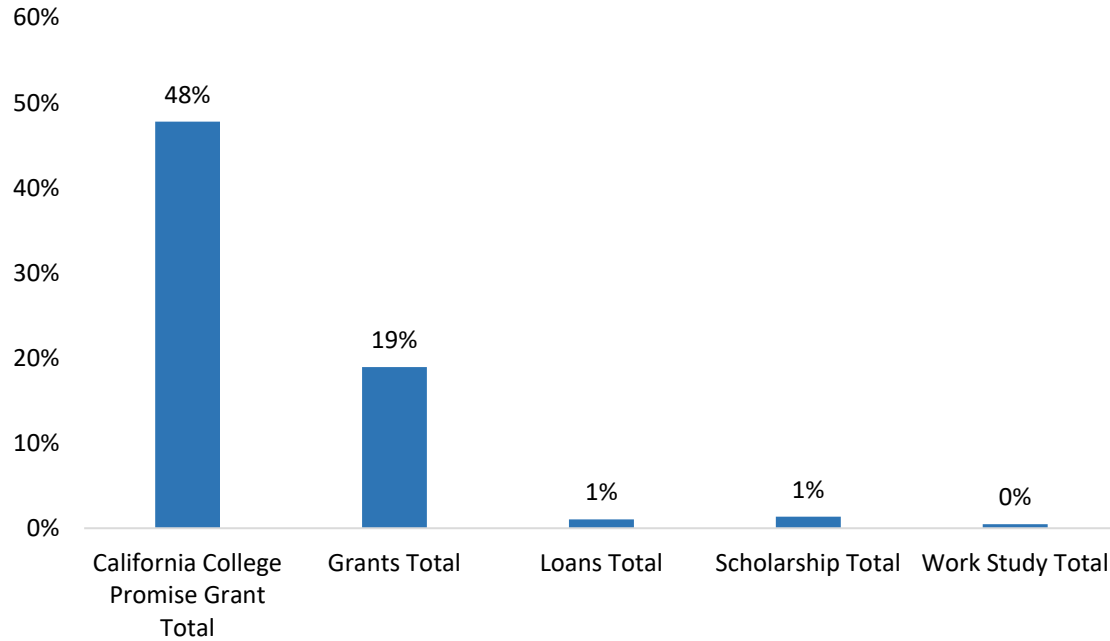
²⁴ Foundation for California Community Colleges, About the Colleges, <https://foundationccc.org/About-Us/About-the-Colleges>. The California Community Colleges Chancellor's Office defines students as "economically disadvantaged" if their personal or family income is below the poverty line, and/or they participate in at least one of the following public assistance programs including CalWORKS, SSI and General Assistance, or have received grants such as the Promise Grant or Pell Grants to pursue their education California Community Colleges, Specifications for the Carl D. Perkins Career and Technical Education Act of 2006, December 19, 2014, p.4.

FIGURE 3.18: ECONOMIC STATUS OF FIRST-TIME STUDENTS, IRVINE VALLEY COLLEGE, FALL 2016



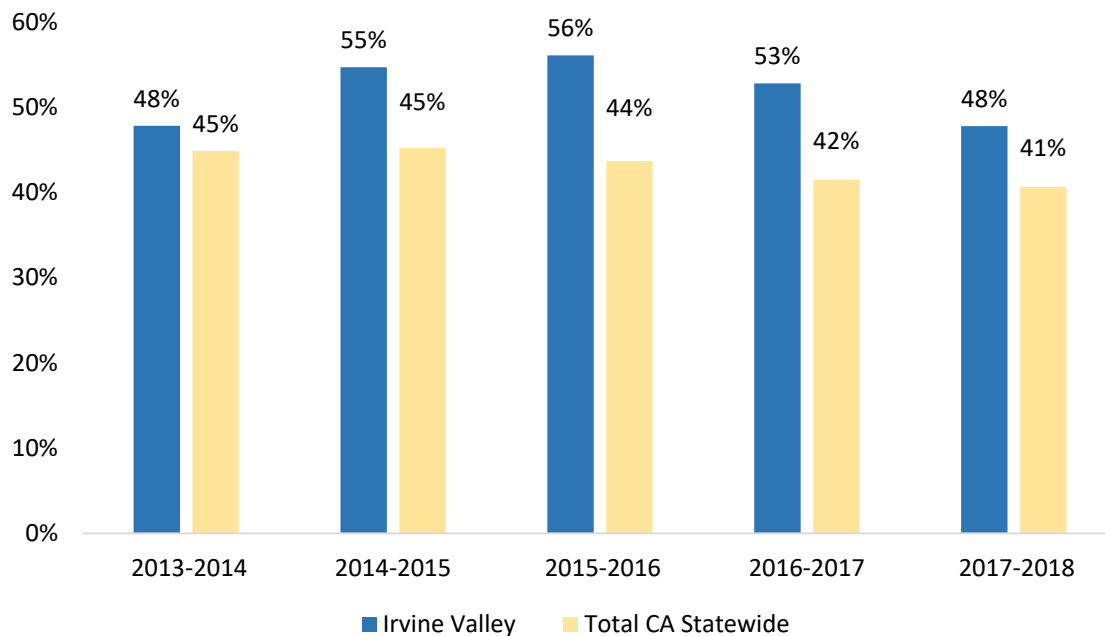
Source: SOCCCD inFORM Data Warehouse

FIGURE 3.19: PERCENT OF STUDENTS RECEIVING AID BY AWARD TYPE, IRVINE VALLEY COLLEGE, 2017-2018



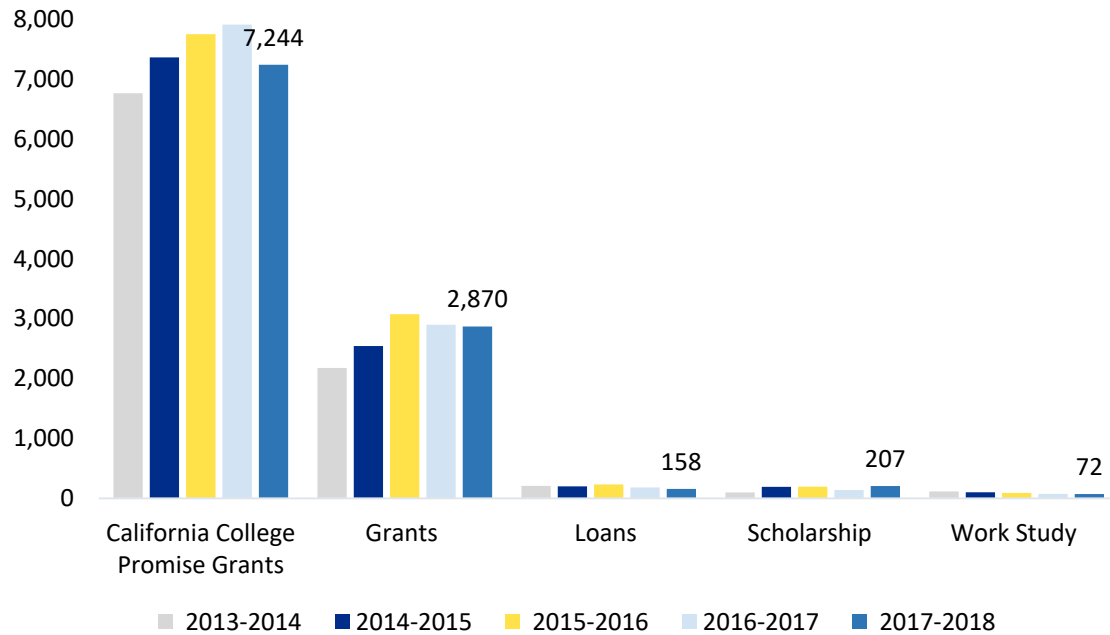
Source: California Community Colleges Chancellor's Office

FIGURE 3.20: PERCENT OF STUDENTS AWARDED PROMISE GRANTS, IRVINE VALLEY COLLEGE AND CALIFORNIA STATEWIDE, SCHOOL YEARS 2013-2014 TO 2017-2018



Source: California Community Colleges Chancellor's Office

FIGURE 3.21: STUDENTS RECEIVING FINANCIAL AID BY AWARD TYPE, IRVINE VALLEY COLLEGE, SCHOOL YEARS 2013-2014 TO 2017-2018



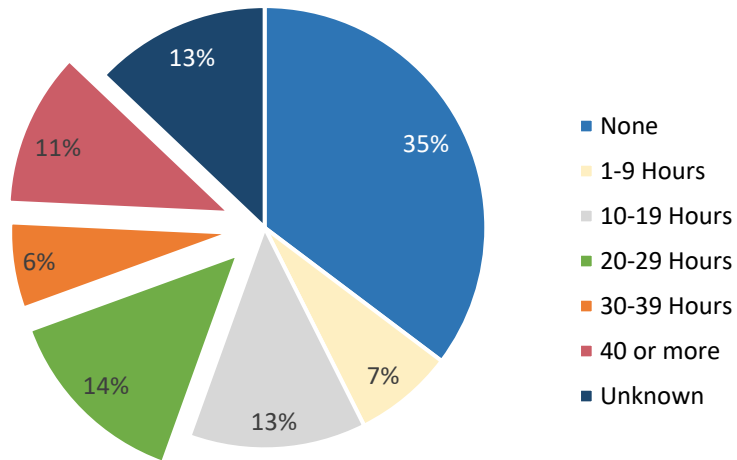
Award Type	2013-2014		2014-2015		2015-2016	
	Students Served	Aid Amount	Students Served	Aid Amount	Students Served	Aid Amount
CA College Promise Grants	6,768	\$4,861,429	7,369	\$5,453,334	7,756	\$5,768,451
Grants	2,179	\$8,621,918	2,545	\$10,198,679	3,078	\$11,918,646
Loans	209	\$1,208,386	201	\$1,142,304	232	\$1,240,856
Scholarship	98	\$104,381	193	\$165,055	195	\$236,965
Work Study	115	\$374,371	102	\$339,172	91	\$383,302
Irvine Valley Total*	6,878	\$15,170,485	7,558	\$17,298,544	7,953	\$19,548,220

Award Type	2016-2017		2017-2018	
	Students Served	Aid Amount	Students Served	Aid Amount
CA College Promise Grants	7,916	\$5,772,862	7,244	\$5,306,169
Grants	2,900	\$11,943,396	2,870	\$13,179,033
Loans	181	\$743,325	158	\$642,063
Scholarship	140	\$163,820	207	\$475,434
Work Study	76	\$306,751	72	\$540,976
Irvine Valley Total*	8,135	\$18,930,154	7,475	\$20,143,675

* Most students receive more than one type of aid award.

Source: California Community Colleges Chancellor's Office

FIGURE 3.22: WEEKLY STUDENT EMPLOYMENT HOURS, IRVINE VALLEY COLLEGE, FALL 2017



Source: SOCCCD inFORM Data Warehouse

COLLEGE READINESS

College readiness is a strong predictor of whether a new student will complete their educational program successfully. It refers to a set of skills, knowledge, and attributes a student should possess to be ready to succeed in entry-level college courses, but in practice, it has not always been easy to assess in individual students. Placement exams have been a primary method used to determine college readiness among incoming first-year college students. Sixty percent of community college students do not pass placement exams in math and English and are directed to remedial classes before they could begin regular course work in those subjects.²⁵ This delays and often ends a student's educational progress—studies show that for every remedial level course placement, a student's chances of completing college and transfer-level English and math classes decline.²⁶ Remedial placements exacerbate the achievement gap among low-income college students and students of color.

As a result of the passage of AB 705 in 2018, California community colleges are required to maximize the probability that all students will enter and complete-transfer level coursework in English and math within a one-year time frame. Instead of testing, students will be assessed for placement based upon high school coursework, grades, and grade point average, which are considered better predictors of college success.²⁷ Colleges are using co-requisite classes, tutoring, and other strategies to improve outcomes for students who may need additional assistance to advance in their studies. Early implementation at some colleges shows that success rates in transfer-level courses have remained stable and the share of students finishing these classes has risen. Outcomes have improved for students in every demographic group.²⁸

In the past, community colleges tracked first-time students assessed into basic skills English, math, and ESL classes and evaluated completion outcomes in these classes. Now, most students starting community college will begin their post-secondary careers in transfer-level English and math courses. The data we include below looks at the recent historical performance of transfer-level English and math completion among students before AB 705 was instituted—these data points will serve as the base from which to measure future English and math outcomes among students. We also include recent enrollments and sections counts for basic skills and transfer-level math and English classes, which show a decline in basic skills class sections and enrollments, and growth among transfer-level sections and enrollments.

BASIC SKILLS AND TRANSFER-LEVEL SECTION COUNTS

- At Irvine Valley, the number of math basic skills sections has declined from 56 in Fall 2016 to 35 in Fall 2019 (see Figure 3.23).
- Since Fall 2013, transfer-level math sections at Irvine Valley have grown by 80 percent (47 additional sections) and transfer-level English sections by 62 percent (27 additional sections) (see Figure 3.24).

²⁵ Community College Research Center, Toward Better Course Placements: A Guide to Launching a Multiple Measures Assessment System, Teacher's College, Columbia University, July 2018, https://ccrc.tc.columbia.edu/media/k2/attachments/2018_Multiple_Measures_Guide_1.pdf

²⁶ California Acceleration Project, Changing Placement Policies, accessed October 2019 from <https://accelerationproject.org/Placement>

²⁷ Community College Research Center, Toward Better Course Placements, July 2018

²⁸ Public Policy Institute of California, Remedial Education Reforms at California's Community Colleges: Early Evidence on Placement and Curricular Reforms, August 2018, p.3, <https://www.ppic.org/wp-content/uploads/remedial-education-reforms-at-californias-community-colleges-august-2018.pdf>

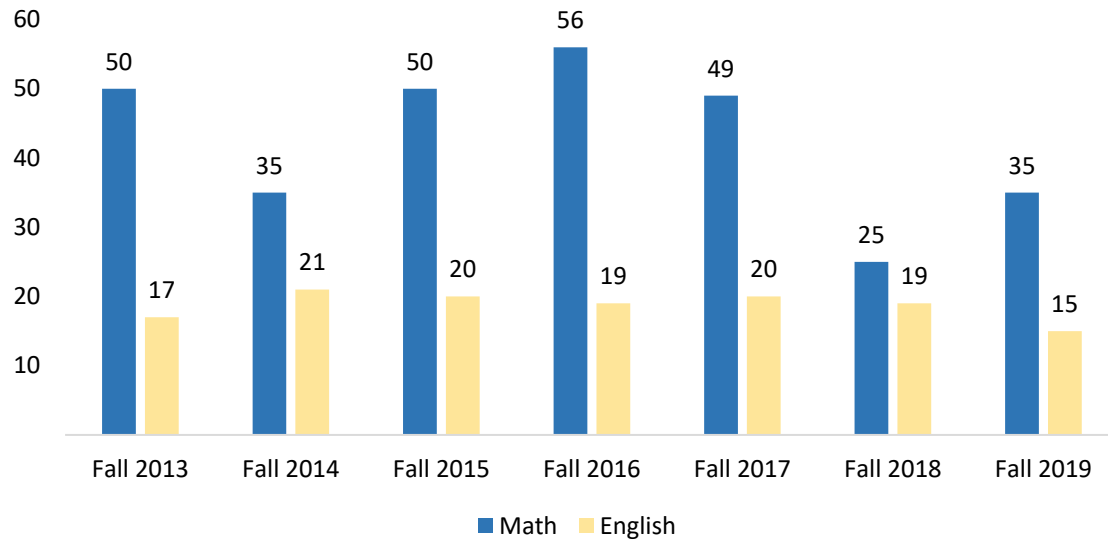
BASIC SKILLS AND TRANSFER-LEVEL ENROLLMENTS

- Enrollments in basic skills classes at Irvine Valley College have declined by 340 in basic skills math and 105 enrollments in basic skills English between Fall 2016 to Fall 2019 (see Figure 3.25).
- Transfer-level math enrollments have grown by 579 enrollments between Fall 2016 and Fall 2019, and by 276 in transfer-level English (see Figure 3.26).

TRANSFER-LEVEL COURSEWORK OUTCOMES

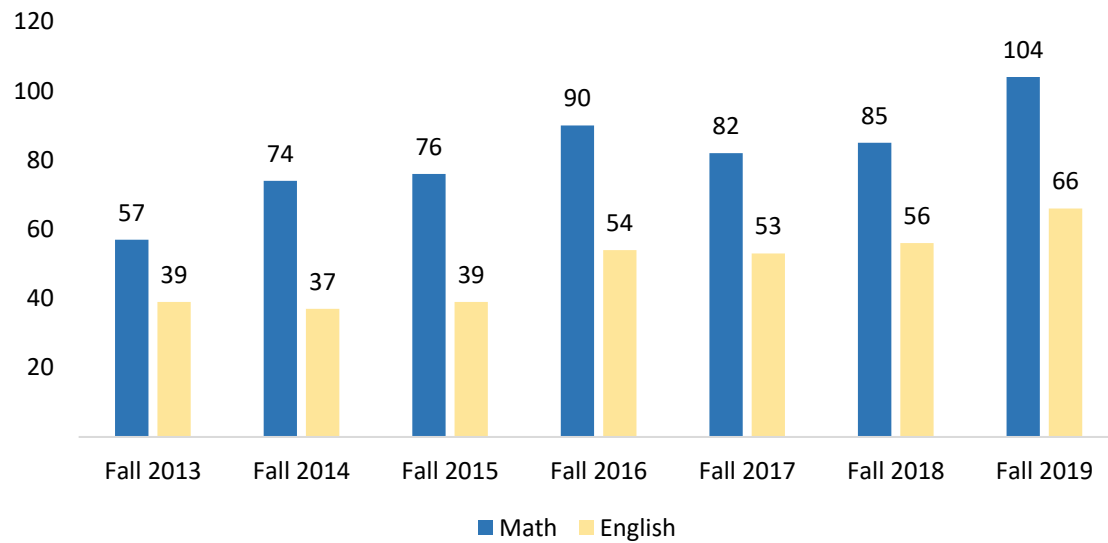
- At Irvine Valley College, retention rates among transfer-level English and math classes has been relatively flat; in 2017, 91 percent of students in English and 84 percent of students in math remained in their classes for the entire term (Figure 3.28).
- At Irvine Valley, 60 percent of transfer-level math students passed their classes in 2017, as did 80 percent of transfer-level English students.

FIGURE 3.23: BASIC SKILLS MATH AND ENGLISH SECTION COUNTS, IRVINE VALLEY COLLEGE, FALL 2013 TO FALL 2019



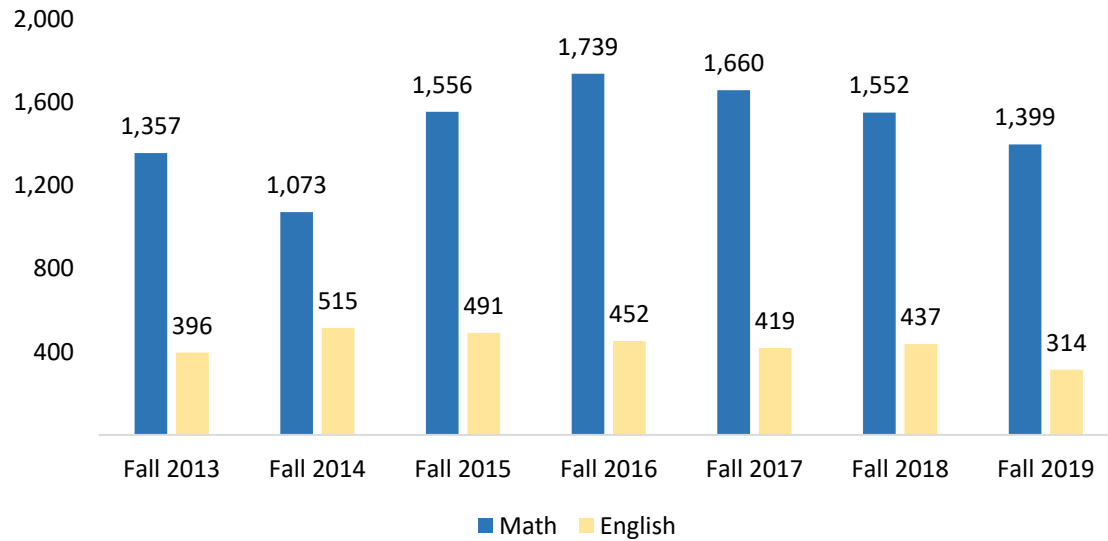
Source: SOCCCD inFORM Data Warehouse

FIGURE 3.24: TRANSFER-LEVEL MATH AND ENGLISH SECTION COUNTS, IRVINE VALLEY COLLEGE, FALL 2013 TO FALL 2019



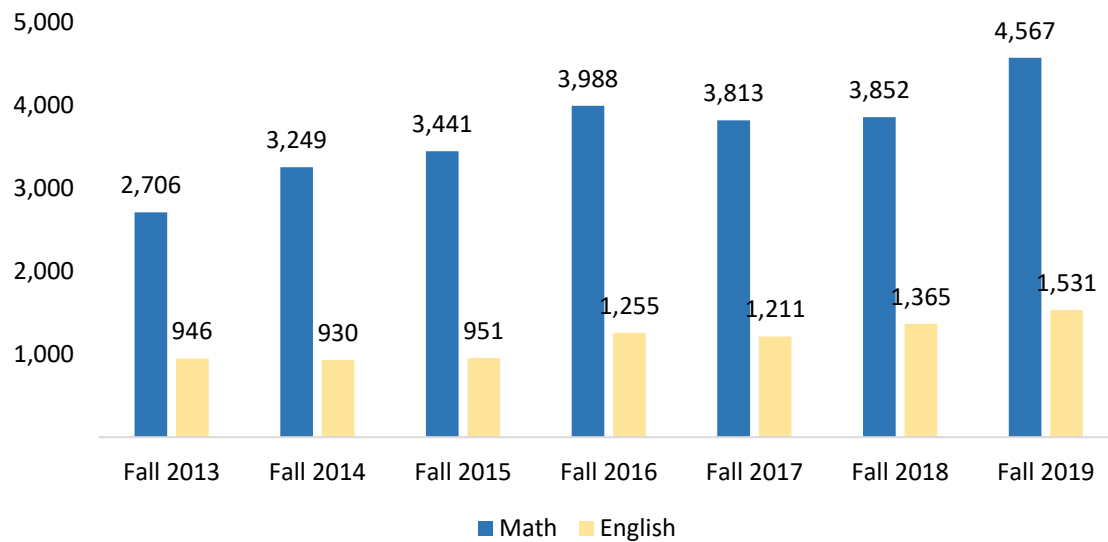
Source: SOCCCD inFORM Data Warehouse

FIGURE 3.25: BASIC SKILLS MATH AND ENGLISH CENSUS ENROLLMENT, IRVINE VALLEY COLLEGE, FALL 2013 TO FALL 2019



Source: SOCCCD inFORM Data Warehouse

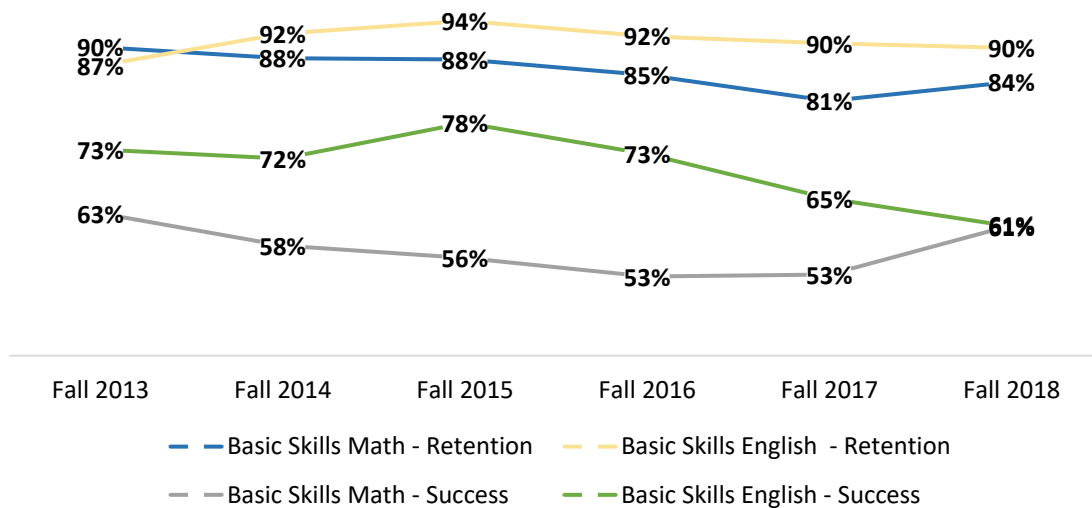
FIGURE 3.26: TRANSFER-LEVEL MATH AND ENGLISH CENSUS ENROLLMENT, IRVINE VALLEY COLLEGE, FALL 2013 TO FALL 2019



Source: SOCCCD inFORM Data Warehouse

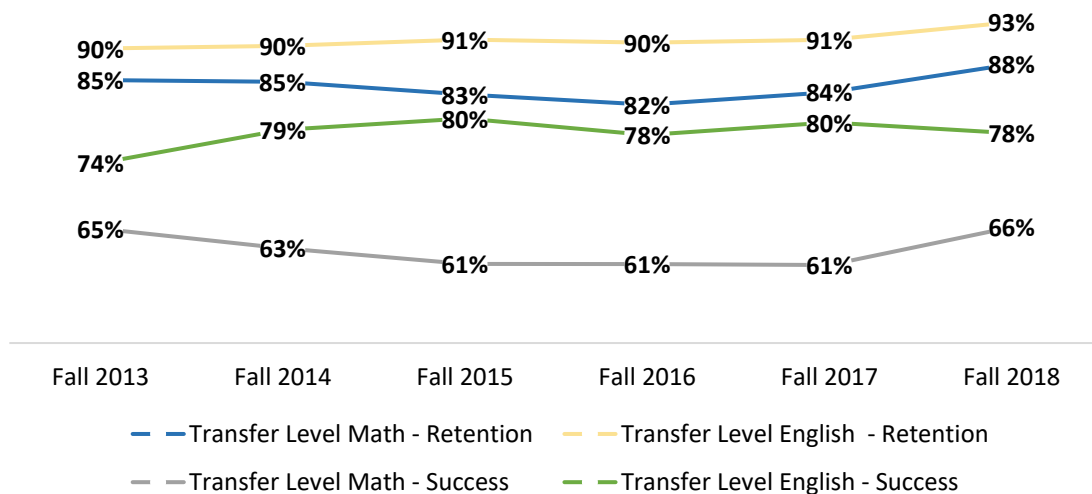
IRVINE VALLEY COLLEGE EDUCATION MASTER PLAN 2020-2030

FIGURE 3.27: RETENTION AND SUCCESS RATES IN BASIC SKILLS MATH AND ENGLISH, IRVINE VALLEY COLLEGE, FALL 2013 TO FALL 2018



Source: SOCCCD inFORM Data Warehouse

FIGURE 3.28: RETENTION AND SUCCESS RATES IN TRANSFER-LEVEL COURSEWORK, IRVINE VALLEY COLLEGE, FALL 2013 TO FALL 2018



Source: SOCCCD inFORM Data Warehouse

STUDENT SUCCESS

Only about 40 percent of students who begin their postsecondary education at a community college complete a certificate or degree program within six years.²⁹ While a majority of students who enter community college have as their goal to transfer to a four-year institution, only about one-third transfer, and of these students, less than half graduate with a bachelor's degree in a six-year timeframe.³⁰

These low completion rates are due to a variety of factors, including the preparedness of entering students for college coursework; family and/or work obligations; the financial need of students and the lack of resources at community colleges to fully support students with adequate aid; and imbalanced support for students who need help to navigate college.³¹ As mentioned in the previous section, the California Community Colleges system is undergoing significant changes to help improve student outcomes and meet goals regarding equity and access for students from marginalized backgrounds.



The California Community Colleges Chancellor's Office provides a set of metrics that measure student success from enrollment through graduation and beyond into the workforce. These measures "pinpoint critical milestones and accomplishments" related to the College system's "Vision for Success" goals to improve student outcomes.³² They provide data for recent changes to the state's funding formula, which allocates some funds to community college districts based upon student outcomes, including how many students transfer or earn degrees or certificates; complete transfer-level math or English classes in their first year of study; complete at least nine Career Education units; or how many students earn the regional living wage post-graduation.³³

This section provides a look at South Orange County Community College District's Student Success Metrics, including student retention and success rates, first-time student outcomes, the number of terms students need to earn a degree, transfer rates to four-year institutions, and award outcomes.

FIRST-TIME STUDENT OUTCOMES

- Retention rates among first-time college students are above 90 percent at Irvine Valley, while success rates among these students are at about 70 percent (see Figure 3.29).
- Units attempted among first-time college students have risen slightly between 2013 and 2017 (Figure 3.30).

²⁹ National Student Clearinghouse Research Center, Completing College: A National View of Student Completion Rates—Fall 2012 Cohort, December 2018, p.19, <https://nscresearchcenter.org/wp-content/uploads/SignatureReport16.pdf>

³⁰ Elizabeth Mann Levesque, Improving Community College Completion Rates by Addressing Structural and Motivational Barriers, Brookings Institution, October 2018, <https://www.brookings.edu/research/community-college-completion-rates-structural-and-motivational-barriers/>

³¹ Camile Esch, Pathway to the Baccalaureate: How One Community College is Helping Underprepared Students Succeed, New America Foundation, 2010, <https://www.newamerica.org/education-policy/policy-papers/pathway-to-the-baccalaureate/>

³² California Community Colleges Chancellor's Office, Data: Student Success Metrics, Accessed October 2019 from <https://www.cccco.edu/College-Professionals/Data>

³³ California Community Colleges Chancellor's Office, Student Centered Funding Formula, Accessed October 2019 from <https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/College-Finance-and-Facilities-Planning/Student-Centered-Funding-Formula>

RETENTION AND SUCCESS BY INSTRUCTION METHOD

- Retention rates among online students at Irvine Valley have improved between 2013 and 2017 to nearly match classroom retention levels (Figure 3.31).
- Success rates for online students lag in-person student outcomes by three percentage points (Figure 3.32).

COMPLETION AND PERSISTENCE RATES

- Irvine Valley College students have higher rates of completion than the statewide average—the completion rate includes all students who complete a degree or certificate and/or transfer to another school within six years of their initial enrollment (see Figure 3.33).
- Over the last five tracked student cohort years (2007-2008 to 2011-2012), Irvine Valley's completion rates averaged around 63 percent. This is a 15-percentage-point difference above the California statewide average rate of 48 percent.
- During these cohort years, persistence rates among students have improved by 11 percentage points at Irvine Valley College (Figure 3.34).
- Students who enroll at Irvine Valley College ready for college are more likely to complete their programs than students at other California community colleges.

DEGREE AND CERTIFICATE AWARD RATES

- The number of certificates and degrees awarded has increased more than 75 percent at Irvine Valley College, between 2013 and 2017 (Figure 3.35).
- The number of associate degrees for transfer awarded at Irvine Valley College is up almost 280 percent over this five-year period.
- The number of full-transfer certifications awarded at Irvine Valley College has almost doubled during this period.

TIME TO DEGREE

- In 2017-18, it took an average of 12 semesters at Irvine Valley College to earn an associate degree in science (Figure 3.36).
- Students earning transfer degrees are, on average, able to graduate faster than students earning terminal degrees.
- To earn a certificate of achievement award in 2017-18, the average student needed nine class semesters at Irvine Valley (see Figure 3.37).
- Students earning proficiency certificates at Irvine Valley College needed an average of 8.4 semesters to complete their programs.

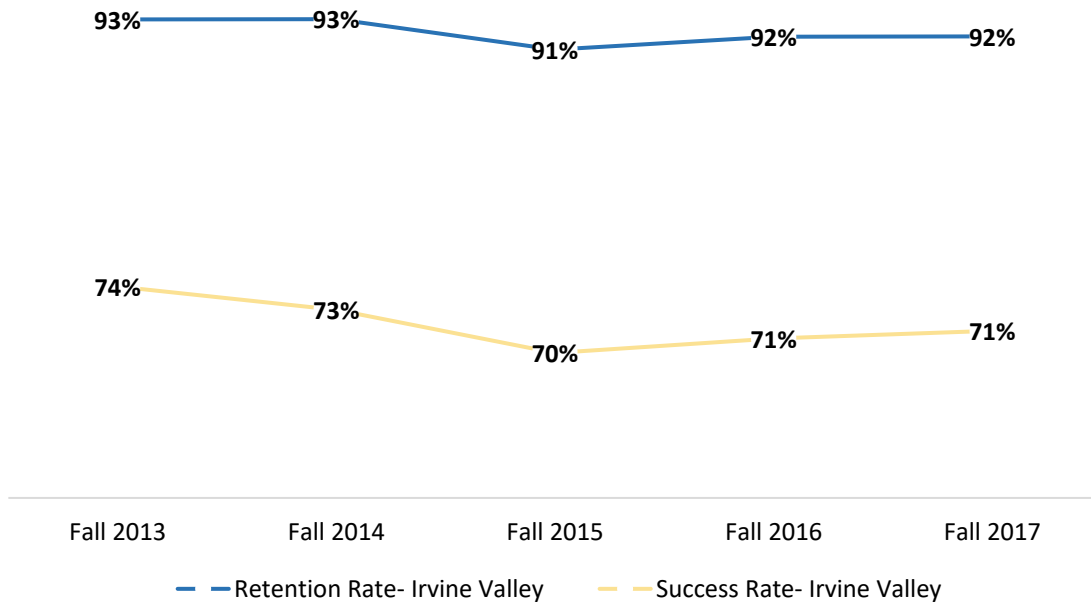
STUDENT TRANSFER RATES

- An increasing number of Irvine Valley students are earning transfer degrees, and more are choosing to attend UC and CSU schools (Figure 3.38).

TRANSFERS TO FOUR YEAR INSTITUTIONS

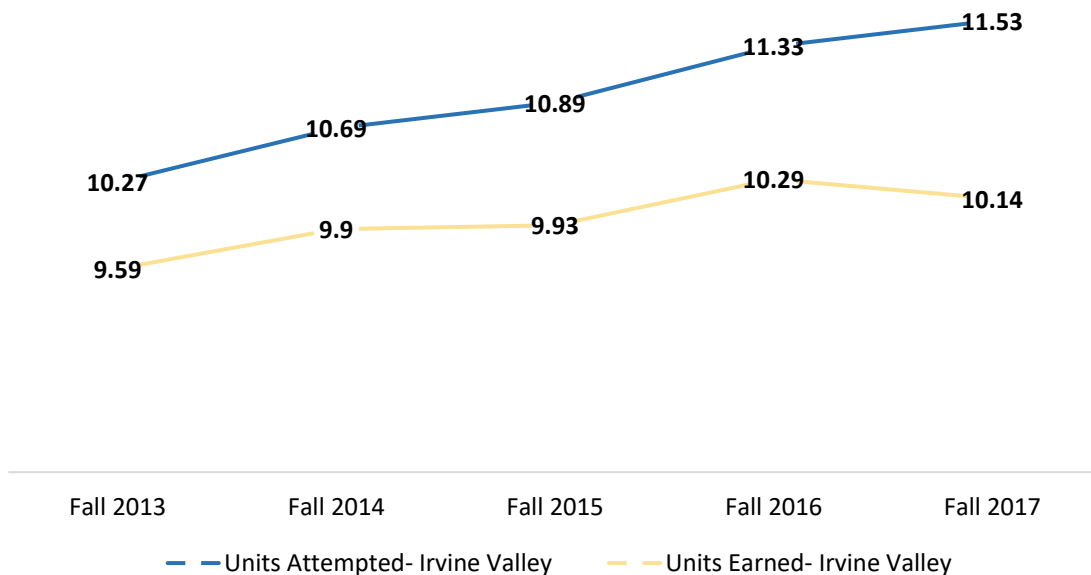
- In 2017, 55 percent of transfer students from Irvine Valley College enrolled at a University of California or California State University school (Figure 3.39)
- Nearly 50 percent of Irvine Valley College transfer students to UC and CSUs attend Cal State Fullerton or UC-Irvine (Figure 3.41).
- Transfers by Irvine Valley students to all types of four-year institutions have grown between the 2013-14 to 2017-18 academic years.
- Other public institutions that draw the most students include Cal State Long Beach, UCLA, and UC Berkeley.

FIGURE 3.29: RETENTION AND SUCCESS RATES AMONG FIRST-TIME STUDENTS, IRVINE VALLEY COLLEGE, FALL 2013 TO FALL 2017



Source: SOCCCD inFORM Data Warehouse

FIGURE 3.30: AVERAGE UNITS ATTEMPTED AND EARNED AMONG FIRST-TIME STUDENTS, IRVINE VALLEY COLLEGE, FALL 2013 TO FALL 2017



Source SOCCCD inFORM Data Warehouse

FIGURE 3.31: RETENTION BY INSTRUCTION METHOD, IRVINE VALLEY COLLEGE, FALL 2013 TO FALL 2017

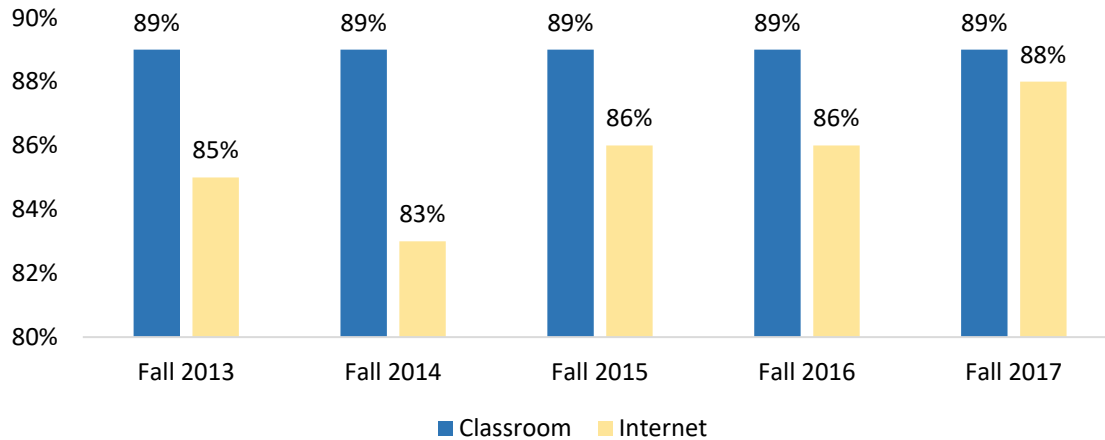
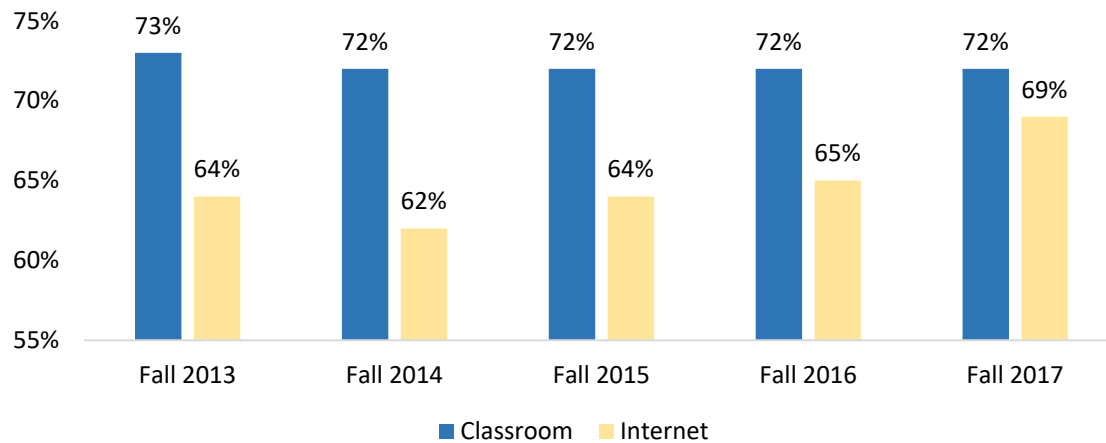


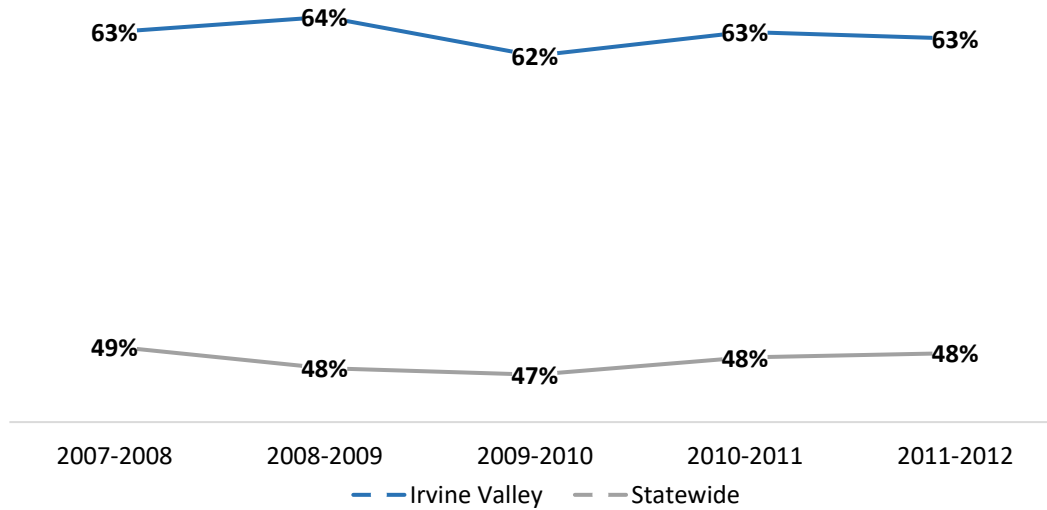
FIGURE 3.32: SUCCESS BY INSTRUCTION METHOD, IRVINE VALLEY COLLEGE, FALL 2013 TO FALL 2017



Instruction Method Retention	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Classroom	89%	89%	89%	89%	89%
Internet	85%	83%	86%	86%	88%
Other	94%	90%	90%	96%	98%
Instruction Method Success	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Classroom	73%	72%	72%	72%	72%
Internet	64%	62%	64%	65%	69%
Other	85%	84%	85%	92%	93%

Source: SOCCCD inFORM Data Warehouse

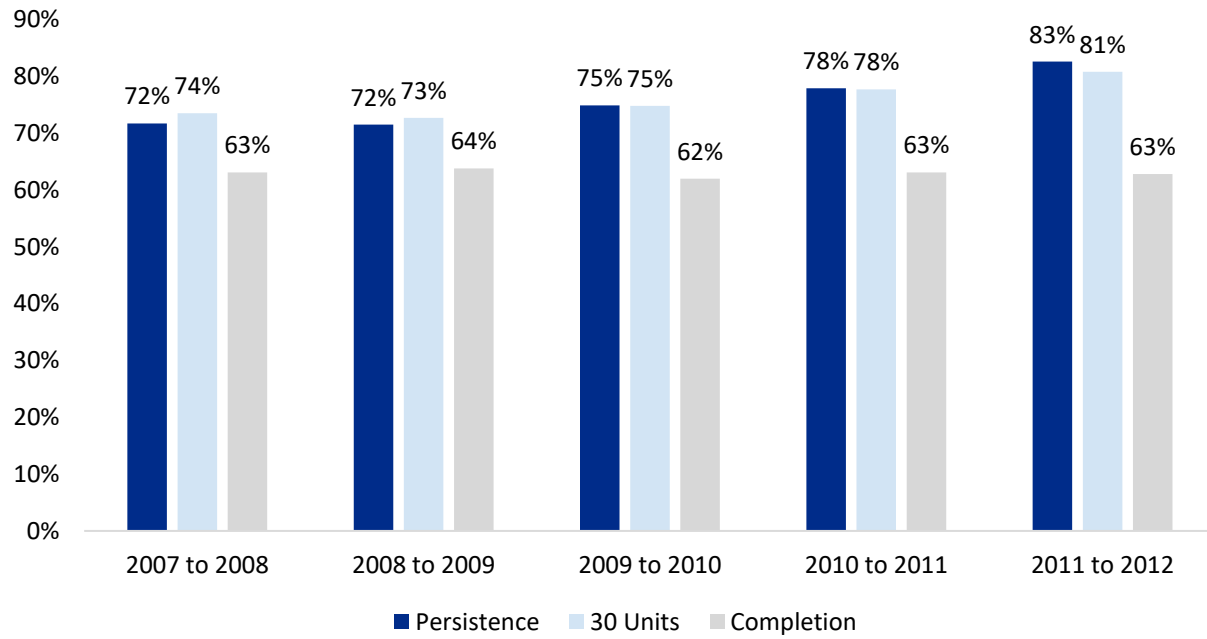
FIGURE 3.33: COMPLETION RATES BY COHORT YEAR, IRVINE VALLEY COLLEGE AND STATEWIDE, 2007-08 TO 2011-12



Cohort Year	Irvine Valley		California Statewide	
	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate
2007-2008	1,415	63%	196,424	49%
2008-2009	1,631	64%	211,810	48%
2009-2010	1,804	62%	204,472	47%
2010-2011	1,854	63%	198,012	48%
2011-2012	1,834	63%	188,597	48%

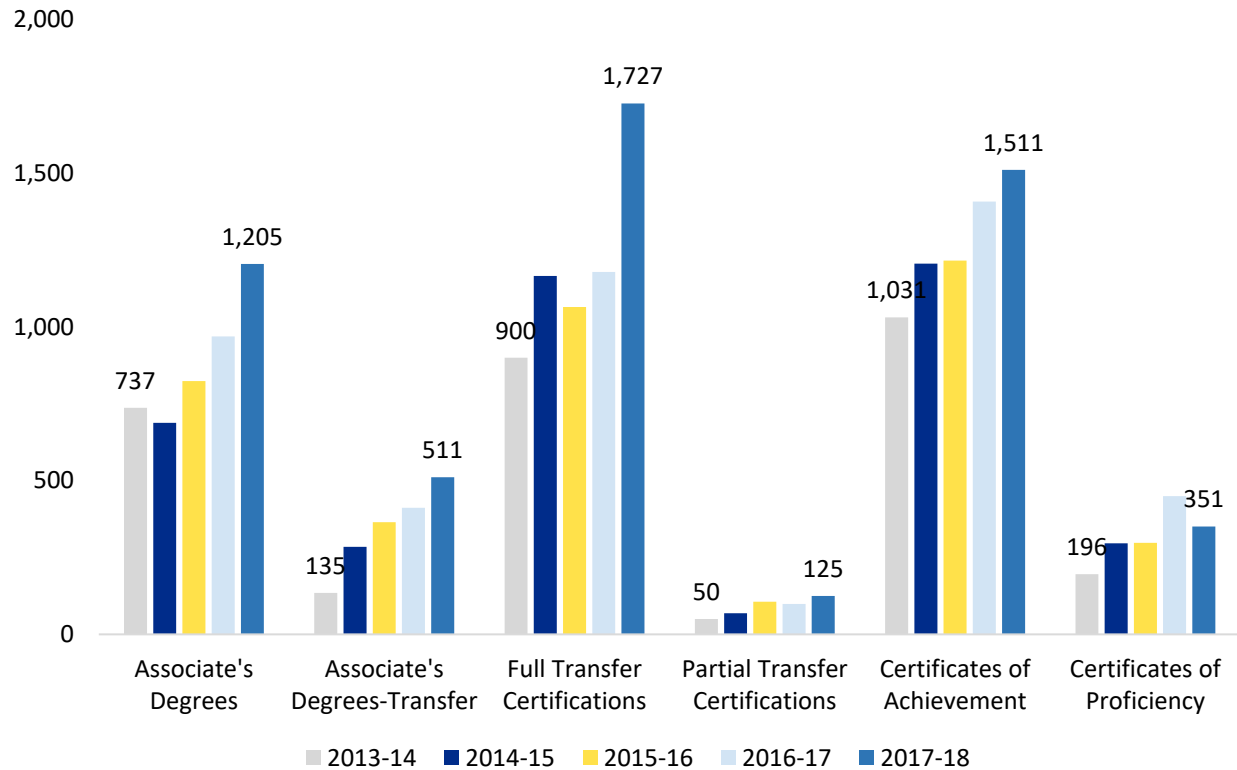
Source: California Community Colleges Chancellor's Office, Student Success Scorecards for Irvine Valley College

FIGURE 3.34: COMPLETION, PERSISTENCE AND 30-UNIT RATES, IRVINE VALLEY COLLEGE, STUDENT COHORTS 2007-2008 THROUGH 2010-2011



Source: California Community Colleges Chancellor's Office

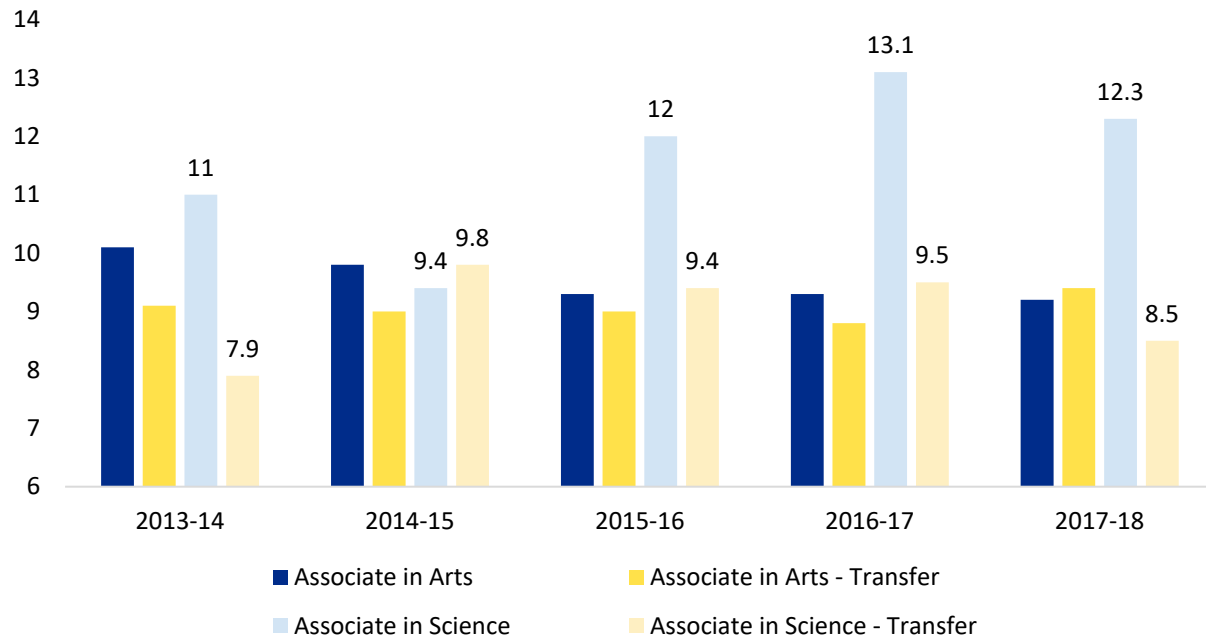
FIGURE 3.35: DEGREES AND CERTIFICATES AWARDED, IRVINE VALLEY COLLEGE, ACADEMIC YEARS 2013-14 TO 2017-18



Degrees and Certificates	2013-14	2014-15	2015-16	2016-17	2017-18
Associate in Arts	675	623	710	855	1,086
Associate in Arts - Transfer	68	101	156	185	220
Associate in Science	62	65	114	114	119
Associate in Science - Transfer	67	184	209	227	291
Full Transfer Certification	900	1,166	1,065	1,179	1,727
Partial Transfer Certification	50	69	106	99	125
Certificate of Achievement	1,031	1,206	1,216	1,408	1,511
Certificate of Proficiency	196	296	298	450	351
Total	3,049	3,710	3,874	4,517	5,430

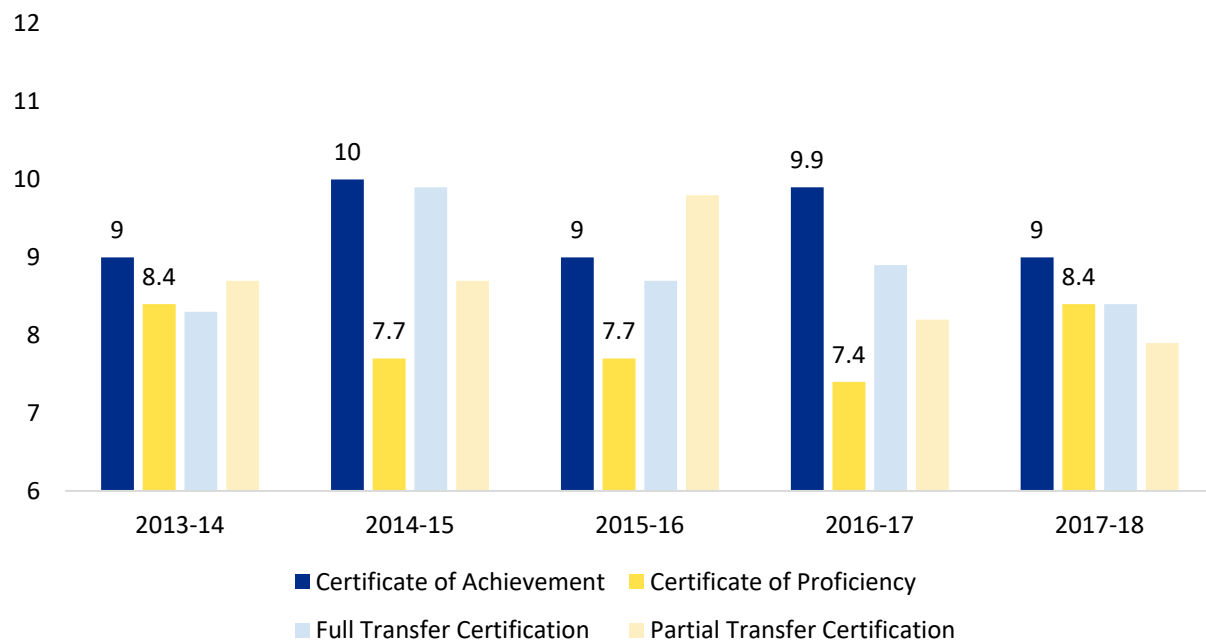
Source: SOCCCD inFORM Data Warehouse

FIGURE 3.36: AVERAGE SEMESTERS ATTENDED PRIOR TO DEGREE AWARD, IRVINE VALLEY COLLEGE, ACADEMIC YEARS 2013-14 TO 2017-18



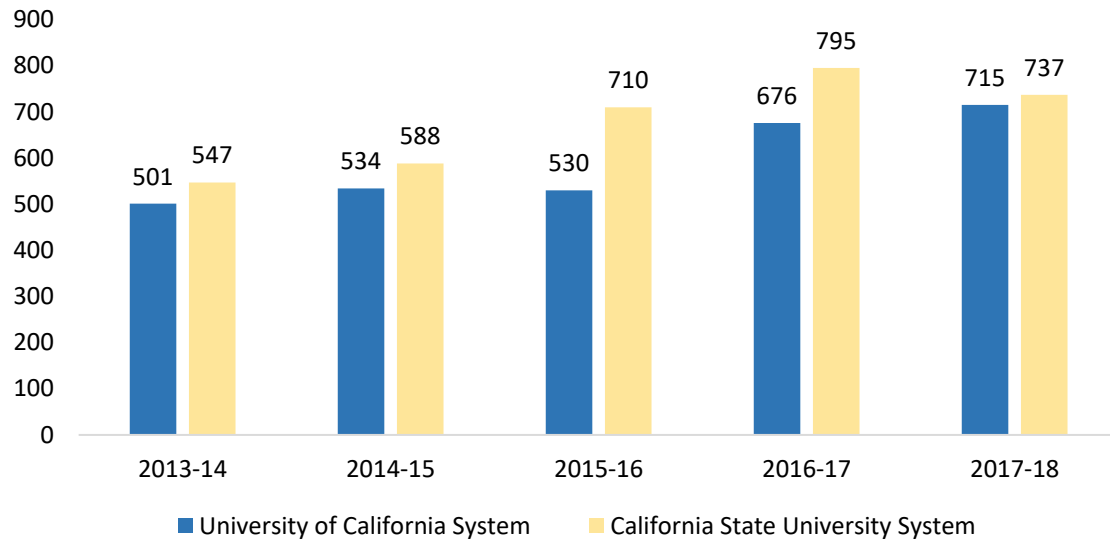
Source: SOCCCD inFORM Data Warehouse

FIGURE 3.37: AVERAGE SEMESTERS ATTENDED PRIOR TO CERTIFICATE AWARD, IRVINE VALLEY COLLEGE, ACADEMIC YEARS 2013-14 TO 2017-18



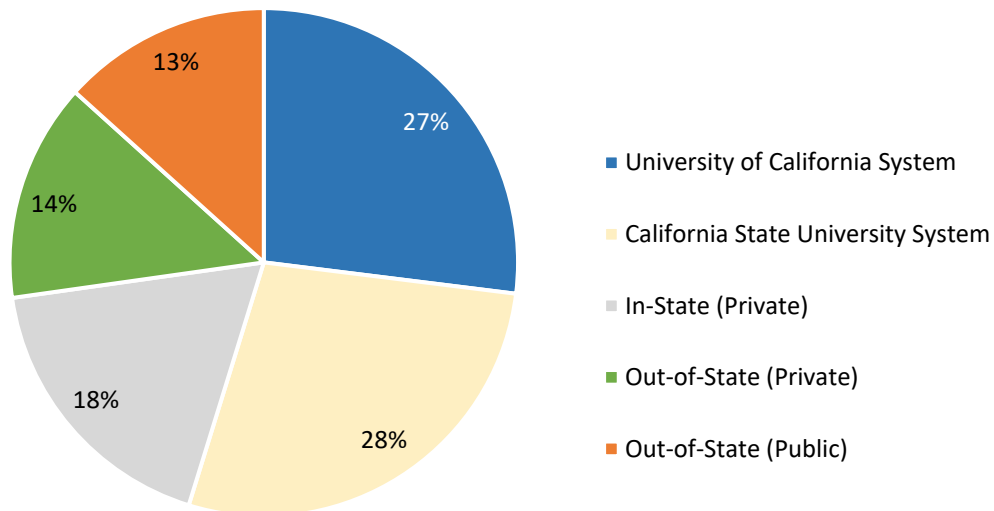
Source: SOCCCD inFORM Data Warehouse

FIGURE 3.38: TOTAL TRANSFERS TO UC AND CSU SCHOOLS, IRVINE VALLEY COLLEGE, ACADEMIC YEARS 2013-14 TO 2017-18



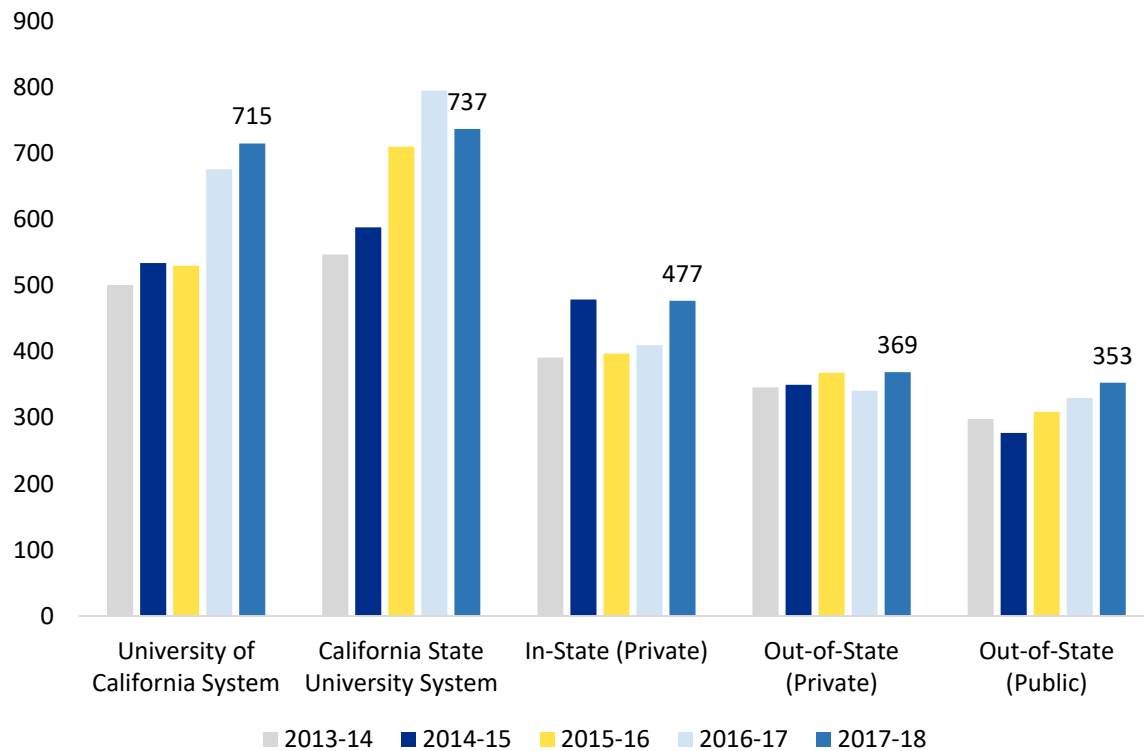
Source: SOCCCD inFORM Data Warehouse

FIGURE 3.39: STUDENT TRANSFERS TO FOUR YEAR INSTITUTIONS, IRVINE VALLEY COLLEGE, 2017



Source SOCCCD inFORM Data Warehouse

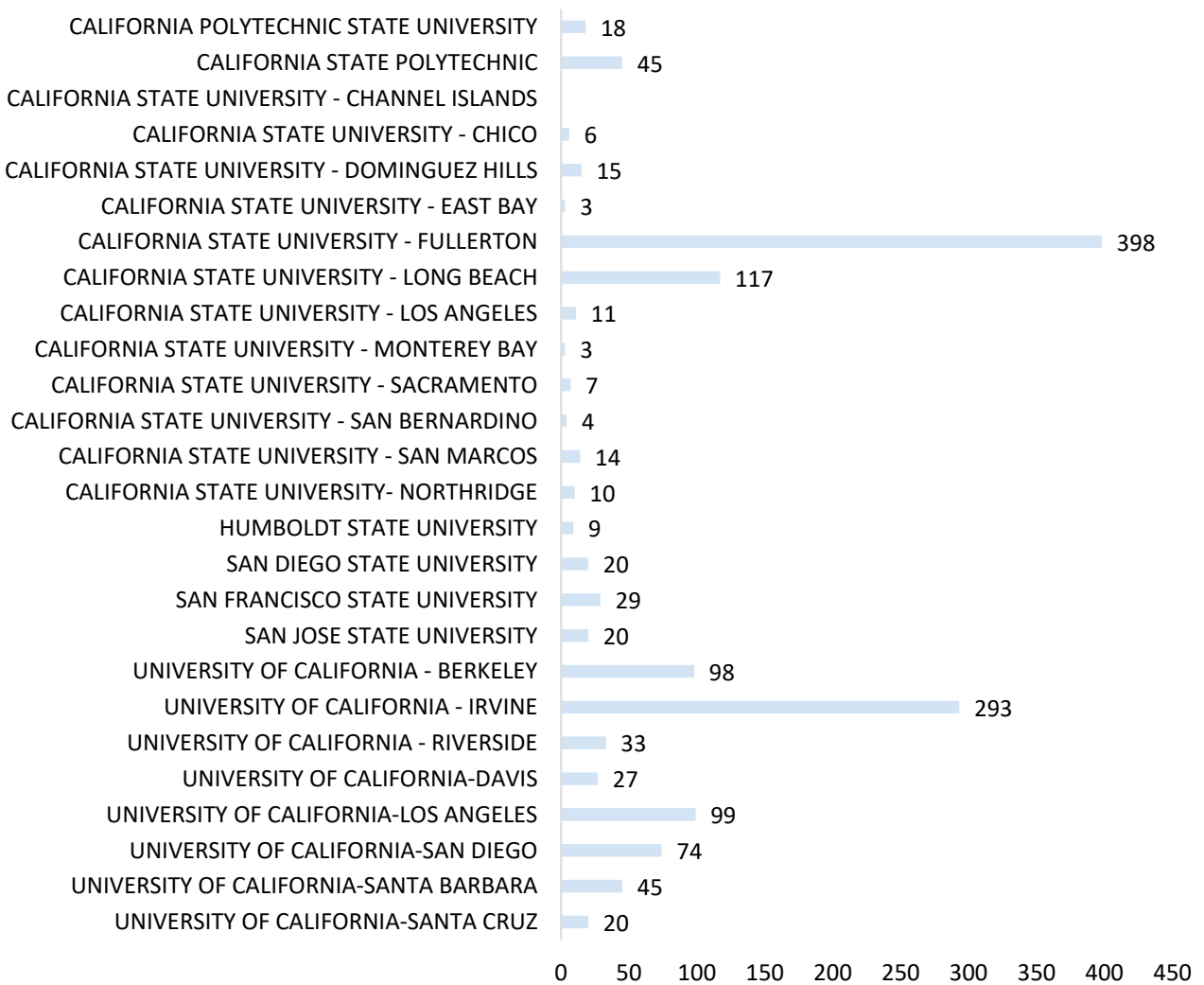
FIGURE 3.40: TRANSFERS TO FOUR-YEAR COLLEGES AND UNIVERSITIES, IRVINE VALLEY COLLEGE, ACADEMIC YEARS 2013-14 TO 2017-18



Annual Transfers, Irvine Valley	2013-14	2014-15	2015-16	2016-17	2017-18
University of California System	501	534	530	676	715
California State University System	547	588	710	795	737
In-State (Private)	391	479	397	410	477
Out-of-State (Private)	346	350	368	341	369
Out-of-State (Public)	298	277	309	330	353
Total, all Transfers	2,083	2,228	2,314	2,552	2,651

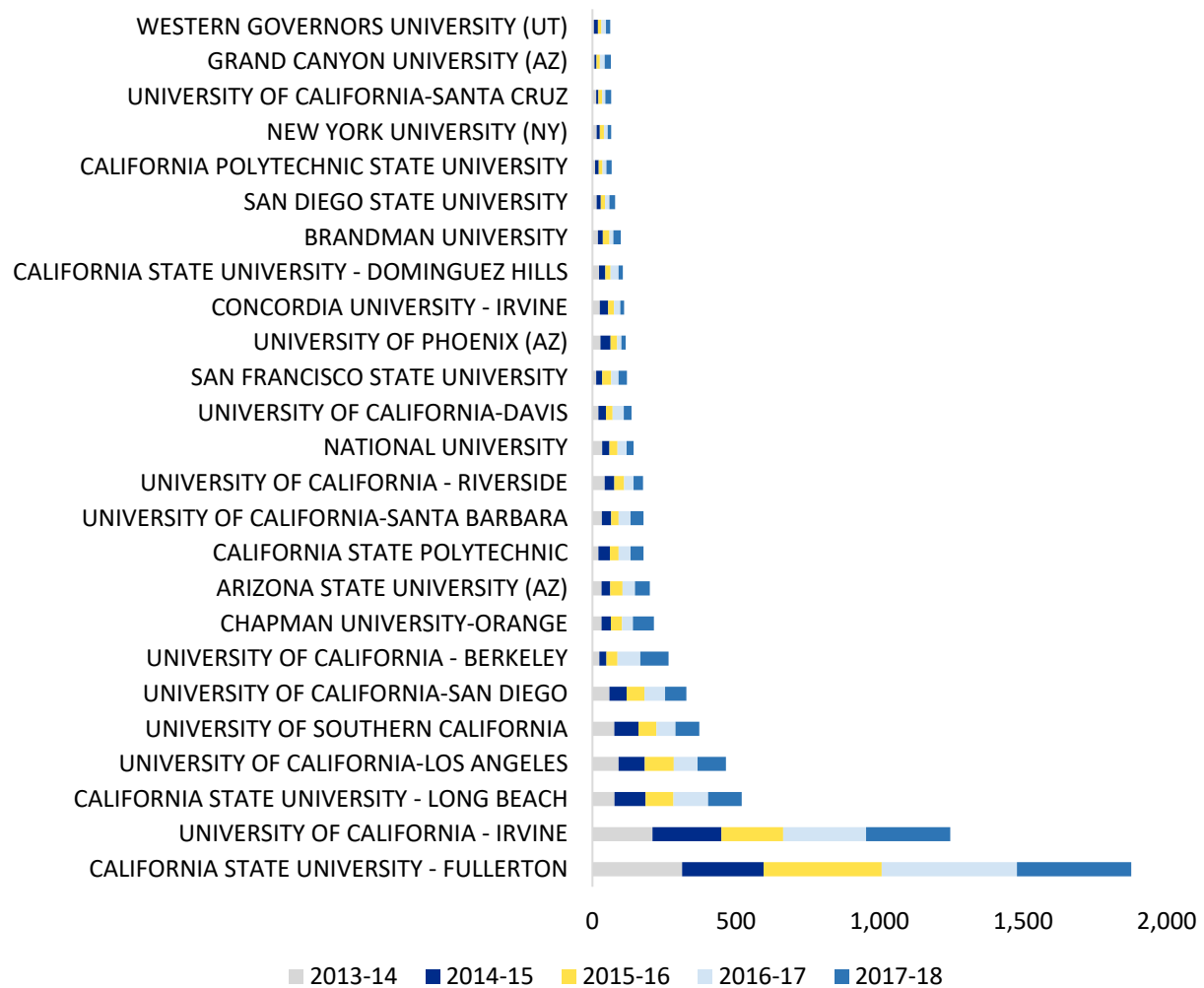
Source: SOCCCD inFORM Data Warehouse

FIGURE 3.41: TRANSFERS TO UC AND CSU INSTITUTIONS FROM IRVINE VALLEY COLLEGE, 2017



Source: SOCCCD inFORM Data Warehouse

FIGURE 3.42: TOP 25 TRANSFERS TO ALL FOUR-YEAR INSTITUTIONS, IRVINE VALLEY COLLEGE, 2013-14 TO 2017-18 ACADEMIC YEARS



Note: See Appendix for additional Transfer data.

Source: SOCCCD inFORM Data Warehouse

MAJORS, DEGREES, AND CERTIFICATES

This section gives an overview of the academic programs and awards available at Irvine Valley College and looks at the top degree majors and certificate programs. It also reviews the CE programming available at the school.

PROGRAMS AND TOP DISCIPLINES

- Irvine Valley College offers 79 associate degrees and associate degrees for transfer and 69 certificate awards (see Table 3.1).
- More than 1,800 degrees in Social and Behavioral Sciences have been awarded to Irvine Valley students between the 2013-14 and 2017-18 academic years. Other top degree majors include Business Administration (909 awards), Liberal Studies for Teacher Education (728 awards), Psychology (350 awards), and Natural Sciences and Mathematics (249 awards) (Figure 3.43).
- Irvine Valley has awarded 12,267 General Studies Certificates and Certificates for Transfer between 2013-14 and 2017-18 (Figure 3.44). Other top certificate programs by awards include Financial, Managerial, and Computerized Accounting programs and Early Childhood Teacher Training.

CAREER EDUCATION (CE) PROGRAMS

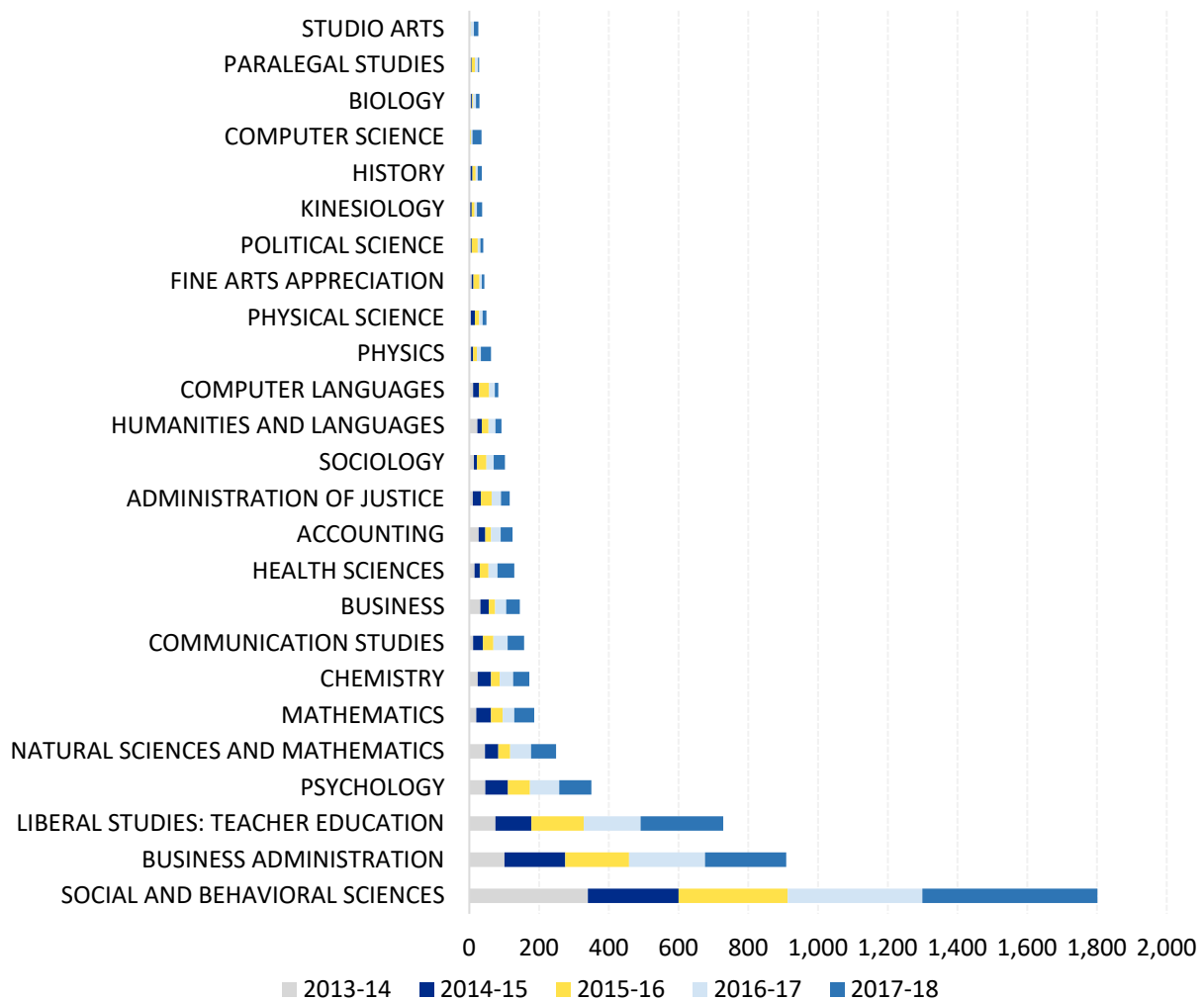
- CE classes constitute 14 percent of class sections at Irvine Valley College (Figure 3.45).
- In the Fall 2017 term, there were nearly 5,300 enrollments from 3,600 students at Irvine Valley College (Figure 3.46).

TABLE 3.1: TOTAL NUMBER OF IRVINE VALLEY COLLEGE DEGREE AND CERTIFICATE PROGRAMS, 2019

Award Type	
A.A. Degree	34
A.A Transfer Degree	18
A.S. Degree	19
A.S. Transfer Degree	8
Total Associate Degree Programs	79
Certificate of Achievement	25
Certificate of Completion	3
Certificate of Proficiency	41
Total Certificate Programs	69
Total, All Awards	148

Sources: COCI Program Data, SOCCCD, 2019; Website Course Listings, 2019

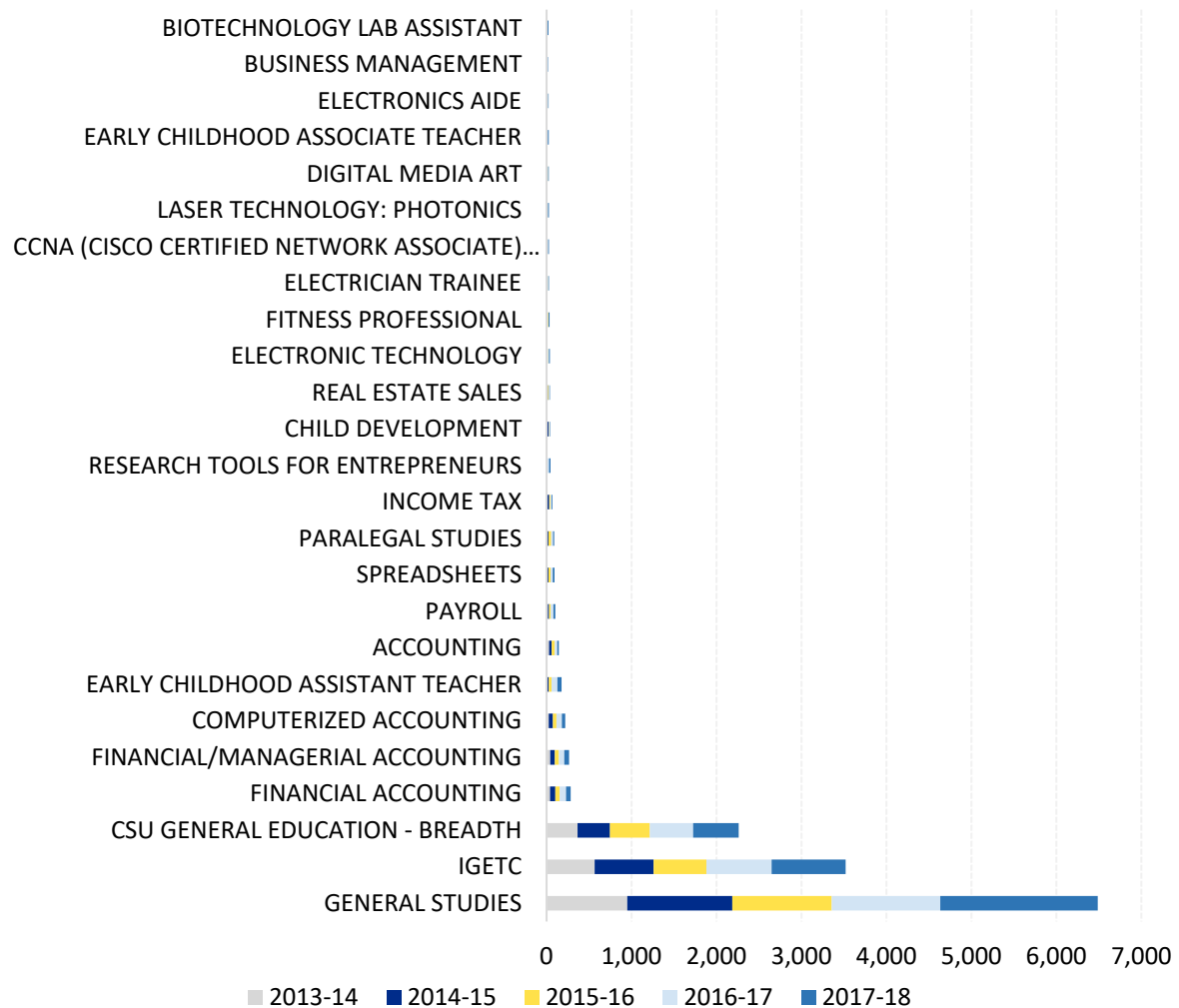
FIGURE 3.43: TOP 25 ASSOCIATE DEGREE AWARDS BY MAJOR, IRVINE VALLEY COLLEGE, ACADEMIC YEARS 2013-14 TO 2017-18



Note: See Appendix for additional Top 25 Degree and Certificate data.

Source: SOCCCD inFORM Data Warehouse

FIGURE 3.44: TOP 25 CERTIFICATE AWARDS BY PROGRAM, IRVINE VALLEY COLLEGE, ACADEMIC YEARS 2013-14 TO 2017-18



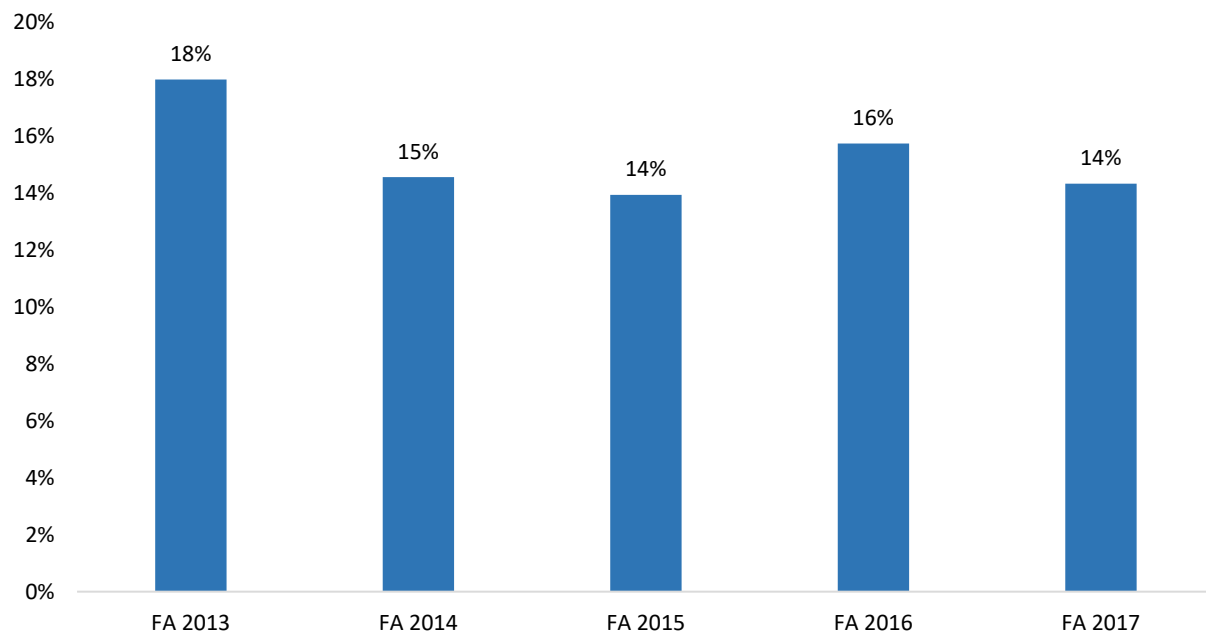
Note: See Appendix for additional Top 25 Degree and Certificate data.

Source: SOCCCD inFORM Data Warehouse

TABLE 3.2: CE TRAINING BY INDUSTRY SECTOR OFFERED AT SOCCCD:

Irvine Valley (IDEA at ATEP) ³⁴ :
Trades and Construction
Business and HR
Design Tools and Manufacturing
Employee Skills Development
Leadership and Soft Skills Courses
Business Consulting Services

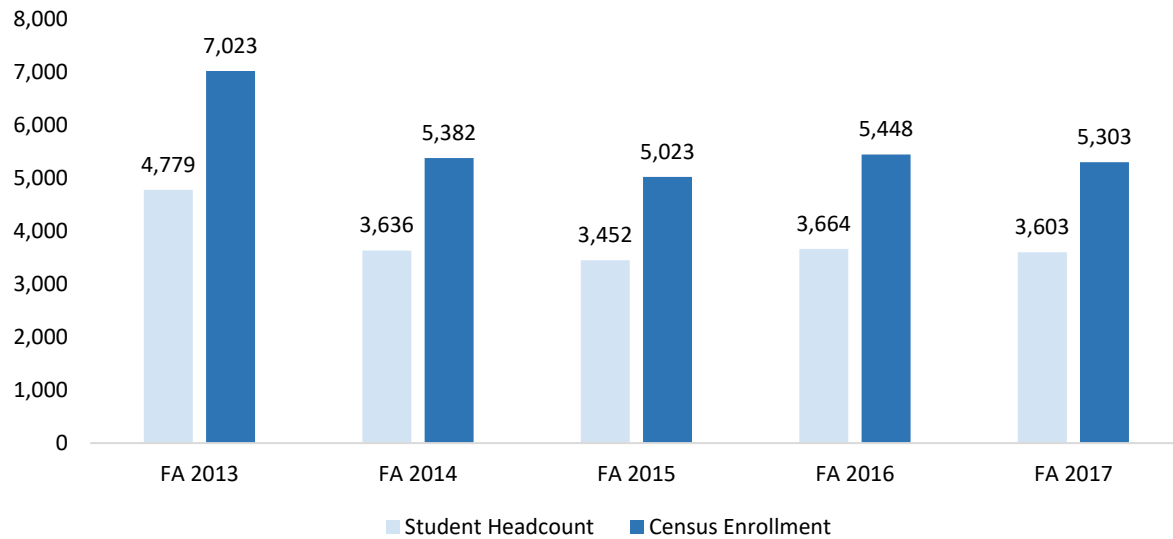
FIGURE 3.45: CE SECTIONS OFFERED, IRVINE VALLEY COLLEGE, FALL 2013 TO FALL 2017



Source: SOCCCD inFORM Data Warehouse

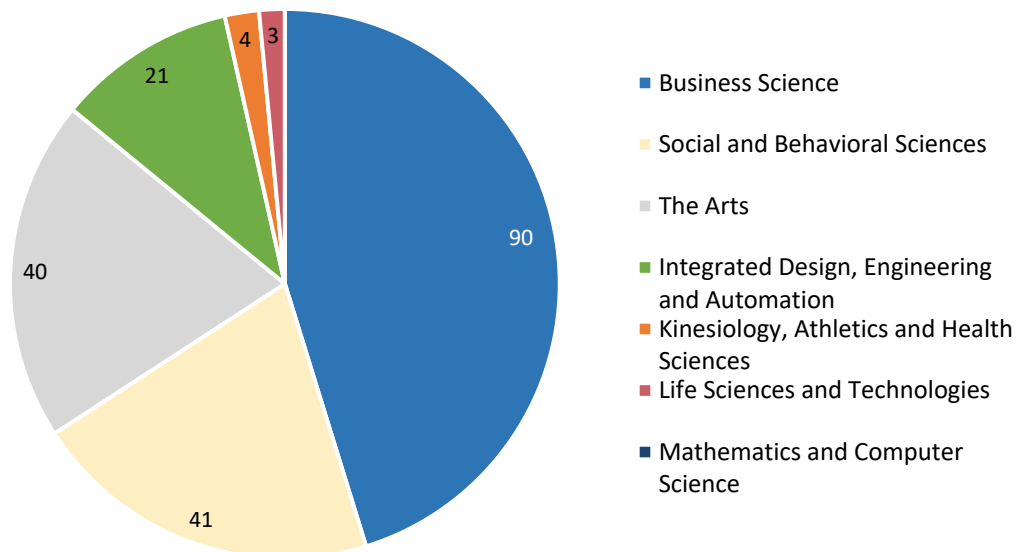
³⁴ Irvine Valley College, Business and Employee Training Programs, accessed March 2019 from www.ivc.edu/ewd/Pages/business.aspx

FIGURE 3.46: STUDENT HEADCOUNT AND ENROLLMENT IN CE CLASSES, IRVINE VALLEY COLLEGE, FALL 2013 TO FALL 2017



Source: SOCCCD inFORM Data Warehouse

FIGURE 3.47: CE SECTIONS BY DIVISION, IRVINE VALLEY COLLEGE, ACADEMIC YEAR 2017-18



Source: SOCCCD inFORM Data Warehouse

STUDENT-TO-FACULTY RATIOS

Student-to-faculty ratios help measure how efficiently colleges use one of their most important resources. Below we compare student counts with those of faculty to get a sense of instructional productivity and efficiency at Irvine Valley College.

Student-to-faculty ratio, or FTES/FTEF, measures the number of full-time equivalent students per each full-time equivalent faculty member. Instructional load, or WSCH/FTEF (Weekly Student Contact Hours/Full-Time Equivalent Faculty), measures the number of student hours per week each full-time equivalent faculty member has in the school term.

FACULTY RATIOS AND LOAD

- Irvine Valley College has averaged 311 full-time-equivalent faculty between 2013 and 2017, and an average student-to-faculty ratio of 15.53 (see Table 3.3).
- The average instructional load during this period was 480 hours per full-time faculty member.

TABLE 3.3: STUDENT-TO-FACULTY RATIOS AND INSTRUCTIONAL LOADS, IRVINE VALLEY COLLEGE, FALL 2013 TO FALL 2017

Term	Total FTEF	Census WSCH	Census FTES	Student/Faculty Ratio (FTES/FTEF)	Load (WSCH/FTEF)
Fall 2013	277.94	142,151	4,595	16.53	511
Fall 2014	300.47	143,132	4,680	15.58	476
Fall 2015	305.55	145,036	4,668	15.28	475
Fall 2016	359.08	159,950	5,164	14.38	445
Fall 2017	312.61	154,356	4,965	15.88	494
Average, Fall Terms 2013 - 2017	311.13	148,925	4,814	15.53	480

Source: SOCCCD inFORM Data Warehouse

CHAPTER 4 SCHOOL AND PROGRAM ASSESSMENTS

INTRODUCTION

The Education Master Plan for Irvine Valley College is rooted in an analysis of the programs and services offered to students at the school, and in the expectations of future trends and program needs. Drawing upon that analysis, this chapter presents detailed assessments of the recent conditions of each Academic School and Student Services Program at Irvine Valley College, as well as the anticipated needs of schools and programs to serve current and future students at IVC.



Reflecting the organizational structure of Irvine Valley College, chapter four is organized into two parts. The first part, beginning on page 127 focuses on the 11 academic schools and the Emeritus Institute overseen by the Office of Instruction. In turns, these Schools are organized by departments, of which there are 55. The second part of this chapter describes the 10 Student Services programs provided by the Office of Student Services.

In the pages that follow, a three-part profile of each Academic School and Student Services program is provided. Each profile was developed by deans and department chairs and consists of:

- **A description** of the school/service department, including an overview of the School and of individual departments within the School.
- **Challenges and opportunities** foreseen by School/Service Department leadership and faculty over the next decade, as well as suggested action steps needed to address these challenges and opportunities.
- **Future directions** of the school/service department.

The narrative for each academic school is supported by quantitative data related to the recent performance of the School and its individual Departments, including projected growth over the next decade. Data related to each School is presented as a snapshot, using Annual 2018 data and average trends from Fall 2014 to Fall 2018.

Definition of Terms Used in Chapter 4

Course Fill Rate

This calculation is a measure of the seat occupancy within a course. It is based on the number of seats taken in a course section divided by the course capacity, which is set in the curriculum of the course record.

Full Time Equivalent Faculty (FTEF)

This unit of measurement is used to create an equivalency for full-time and part-time faculty. It takes all the course hours taught within a program and divides them by a full-time faculty load, which is 30 Lecture Hour Equivalents (LHE) a year or 15 a semester.

Full Time Equivalent Student (FTES)

This unit of measurement is the basis for apportionment (how the college is funded). It tells us how many full-time equivalent students are served by a class or program. FTES is not “headcount enrollment,” but is calculated by dividing the total student hours at a specified point in time (determined by the attendance accounting method used, as explained below) by 525. The number 525 represents the number of contact hours for a theoretically derived full-time student enrolled in courses 3 hours a day, 5 days a week, for an academic year of 35 weeks ($3 \times 5 \times 35 = 525$).

Weekly Student Contact Hours (WSCH)

This calculation provides the total number of contact hours on a weekly basis for each course. It is determined by multiplying the number of weekly contact hours for the course (as determined in the curriculum) by the number of students in a given class at section census date.

Productivity (WSCH/FTEF)

This calculation shows how “productive” a class/program is based on a ratio of revenue (WSCH [using the sum of the full-semester WSCH including DSCH and Positive Attendance equivalents]) to costs (FTEF). This calculation measures how many WSCH are generated per full-time equivalent faculty. With certain exceptions, 525 is considered the ideal number on which productivity is based; if a program is at or above 525, it is considered to be productive.

Retention Rate

This is the percentage of students who maintained enrollment in the course until the end of the semester. It is based on the number of students who do not withdraw from class and who receive a grade (A, B, C, D, F, I, CR, NC, P, NP). Only Ws are counted against the retention rate. Students who drop or are dropped by the no-penalty drop date are not used in this calculation.

Success Rate

This is the percentage of students who ended the semester with a passing grade. It is based on the number of students who receive a passing/satisfactory grade of A, B, C, CR, or P. At the time the report is run, non-passing grades, incompletes, and Ws are counted against the success rate.

EDUCATIONAL AND SERVICES PROGRAM OFFERINGS

Academic Schools

- The Arts
- Business Sciences
- Emeritus Institute
- Humanities
- Integrated Design, Engineering and Automation
- Kinesiology, Health Sciences, and Athletics
- Languages and Learning Resources
- Library and Student Success Center
- Life Sciences and Technologies
- Mathematics and Computer Science
- Physical Sciences and Technologies
- Social and Behavioral Sciences

Student Services and Resources

- Counseling Center
- Disabled Students Programs and Services
- EOPS/CARE/CalWORKs
- Financial Aid
- Guardian Scholars
- Health and Wellness Center
- International Student Program
- Matriculation
- Outreach and Community Relations
- Veterans Services Center

COLLEGE AND SCHOOL GROWTH FORECASTS

Recent enrollment trends at the college and population projections in Orange County paint a picture of growing headwinds for Irvine Valley and SOCCCD. Faculty and staff talk about the recent difficulty in maintaining enrollments due to declining college-age student populations and the coming “cliff” among high school graduations in the next decade. This means that there may be little likelihood of significant college-wide growth.

Several factors influence college enrollments, including population growth and high school graduation rates. Economic trends such as labor market growth among middle-skill occupations and the unemployment rate also play a role in helping to estimate future demand, especially among CE and continuing education programs. Because of significant current and expected declines among college-age residents in Orange County and area high school graduation rates, the college estimates an annual average growth rate of 0.08% per year between 2020 and 2030.

At the department level, to determine relative growth to the college, a set of metrics was developed to measure department performance, including enrollments and fill rates, and award outcomes and related program job growth, where applicable.

The following data was used as performance benchmarks to develop our growth estimates for each department:

- Department Enrollments as a Percent of All Irvine Valley Enrollments
- Average Annual Growth/Decline in Department Enrollments
- Average Annual Growth/Decline in Department Productivity (WSCH/FTEF)
- Average Course Fill Rate for the Department
- Projected Annual Job Growth Rate for Related Occupations
- Average Annual Growth/Decline in Department Degrees awarded at Irvine Valley
- Irvine Valley’s Share of Department Degrees as a Percent of All Orange County Degrees from Similar Academic Programs

Each of the 55 departments was given a numerical rating of {-1, 0, 1 or 3} for each of the above metrics relative to all departments at the college, grouping programs into three percentile ranges (25th percentile (0 to 25), 50th percentile/median range (26 to 74), and 75th percentile (75 to 100)). An average of these numerical ratings was used to determine each department’s growth rate relative to the overall college growth rate of 0.08%. Programs with an average rating of 1 are estimated to grow at the same rate as the college overall; those with an average rating greater than 1 are estimated to grow at a greater rate than the college average annual growth rate; and those with a rating less than 1 are estimated to grow less than the college average annual growth rate.

About half of departments (23) have an estimated annual average growth rate slightly greater than the college, from 0.09% to 0.16% per year, and 17 departments have an estimated annual average growth rate less than that of the college-wide rate, from 0.07% to -0.06% per year. The rest are projected to grow at the same rate as the college.

ACADEMIC SCHOOLS—DESCRIPTIONS, TRENDS AND FUTURE DEVELOPMENT

The Office of Instruction (OOI)'s primary charge is institutional effectiveness—that is, the degree to which the college achieves its mission in service of students and the community. Accordingly, the overarching goals for the instruction office include student performance, student outcomes, and the accreditation status and fiscal health of the college. In support of these goals, the OOI is organized around the following themes:

- Direct student instruction - encompassing 11 academic schools, the Emeritus Institute, Community and Contract Education, and dual enrollment offerings with local K-12 partners
- Student support services - including the library and learning resources centers
- Institutional research - executed through the Office of Research, Planning and Accreditation

The academic schools work collaboratively with multiple stakeholders to deliver quality instruction and services to IVC students. The schools' strengths and challenges are described individually below, but all have been impacted by the COVID-19 pandemic. Consequently, each school will focus on the additional challenges caused by COVID-19 related to shifts in student demographics and enrollments, refining online education (synchronous and asynchronous), and hybrid instruction for labs and activities courses.

THE ARTS

DESCRIPTION

The School of the Arts is comprised of five departments further subdivided into 13 individual areas of study overseen by a dean, five department chairs, and nine permanent staff members:

Art: The Art curriculum includes 2-D and 3-D design, drawing, painting, digital and interactive media arts, and art history. All courses are designed to develop students' understanding and appreciation of the artist's techniques, materials, and processes; current creative technologies; aesthetic and critical theory; and appreciation for the historical canons.

Communication Studies: The curriculum focuses on the study of communication, how meaning is exchanged in a variety of contexts to a variety of audiences. The basic course teaches students the skills required for presenting a speech—analyzing an audience, listening, coping with fear, using visual aids—as well as the skills they will need to prepare a speech: researching a topic, analyzing arguments and texts, and organizing and outlining material. Beyond that, advanced courses address issues such as conflict management and the communication that occurs in interpersonal relationships, small group settings, intercultural settings, public debate venues, and other performance environments.

Dance: The department welcomes dancers of all levels and genres who want to further their practice and achieve their goals within the area of dance. The dance department programs serve students seeking to transfer, obtain a degree or certificate, enhance career skills, or improve skills as lifelong learners. The dance curriculum includes training on preventing injuries, reducing stress, improving quality of life, and techniques for any movement-based endeavor. The curriculum includes technique courses in ballet, modern dance, jazz dance, tap dance, ballroom dance, Middle Eastern and African dance, and an introductory course that includes many dance genres.

Music: The Music department is one of the college's most high profile and active departments. The department offers courses that enable students to both make and create music, and to better understand it. The curriculum includes courses in music appreciation, theory, composition, and performance. The department sponsors six performing ensembles (instrumental, vocal, guitar, and collaborative keyboard). The department presents upwards of 40 performances a year by its large ensembles, student recitals, faculty recitals, and guest artists.

Theatre Arts: The Theatre Arts Department aims to provide students with a comprehensive theatre experience encompassing all aspects of acting, musical theatre, voice, diction, directing, design, and theatre production as well as an introduction to theatre history. Students may structure their own program to suit their personal goals and experience level through enrolling in a wide range of courses as well as through participating in the theatre department's highly acclaimed productions. Students completing theatre arts programs can perform a role in a theatrical production, analyze text as it relates to acting performance, construct theatrical elements, manage a theatrical production, analyze the literary and vocal components of musical theatre, and apply the fundamentals of theatrical design.

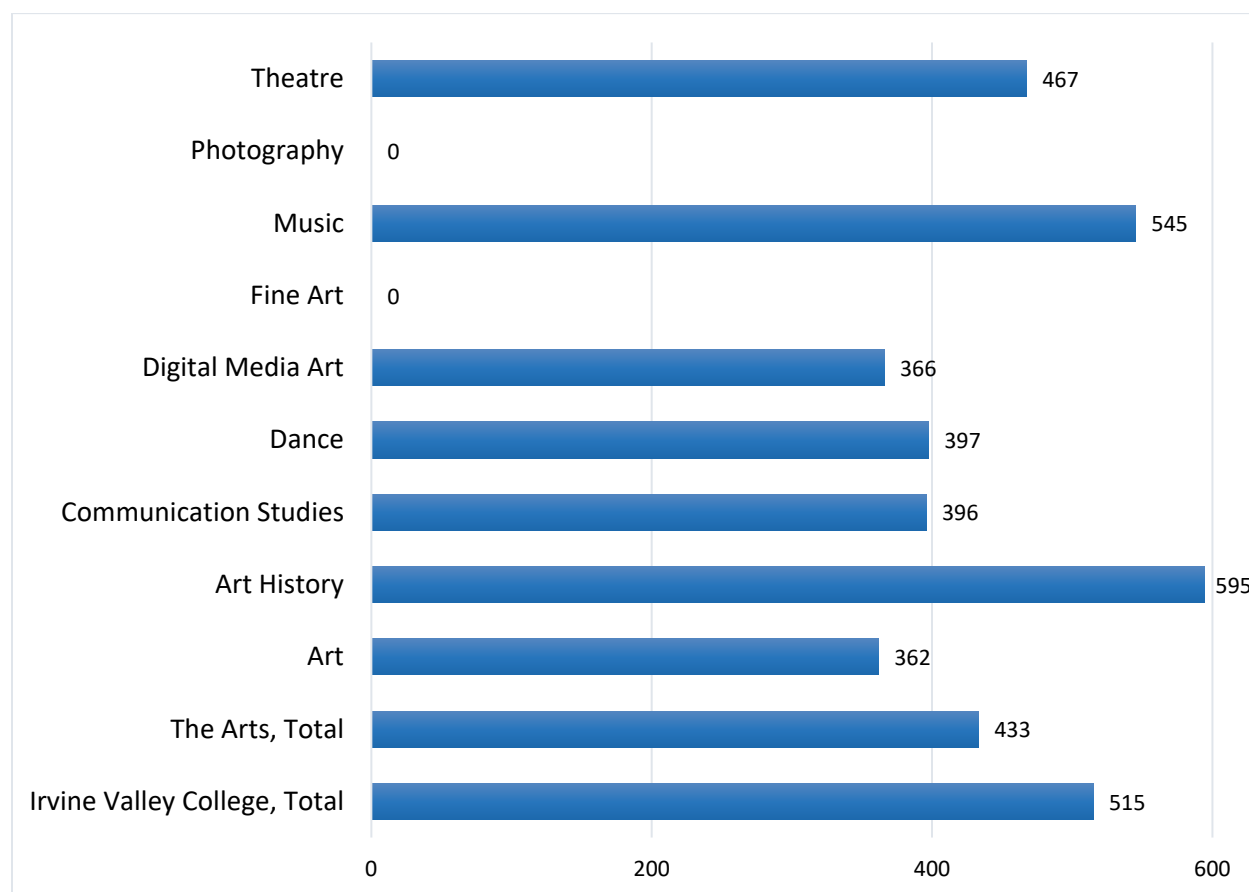
In addition to these programs, the School of the Arts also contains the Performing Arts Center (PAC), which is overseen by a director and ticket office manager. The PAC hosts approximately 80 ticketed events annually, serving over 7,500 patrons. In addition to performances, the PAC is also used for campus activities and forums.

Success rates within the School of the Arts are well above the college average. The arts have seen strong growth rates in the areas of communication studies, studio art, and digital media art, and these areas are tracking well ahead of the annual growth of IVC. The School of the Arts produces over 100 events on and off campus annually in the areas of theatre, dance, music, art exhibitions, and debate tournaments.

Table 4.1: The Arts and Irvine Valley College

College, School, Department, 2018-19 Academic Year	TOTAL SECTIONS	COURSE FILL RATE	FTEF	WSCH	FTES	PRODUCTIVITY (WSCH/FTEF)
Irvine Valley College, Total	2,690	92.5%	681.30	350,778	10,995	515
The Arts, Total	379	80.3%	89.40	38,720	1,172	433
Art	40	72.5%	14.40	5,208	173	362
Art History	25	75.6%	5.07	3,015	84	595
Communication Studies	110	85.0%	21.60	8,547	287	396
Dance	45	78.0%	9.31	3,700	123	397
Digital Media Art	35	82.8%	12.60	4,608	140	366
Fine Art	0		0.00	0	0	0
Music	92	78.2%	16.65	9,077	251	545
Photography	0		0.00	0	30	0
Theatre	32	66.0%	9.77	4,565	83	467

Figure 4.1: The Arts, Productivity Bar Chart (WSCH/FTEF), per Table 4.1 Final Column



Data Source: SOCCCD inFORM Data Warehouse, 2019

Table 4.2: Retention and Success Rates

Average Retention Rate	2014-15	2015-16	2016-17	2017-18	2018-19
Irvine Valley College - Retention	87.6%	88.2%	88.4%	88.7%	89.5%
The Arts - Retention	88.4%	89.4%	89.9%	91.3%	91.7%

Average Success Rate	2014-15	2015-16	2016-17	2017-18	2018-19
Irvine Valley College - Success	70.7%	71.3%	72.0%	72.3%	74.1%
The Arts - Success	77.9%	79.6%	80.1%	81.3%	82.2%

Data Source: SOCCCD inFORM Data Warehouse, 2019

Table 4.3: FTES and WSCH, Total Growth and Average Annual Growth Rates

College, School, Department, 2014-15 to 2018-19	FTES GROWTH, 2014-15 to 2018-19	AVERAGE ANNUAL GROWTH RATE, FTES, 2014-15 to 2018-19	WSCH GROWTH, 2014-15 to 2018-19	AVERAGE ANNUAL GROWTH RATE, WSCH, 2014-15 to 2018-19
Irvine Valley College, Total	3.7%	0.9%	7.8%	1.9%
The Arts, Total	4.5%	1.1%	6.8%	1.7%
Art	18.5%	4.3%	19.6%	4.6%
Art History	-22.9%	-6.3%	-13.2%	-3.5%
Communication Studies	12.5%	3.0%	12.9%	3.1%
Dance	8.4%	2.0%	9.1%	2.2%
Digital Media Art	45.8%	9.9%	29.5%	6.7%
Fine Art*				
Music	-7.7%	-2.0%	3.9%	1.0%
Photography	-3.2%	-0.8%		
Theatre	-15.5%	-4.1%	-9.8%	-2.6%

***Note: No data available for Fine Art during this period**

Data Source: SOCCCD inFORM Data Warehouse, 2019

Table 4.4: Section Count and Fill Rates

College, School, Department, 2014-15 to 2018-19	AVERAGE NUMBER OF SECTIONS, 2014-15 to 2018-19	AVERAGE COURSE FILL RATE, 2014-15 to 2018-19
Irvine Valley College, Total	3,223	79.7%
The Arts, Total	437	75.1%
Art	40	69.9%
Art History	34	74.0%
Communication Studies	106	82.0%
Dance	49	64.7%
Digital Media Art	35	71.3%
Fine Art*	0	
Music	134	72.6%
Photography	0	
Theatre	38	68.2%

***Note: No data available for Fine Art during this period**

Data Source: SOCCCD inFORM Data Warehouse, 2019

CHALLENGES AND OPPORTUNITIES FACING THE SCHOOL

The challenges and opportunities for the School of the Arts include:

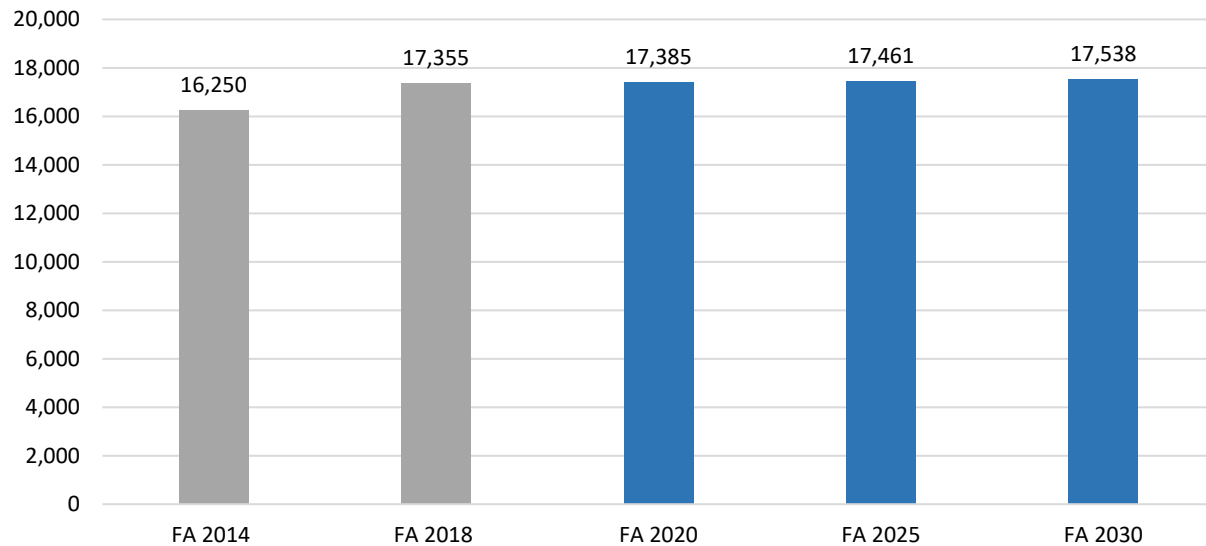
- Facilities and integration of programs. The studio arts have strong growth potential but lack the facilities to realize this growth.
- Consolidating the arts programs into an arts village for the benefit of students and the campus-wide community. The Arts complex is critical for our students' education and arts experience.
- The current studio arts facilities are inadequate and do not have studios for sculpture, 3D, or ceramics.
- Construction of the arts complex. Funding for a three-building arts village project has recently been secured.
- Investigating the Art History program's desire to sponsor, organize, and execute study-abroad classes on various art history topics.
- Enhancing the Art History program's ability to establish and organize annual art history events such as an art history lecture series and/or master classes, in an effort to put a more public face on the Art History program, and involve the local community in the beneficial success of such a program in their area.
- Continuing the Forensics team efforts to educate students and provide advanced opportunities to fine-tune public speaking, teambuilding, critical thinking, and time management skills.
- Maintaining the ability for Forensics students to compete at a variety of tournaments at the local, state, and national levels.
- Continuing to support international Forensics team events and activities.
- Increasing dance science offerings as recommended by the commercial dance advisory panel.
- Maintenance and upkeep of the current dance facilities.
- Course and program sequencing for DMA/IMA certificates and degrees that provide the greatest opportunities for student retention, completion, and success as well as expansion and growth in the department.
- Expanding academic and professional opportunities for students through collaborations with other institutional colleagues, other DMA/IMA programs, and related industry professionals.
- Assisting lifelong learners who are a bedrock for the music department. This population forms a constant community for us that brings numerous intangibles such as maturity, experience, wisdom, and even financial support. They enroll in courses across the department including ensembles and general education courses, and occasionally are part of the music major.

FUTURE DIRECTION OF THE SCHOOL

A new 68,000-square-foot arts complex is due to open in the summer of 2023 and will provide space and facilities for music, dance, digital media, and studio art. The facilities will allow the School to begin new programs such as ceramics, sculpture, and crafts. It will also allow for the expansion of printmaking and aerial dance. This will be a student-friendly complex that encourages campus-wide participation in the arts.

With the new facility, the School expects growth within the fine art disciplines—studio art, digital media arts, and interactive media arts, specifically in the areas of 3D studio art and ceramics. There is also room for growth with the online general education courses.

Figure 4.2: School and Program WSCH, The Arts, Actual and Estimated Growth, 2014 to 2030



WSCH, Actual and Projected	FA 2014	FA 2018	FA 2020	FA 2025	FA 2030	WSCH Estimated Average Annual Growth Rate, 2018 to 2030
Art	2,040	2,370	2,375	2,387	2,399	0.10%
Art History	1,560	1,419	1,421	1,427	1,433	0.08%
Communication Studies	2,988	3,678	3,687	3,710	3,734	0.13%
Dance	1,571	1,562	1,564	1,568	1,573	0.06%
Digital Media Art	1,734	2,022	2,025	2,033	2,041	0.08%
Music	3,820	4,111	4,119	4,140	4,162	0.10%
Photography	0	0	0	0	0	0.00%
Theatre	2,537	2,193	2,194	2,195	2,196	0.01%
The Arts, Total	16,250	17,355	17,385	17,461	17,538	0.09%

Data Source: SOCCCD inFORM Data Warehouse, 2019

BUSINESS SCIENCES

DESCRIPTION

The School of Business Science includes five department in which the overarching goal is to impart to students the technological, career, ethical, and analytical knowledge needed to handle real-world challenges, uncertainties, risks, and change. The school offers a student-centered course schedule and a variety of awards, ranging from low-unit certificates to degrees, focused on preparing students for career training and/or transfer.

The departments in the School of Business Sciences as follows:

Accounting: The Accounting Program focuses on the principles and practices of accounting and seeks to train students how to make critical decisions based on data contained in various financial reports and statements. The major prepares students for transfer and some entry-level accounting positions in the public and private sectors in such areas as service, merchandising, and manufacturing companies. Coursework can count toward CPA certification.

Business/Management: Coursework in Business/Management trains student in intermediate principles and practices of management, enabling students to lead, direct, plan, organize, and make critical managerial decisions. Such training is widely applicable, and knowledge of management principles is essential to all individuals entering the various business fields. The major prepares students to enter management positions in the public and private sector in such areas as retail, wholesale, trades, banking, import/export, small business and government.

Computer Information Management: The Computer Information Management program encompasses a broad area of study, including computer operating systems, software applications, and networking and internetworking technologies. Courses are designed to prepare students at various levels of competence—from the novice to the expert—for immediate employment, professional careers, and/or transfer. The program combines classroom lecture/demonstration and individual hands-on training in a laboratory setting. Faculty members work closely with local businesses and industries to ensure relevant and state-of-the-art training.

Entrepreneurship: The Entrepreneurship program provides educational experiences to students that foster the development of an entrepreneurial mindset and increase their ability to identify business opportunities, evaluate ideas, validate concepts and strategy, and take action on their ideas. Students combine entrepreneurship education with other disciplines to unleashing the power of knowledge towards improving society, developing economically, and creating personal well-being and wealth. This can lead to starting your own business or being entrepreneurial minded while working for a start-up or large organization.

Paralegal Studies: The American Bar Association (ABA)-approved Paralegal Studies program provides students with the skills and knowledge needed to work as a paralegal in civil litigation, bankruptcy or estate planning law firms; an understanding of ethical rules and regulations applicable to legal professionals; an overview of legal theory; and a practical introduction to legal research and writing. The

program prepares students to assist attorneys as paralegals in administrative agencies, corporations, insurance companies, private law firms, government and other legal environments.

Real Estate: The Real Estate program prepares students to enter the real estate industry for jobs as a real estate salesperson, property manager, loan officer, real estate broker, real estate developer, escrow officer and related positions. Students learn about the many areas of real estate, including homes, investments, development, financing, leasing, appraising and the tools used to transfer real property. Students who complete the real estate certificates are equipped with not only immediately marketable skills but will also meet the education requirements for the California Real Estate Salesperson and Broker Licenses.

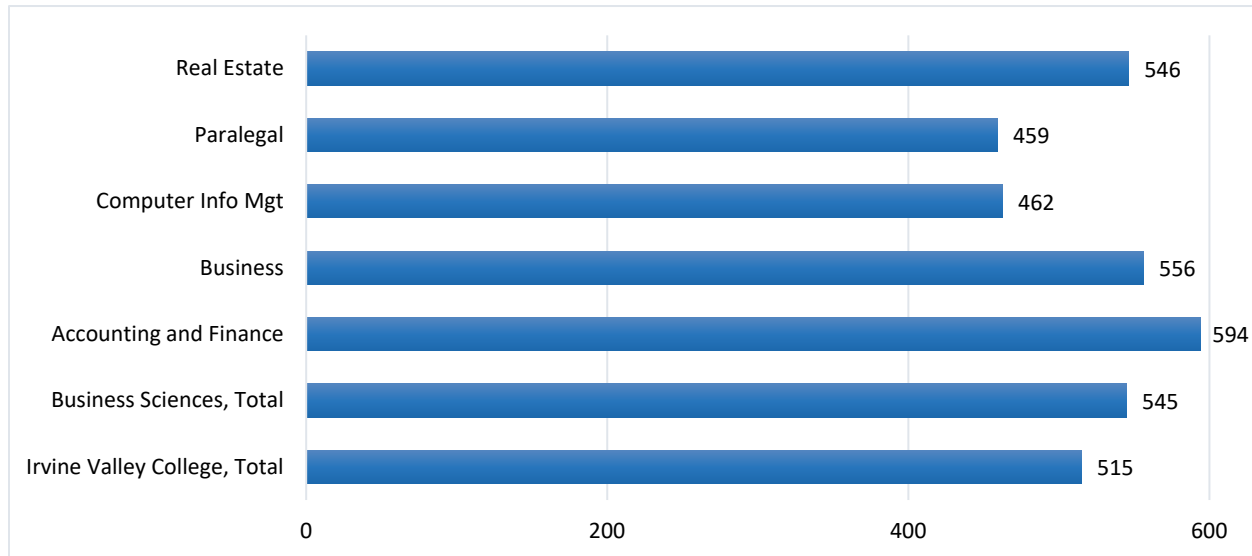
The accompanying data show that the School of Business Sciences is more productive than the college average, with predicted low growth through 2030. Student retention and success were slightly above the college average, and both have steadily improved over the last several years. However, these measures do not convey the most noteworthy attributes of the School of Business Sciences: the faculty's strong ties with the business community and professional associations and their robust commitment to student mentoring and success through a variety of innovative programs, including 30 to CPA; the GAP 4+1 Accounting pathway with California State University, Fullerton; the CyberPatriot program; the Entrepreneurship pitch competitions; dual enrollment; and summer bridge. The school has cultivated strong partnerships and a reputation for excellence with regional businesses, higher education institutions, K-12 school districts, and accrediting institutions such as the American Bar Association.

Table 4.5: Business Sciences and Irvine Valley College

College, School, Department, 2018-19 Academic Year	TOTAL SECTIONS	COURSE FILL RATE	FTEF	WSCH	FTES	PRODUCTIVITY (WSCH/FTEF)
Irvine Valley College, Total	2,690	92.5%	681.30	350,778	10,995	515
Business Sciences, Total	178	81.2%	35.36	19,264	639	545
Accounting and Finance	47	120.8%	13.58	8,066	297	594
Business	53	82.8%	9.28	5,160	172	556
Computer Info Mgt	54	48.4%	8.02	3,708	91	462
Paralegal	7	66.5%	1.34	615	19	459
Real Estate	17	80.4%	3.14	1,715	59	546

Data Source: SOCCCD inFORM Data Warehouse, 2019

FIGURE 4.3: SCHOOL OF BUSINESS SCIENCES, PRODUCTIVITY BAR CHART (WSCH/FTEF), TABLE 4.5 FINAL COLUMN



Data Source: SOCCCD inFORM Data Warehouse, 2019

Table 4.6: Retention and Success Rates

Average Retention Rate	2014-15	2015-16	2016-17	2017-18	2018-19
Irvine Valley College - Retention	87.6%	88.2%	88.4%	88.7%	89.5%
Business Science - Retention	85.1%	86.5%	87.5%	87.8%	90.0%

Average Success Rate	2014-15	2015-16	2016-17	2017-18	2018-19
Irvine Valley College - Success	70.7%	71.3%	72.0%	72.3%	74.1%
Business Science - Success	69.0%	70.5%	72.3%	72.4%	77.7%

Data Source: SOCCCD inFORM Data Warehouse, 2019

Table 4.7: FTES and WSCH, Total Growth and Average Annual Growth Rates

College, School, Department, 2014-15 to 2018-19	FTES GROWTH, 2014-15 to 2018-19	AVERAGE ANNUAL GROWTH RATE, FTES, 2014-15 to 2018-19	WSCH GROWTH, 2014-15 to 2018-19	AVERAGE ANNUAL GROWTH RATE, WSCH, 2014-15 to 2018-19
Irvine Valley College, Total	3.7%	0.9%	7.8%	1.9%
Business Science, Total	-13.6%	-3.6%	-12.6%	-3.3%
Accounting and Finance	-11.6%	-3.0%	-13.2%	-3.5%
Business	-0.1%	0.0%	5.8%	1.4%
Computer Info Mgt	-34.3%	-10.0%	-27.1%	-7.6%
Paralegal	-53.1%	-17.3%	-52.1%	-16.8%
Real Estate	16.1%	3.8%	14.0%	3.3%

Data Source: SOCCCD inFORM Data Warehouse, 2019

Table 4.8: Section Count and Fill Rates

College, School, Department, 2014-15 to 2018-19	AVERAGE NUMBER OF SECTIONS, 2014-15 to 2018-19	AVERAGE COURSE FILL RATE, 2014-15 to 2018-19
Irvine Valley College, Total	3,223	79.7%
Business Science, Total	209	74.7%
Accounting and Finance	52	116.8%
Business	60	73.8%
Computer Info Mgt	68	46.7%
Paralegal	12	56.5%
Real Estate	17	76.2%

Data Source: SOCCCD inFORM Data Warehouse, 2019

CHALLENGES AND OPPORTUNITIES FACING THE SCHOOL

The challenges and opportunities for the School of Business Science include:

- A potential new challenge, with an unknown impact currently, is Calbright College, the latest addition to the California Community Colleges system. Some of the course offerings of this fully online, non-credit, skills-based college appear to directly compete with classes that the school offers or are planning to offer in cybersecurity.
- The School of Business Sciences was downsized to meet efficiency targets and student demand. Shrinking course offerings to meet student demand and maintain productivity has led to challenges maintaining a teaching load for all full-time faculty in the school. Course cancelations have made completion of specific certificates difficult for a few students.
- Low growth projections, running a smaller schedule, and national trends present opportunities to reexamine and update curriculum, methods of course delivery, and scheduling protocols.

The School of Business Sciences has adopted the following action plans to address the internal and external challenges identified above, including:

- Leveraging strategic marketing communication, the School of Business Sciences website, and partnerships to create awareness of the school and enhance enrollment and program sustainability.
- To date, the School of Business Sciences has received adequate funding for equipment and supplies. There will be an ongoing need for funds to cover equipment and supplies for the Computer Information Management (CIM) program and other Business Sciences programs to keep pedagogical materials and technology up to date.
- The School of Business Sciences is currently understaffed in Accounting due to the retirement of a full-time faculty member. Since Spring 2019, the school is overstaffed in Business. Careful scheduling and enrollment management will continue to be necessary to provide a full-time

teaching load for all members of the school who rely on business classes for their load. The School of Business Sciences will eventually need resources to cover hiring as faculty retire.

- At the present time, there are occasional room conflicts primarily with the computer lab in BSTIC 216. This points to the need for additional computer classrooms on campus and additional computer classroom space assigned to the School of Business Sciences
- Since its inception in Fall 2016, the GAP 4+1 accounting pathway has been grant-funded through Perkins and Strong Workforce. The funding includes stipends for program coordination, a part-time administrative assistant, and a part-time counselor that costs approximately \$80,000 annually. In addition, the full-time accounting faculty use their college service hours to support the program. As grant funds diminish, the program will need to be institutionalized and supported through the college's general fund.
- To date, the School of Business Sciences has been marketed through a variety of methods except for social media. The School will work with the marketing department to increase the use of digital marketing for its programs.
- As careers continue to transform through artificial intelligence, data analytics, data visualization, and other technological developments, professional development resources will be needed to help faculty stay up to date with the latest developments. As an example, Tableau, a software platform that is being used by more and more businesses, will need to be taught in our classrooms soon. CIM faculty have all requested funding to learn Tableau.

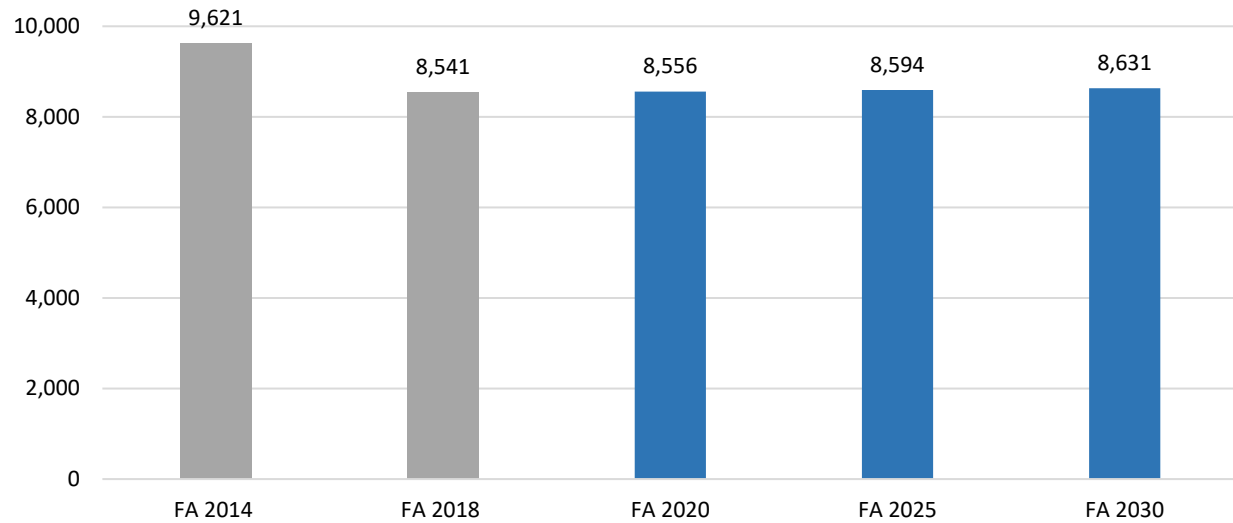
The School of Business Sciences has cultivated many strategic partnerships to provide opportunities for students from high school through transfer and employment. The maintenance of these important relationships and the cultivation of new ones are a priority of the School of Business Sciences. Current partnerships include:

- **Accounting and CSUF:** The School of Business Sciences has a longstanding partnership with California State University, Fullerton (CSUF) centered on the GAP 4+1 accounting pathway.
- **College and Career Access Pathways:** The Entrepreneurship program offers certificate programs at Beckman, Northwood, and Foothill high schools, with plans to expand the program into an additional school in Fall 2020. The School of Business Sciences supports and encourages the development of other strategic partnership programs serving students in K-12 educational institutions.
- **Computer Information Management and CSUF:** The department of Computer Information Management (CIM) began discussions with CSUF in 2017 regarding the development of a CIM pathway into CSUF. The proposed program, called the Guaranteed Information Science Pathway (GISP), identifies a sequence of courses that, when completed with the attainment of a specified GPA, would guarantee students admission into the CSUF information science program. The School of Business Sciences has plans to resume talks with CSUF regarding the GISP pathway.
- **Computer Information Management and CyberPatriot:** The Computer Information Management (CIM) department was recognized as a CyberPatriot Center of Excellence in 2017. CyberPatriot is a National Youth Cyber Education Program created by the Air Force Association (AFA). Its goal is to inspire K-12 students to pursue knowledge and careers in cybersecurity or other science, technology, engineering, and mathematics (STEM) disciplines. This program provides essential cyber defense skills to the next "digital" generation, is a great avenue to promote IVC STEM and career education (CE) programs to students interested in these fields,

increases the potential workforce in an area that is experiencing a severe shortage of skilled workers, and prepares bright students for a challenging and rewarding career. The program is funded through a regional Strong Workforce Grant and will continue to need resources and support in the coming years.

- **Paralegal Studies and American Bar Association Approval:** In February 2019, the Paralegal Studies program received accreditation from the American Bar Association.
- **School of Business Sciences and United Way:** The School of Business Sciences has a six-year relationship with United Way and its VITA program, which provides free tax preparation services to low-income (under \$60,000 per year) members of the community utilizing college facilities in the Business Sciences, Technology, and Innovation Center (BSTIC) building. In 2019, Irvine Valley College was the 6th largest VITA site in Orange County. School of Business Sciences office personnel provide logistical support for this community service and plan to continue to do so due to the positive impact the program has on the local community and for our students, who serve as volunteers. The volunteer students gained experience preparing tax returns, learning tax law, and honing their skills in client interaction, interviewing, critical thinking, and quality customer service.

Figure 4.4: School and Program WSCH, School of Business Sciences, Actual and Estimated Growth, 2014 to 2030



WSCH, Actual and Projected	FA 2014	FA 2018	FA 2020	FA 2025	FA 2030	Estimated Average Annual Growth Rate, 2018 to 2030
Accounting and Finance	4,179	3,604	3,611	3,630	3,649	0.10%
Business	2,018	2,251	2,255	2,264	2,273	0.08%
Computer Info Mgt	2,265	1,692	1,693	1,698	1,703	0.06%
Paralegal	580	225	225	225	225	0.02%
Real Estate	579	770	772	777	782	0.13%
Business Sciences, Total	9,621	8,541	8,556	8,594	8,631	0.09%

Data Source: SOCCCD inFORM Data Warehouse, 2019

FUTURE DIRECTION OF THE SCHOOL

As a school committed to teaching students how to handle real-world challenges, uncertainties, risks, and change, the School of Business Sciences is well-equipped to address the internal and external challenges described here. Predicted low growth, running a tighter schedule, new in-demand skills to incorporate into the school's curriculum, and competition from other programs present opportunities for the school to identify creative, forward-thinking solutions to maintaining currency and building enrollments.

The School of Business Sciences will continue its robust commitment to student mentoring and success by sustaining its current programs and partnerships and nurturing new ones. The school will continue its commitment to building strong K-12 pathways into its programs of study and will continue to work with universities to forge healthy transfer pathways. The school will continue building relationships with

employers to provide internship and job opportunities for its students. The school will continue its commitment to excellence by engaging in professional development and strategic planning to prepare for its future, including incorporating in-demand skill sets into the curriculum, such as data analytics, data visualization, artificial intelligence, and cybersecurity.

The School of Business Sciences must develop and maintain a robust marketing strategy to support its programs:

- Resource allocations are needed to support hiring, existing programs, new programs, and professional development.
- Facilities, technology, and curriculum must be continually monitored and upgraded or amended as needed to address changing labor market demands and maintain currency.
- The School of Business Sciences must maintain and look for opportunities to expand its strategic partnerships with business and educational institutions.

EMERITUS INSTITUTE

DESCRIPTION

The Emeritus Institute program affirms the importance of intellectual activity, critical thinking, and creative expression for older adults. The curriculum challenges participants to formulate relationships between past experiences and new ideas and to keep current in all academic areas. Courses are developed to stimulate participants' intellectual and personal growth and to benefit their daily lives—personally, socially, culturally, economically, and environmentally. The Emeritus Institute provides educational options for students who no longer find the traditional path of credit instruction appropriate for their lifestyles but continue to be eager to learn, develop and grow as individuals.

The Emeritus Institute serves approximately 2,200 students at 13 off-site locations in Irvine, Tustin, Laguna Beach, Lake Forest, and Laguna Hills. Courses and schedules are established in collaboration with Emeritus faculty, college administration, and on-site staff in response to the needs of Emeritus students and community members.

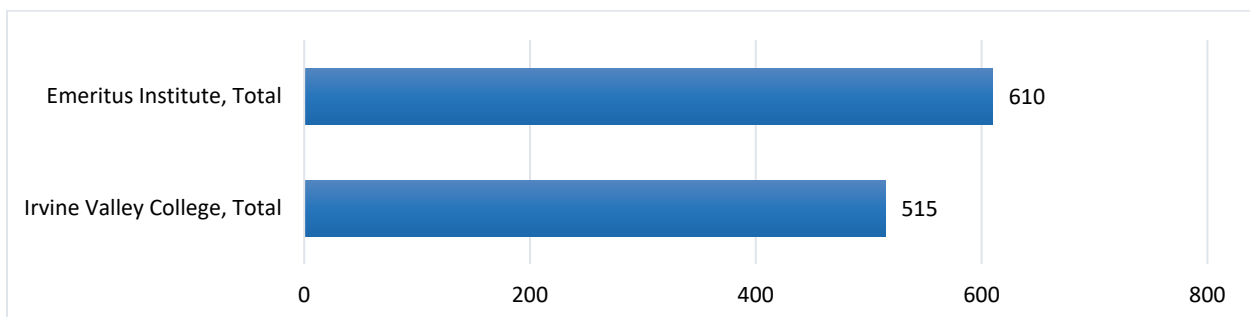
The data below shows the Emeritus program is more productive than the college average. The Emeritus program has demonstrated consistent enrollment growth from 2014-2018, with predicted low growth through 2030. While retention and success data are not included, Emeritus students consistently attend their classes, persist to the completion, and successfully complete their classes. While grades are not awarded, Emeritus students find personal satisfaction in completing their courses each semester.

Table 4.9: Emeritus Institute, and Irvine Valley College

College, School, 2018-19 Academic Year	TOTAL SECTIONS	COURSE FILL RATE	FTEF	WSCH	FTEF	PRODUCTIVITY (WSCH/FTEF)
Irvine Valley College, Total	2,690	92.5%	681.30	350,778	10,995	515
Emeritus Institute, Total	139	89.1%	14.70	8,965	231	610

Data Source: SOCCCD inFORM Data Warehouse, 2019

Figure 4.5: Emeritus Institute, Productivity Bar Chart (WSCH/FTEF) per Table 4.9 Final Column



Data Source: SOCCCD inFORM Data Warehouse, 2019

Table 4.10: Retention and Success Rates

Average Retention Rate	2014-15	2015-16	2016-17	2017-18	2018-19
Irvine Valley College - Retention	87.6%	88.2%	88.4%	88.7%	89.5%
Emeritus Institute - Retention	N/A	N/A	N/A	N/A	N/A

Average Success Rate	2014-15	2015-16	2016-17	2017-18	2018-19
Irvine Valley College - Success	70.7%	71.3%	72.0%	72.3%	74.1%
Emeritus Institute - Success	N/A	N/A	N/A	N/A	N/A

Data Source: SOCCCD inFORM Data Warehouse, 2019

Table 4.11: FTES and WSCH, Total Growth and Average Annual Growth Rates

College, School, 2014-15 to 2018-19	FTES GROWTH, 2014-15 to 2018-19	AVERAGE ANNUAL GROWTH RATE, FTES, 2014-15 to 2018-19	WSCH GROWTH, 2014-15 to 2018-19	AVERAGE ANNUAL GROWTH RATE, WSCH, 2014-15 to 2018-19
Irvine Valley College, Total	3.7%	0.9%	7.8%	1.9%
Emeritus Institute, Total	75.0%	15.0%	246.4%	36.4%

Data Source: SOCCCD inFORM Data Warehouse, 2019

Table 4.12: Section Count and Fill Rates

College, School, 2014-15 to 2018-19	AVERAGE NUMBER OF SECTIONS, 2014-15 to 2018-19	AVERAGE COURSE FILL RATE, 2014-15 to 2018-19
Irvine Valley College, Total	3,223	79.7%
Emeritus Institute, Total	179	57.6%

Data Source: SOCCCD inFORM Data Warehouse, 2019

CHALLENGES AND OPPORTUNITIES FACING THE SCHOOL

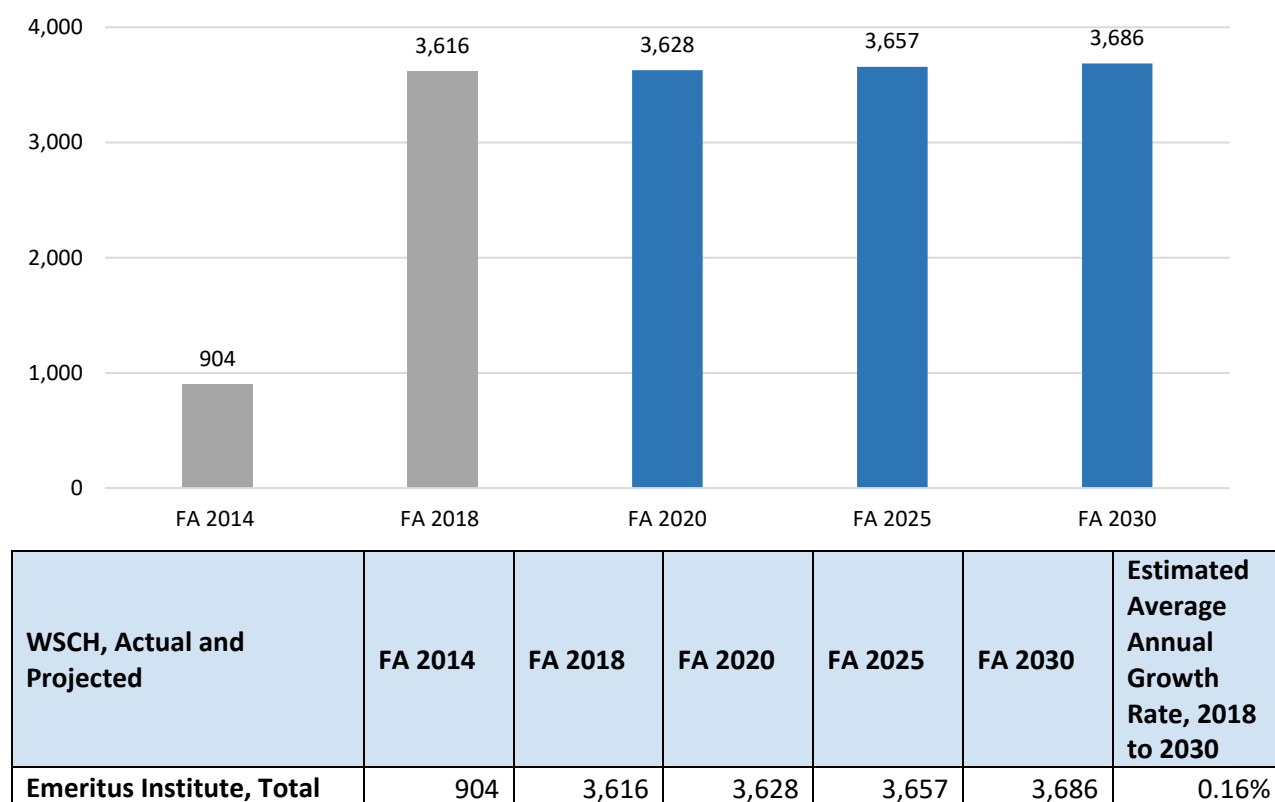
The challenges for the Emeritus Institute include:

- Emeritus students struggle with enrollment and registration processes.
- A significant number of the students struggle to use a computer and are challenged by the college's application process (CCCApply), MySite and college email.
- A limited number of Emeritus instructors and no full-time Emeritus faculty make it challenging to expand the program. Emeritus courses are offered in partnership with city-sponsored classes offered at senior centers, city buildings, and community centers, but limited availability at off-site locations makes it difficult to add classes and grow programs.

The opportunities for the Emeritus Institute include:

- Explore options for curriculum development with possible assistance from full-time IVC faculty.
- Expand funding for the mailing list and development of the Community Education and Emeritus brochure that are produced three times per year.
- Improve brochure design and expand the distribution area.
- Provide ongoing professional development and training opportunities for existing faculty.
- Continue to provide customer service to Emeritus students in person, as well as email, phone, and mail.
- Continue to create and provide instruction sheets to assist Emeritus students navigate college processes, such as registration and email forwarding.
- Maintain partnerships with city staff and site managers to secure additional time slots/days to schedule additional Emeritus sections.

Figure 4.6: School and Program WSCH, Emeritus Institute, Actual and Estimated Growth, 2014 to 2030



Data Source: SOCCCD inFORM Data Warehouse, 2019

FUTURE DIRECTION OF THE SCHOOL

The future directions of the Emeritus Institute include:

- Explore options for expanding course offerings to additional off-site locations (senior centers, community centers, city buildings, etc.).
- Schedule additional Emeritus Institute sections in order to provide educational opportunities for waitlisted students as well as expanding the program to new students.
- Increase the number of Emeritus Institute faculty to provide students with new educational experiences, including exposure to new methods of instruction and teaching styles.
- Continue to develop and improve support services for Emeritus students, including improvements to the enrollment and registration processes.
- Work with Student Support Services personnel to improve the onboarding process for Emeritus students.
- Continue informing the campus community of the benefits and value of the Emeritus Institute.

HUMANITIES

DESCRIPTION

The purpose of the School of Humanities is to develop students' literacies of all kinds: media, textual, academic, critical thinking, historical, and cultural. The courses offered by the school fulfill the needs of students seeking transfer to four-year colleges and universities, students wanting to earn an associate degree, high school students wishing to obtain early college credit, and working or retired adults seeking personal or professional enrichment.

The school has stayed at the forefront of educational trends and developed pedagogical, curricular, and extra-curricular strategies to recognize and promote the strengths of our diverse student population and respond to their and our society's changing needs.

Programs include College Writing, Creative Writing, Cultural Studies, Ethnic Studies, Film Studies, Gender Studies, History, Humanities, Journalism, Literature, Philosophy, and Religious Studies. The multidisciplinary Honors Program is also housed in Humanities. The school is overseen by department chairs and a dean and employs 20 full-time faculty and over 60 part-time faculty.

Courses have high fill efficiency ratings, exceeding the college average in 2018-19. Retention and success rates are strong and have improved steadily from 2014-15 to 2018-19.

The departments in the School of Humanities are as follows:

English Department: The department offers programs in literature and creative writing, and key transfer-level courses in college composition and research writing, for students seeking to transfer, obtain a degree or certificate, improve career skills, or participate in life-long learning. The curriculum includes courses in British and American literature, writing poetry, and writing fiction. The department produces an annual literary magazine, *The Ear*. The department is supported by a Writing Center which provides students with writing assistance from IVC English instructors.

Humanities Department: The department includes programs in history, ethnic studies, film studies, gender studies, interdisciplinary humanities, journalism, philosophy, and religious studies for students seeking to transfer, obtain a degree or certificate, improve career skills, or participate in life-long learning.

Honors Program: The Honors Program at IVC is a member of the Honors Transfer Council of California (HTCC) and the UCLA Transfer Alliance Program (TAP). IVC honors students can take advantage of unique agreements with several four-year institutions that grant priority consideration for transfer admission. These agreements are updated regularly, and IVC honors students hold higher transfer rates over the general student population. The Honors Program also recruits honors and non-honors students campus-wide to engage in meaningful, faculty-mentored research while at IVC and coordinates student participation at several undergraduate research conferences.

History: The History Department offers courses in American history, European history, and the history of selected non-European and non-Western cultures. The curriculum emphasizes the study of history as a means of developing critical intelligence and fostering an awareness of ourselves and our world through examining the past, including the ways in which human beings have attempted to understand the meaning of historical events and issues.

Students majoring in history at the lower-division level concentrate on learning how to use critical thinking skills to identify and analyze the ways in which historical events, trends, and themes interact within any society to determine its values, legitimize its authority, and perpetuate its existence. Thus the major is appropriate for students who wish to acquire an understanding of the ideas that have shaped the culture of this country, and for students who wish to transcend their own cultural limits and, by a study of other societies in other ages, to open their eyes to the diversity of the human environment.

Philosophy: Philosophy studies general and fundamental human problems, such as knowledge, reason, reality, and existence. It is often distinguished from other academic disciplines by its systematic approach to these issues and its reliance on rational argument. Philosophers have pursued logic, or the study of good and bad reasoning, at least since the time of the ancient Greeks. “Logical thinking” has the sort of role and importance in philosophy that the “scientific method” has in the natural sciences.

The student of philosophy seeks to uncover the assumptions underlying our understanding of the world and to subject those assumptions to careful scrutiny. Thus, those who do well in philosophy can expect to think more clearly and logically and to approach problems or issues more systematically.

Journalism: The journalism curriculum integrates the study of multiple disciplines in an effort to document the significant events, fundamental questions, cultural meaning, and values that are common in society. The journalism courses are designed around the inquiry of major themes or issues that frequently cut across traditional cultural or historical boundaries. The curriculum emphasizes the close study of a variety of events in order to explore not only traditional assertions regarding the values of culture but also the criticism of those assertions, in a historical as well as contemporary light.

Journalism majors develop an ability to communicate well, both orally and in writing, and the capacity to think clearly and analytically. The versatility of the major makes it appropriate not only for student who plan to pursue professional writing, but for students whose career decisions may be uncertain.

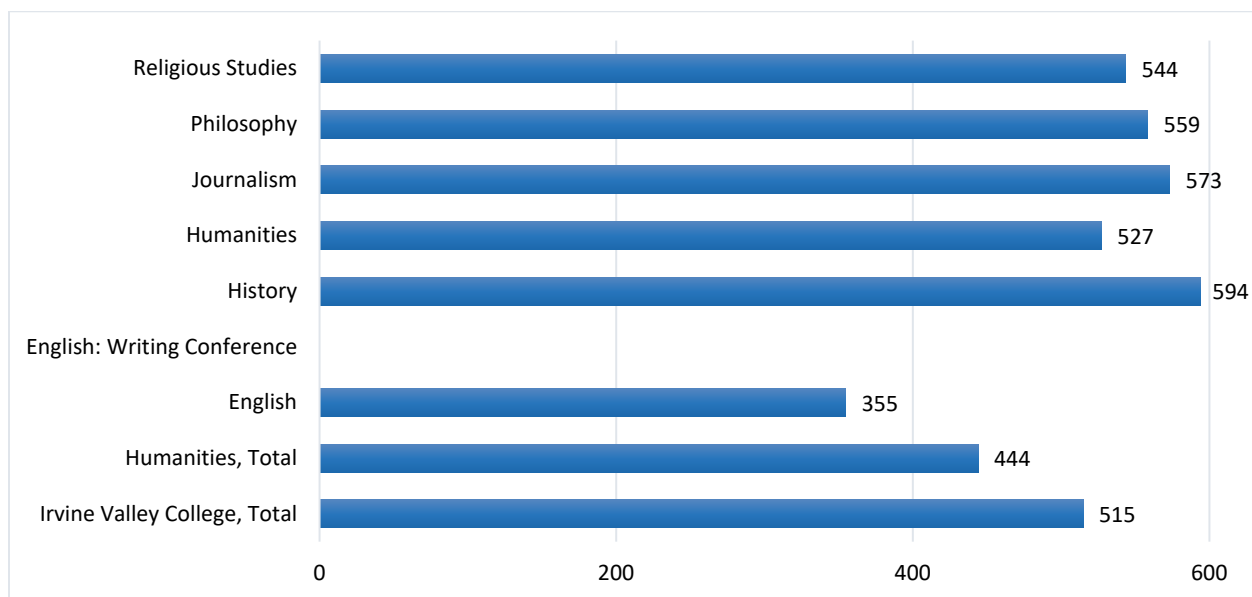
Religious Studies: Religious studies incorporate the study of religious institutions, traditions, sacred texts, and beliefs in modern and historical contexts. The curriculum describes and compares texts, artifacts, and events in order to interpret and explain religion’s influence on society. Consequently, the curriculum integrates the study of history, literature, philosophy, and the arts. Courses offered in the curriculum meet general education and transfer requirements in and may be applied to a major in humanities for an Associate in Arts degree.

Table 4.13: Humanities and Irvine Valley College

College, School, Department, 2018-19 Academic Year	TOTAL SECTIONS	COURSE FILL RATE	FTEF	WSCH	FTES	PRODUCTIVITY (WSCH/FTEF)
Irvine Valley College, Total	2,690	92.5%	681.30	350,778	10,995	515
Humanities, Total	433	93.9%	96.01	42,635	1,407	444
English	252	95.4%	65.25	23,150	770	355
English: Writing Conference	30	96.1%	0.00	1,947	54	N/A
History	75	97.4%	15.56	9,240	305	594
Humanities	33	88.2%	6.60	3,480	115	527
Journalism	9	89.4%	1.80	1,032	35	573
Philosophy	30	84.5%	6.00	3,351	114	559
Religious Studies	4	85.3%	0.80	435	14	544

Data Source: SOCCCD inFORM Data Warehouse, 2019

Figure 4.7: Humanities, Productivity Bar Chart (WSCH/FTEF), per Table 4.13 Final Column



Data Source: SOCCCD inFORM Data Warehouse, 2019

Table 4.14: Retention and Success Rates

Average Retention Rate	2014-15	2015-16	2016-17	2017-18	2018-19
Irvine Valley College - Retention	87.6%	88.2%	88.4%	88.7%	89.5%
Humanities - Retention	88.6%	89.6%	89.7%	89.6%	91.0%

Average Success Rate	2014-15	2015-16	2016-17	2017-18	2018-19
Irvine Valley College - Success	70.7%	71.3%	72.0%	72.3%	74.1%
Humanities - Success	72.0%	73.3%	72.8%	73.4%	75.6%

Data Source: SOCCCD inFORM Data Warehouse, 2019

Table 4.15: FTES and WSCH, Total Growth and Average Annual Growth Rates

College, School, Department, 2014-15 to 2018-19	FTES GROWTH, 2014-15 to 2018-19	AVERAGE ANNUAL GROWTH RATE, FTES, 2014-15 to 2018-19	WSCH GROWTH, 2014-15 to 2018-19	AVERAGE ANNUAL GROWTH RATE, WSCH, 2014-15 to 2018-19
Irvine Valley College, Total	3.7%	0.9%	7.8%	1.9%
Humanities, Total	-3.6%	-0.9%	-3.1%	-0.8%
English	4.3%	1.1%	4.7%	1.2%
English: Writing Conference	-53.4%	-17.4%	-42.9%	-13.1%
History	-4.4%	-1.1%	-6.5%	-1.7%
Humanities	5.5%	1.3%	4.9%	1.2%
Journalism	40.0%	8.8%	38.2%	8.4%
Philosophy	-15.6%	-4.1%	-17.7%	-4.7%
Religious Studies	-12.5%	-3.3%	-8.8%	-2.3%

Data Source: SOCCCD inFORM Data Warehouse, 2019

Table 4.16: Section Count and Fill Rates

College, School, Department, 2014-15 to 2018-19	AVERAGE NUMBER OF SECTIONS, 2014-15 to 2018-19	AVERAGE COURSE FILL RATE, 2014-15 to 2018-19
Irvine Valley College, Total	3,223	79.7%
Humanities, Total	552	73.7%
English	260	92.6%
English: Writing Conference	127	43.2%
History	85	89.1%
Humanities	34	84.3%
Journalism	7	84.3%
Philosophy	33	80.8%
Religious Studies	5	75.3%

Data Source: SOCCCD inFORM Data Warehouse, 2019

CHALLENGES AND OPPORTUNITIES FACING THE SCHOOL

The challenges and opportunities for the School of Humanities include:

- Despite the opening of the new Language Arts building, not all classroom designs adequately accommodate teaching strategies, and available classrooms still need to be sought in buildings other than LA and A 200. Office space in the Liberal Arts building does not accommodate the growing number of full-time faculty, as the faculty are split, with some housed in LA and others in A 200. This will need to be considered when A 200 is remodeled.
- The school has experienced growth in many areas of its curriculum, but occasionally some course sections have had to be cancelled because of low enrollment.
- Concerns are present regarding the number of full-time faculty in the school compared to the large pool of part-time faculty. Maintaining, evaluating, and training a qualified group of over 60 part-time faculty members presents challenges for the department chairs and the dean.
- The school will also need to decide where to concentrate its efforts in meeting IVC's equity goals. It will also need to decide on what part it wants to play in the School of Humanities' journalism program.

The challenges and opportunities for the English department include:

- The department is working to offer an adequate number of sections in writing and literature, and to maintain a high quality of instruction for those sections. These efforts are sometimes compromised by an insufficient number of full-time faculty due to low full-time faculty-to-student ratios and an inability to replace retired faculty members in a timely manner.
- The department has also increased online course offerings and has been careful about quality control of these courses.
- New state laws such as California AB705 have required that the English department revise basic skills writing instruction and support. Part of this revision includes experimenting with new ways to support students through the Writing Center and to collect data on placement to help decide which groups of students may be required to enroll in support classes in compliance with AB705 guidelines. The department and the Writing Center need room to investigate the most successful methods for support instruction for these students. The English Multiple Measures Workgroup (comprised of English faculty, counseling faculty, and a researcher) continues to meet monthly to review data on the Guided Self Placement process and student success and completion rates in Writing 1 and Writing 2 so that data-driven decisions can continue to be made to better support students.
- The department consistently provides training and support to instructors for its co-requisite college writing classes, providing mentorship to faculty in active classroom practices and behaviors that respond to student affective issues. In addition, through BSI-funding support, the English department is developing a supplemental instruction program to support students in the stand-alone transfer-level course to provide additional 1-on-1 instruction and support inside and outside of the classroom.
- The creative writing program has been experiencing an increase in enrollments, and the literary journal, *The Ear*, has attracted student and community participation. The excellent quality of

instructors in writing provides an opportunity for program growth and cooperation with transfer schools.

- The Liberal Arts building has enhanced classroom spaces in general, providing an inviting learning environment. The department, however, needs access to a larger computer lab with more flexible design (such as “islands” small group layout) that would benefit the literary journal, a possible journalism program, and our co-requisite courses.

Challenges and opportunities for the Humanities department:

- The department is committed to expanding the curriculum that focuses upon intersectionality and promotes equity within the classroom. With this charge, the department will offer more gender studies and ethnic studies courses. The department will therefore need a full-time faculty member who specializes in critical race theory and plans to partner with campus initiatives that also promote equity and inclusion. The department will need additional classrooms and this need should be addressed when A200 is remodeled.

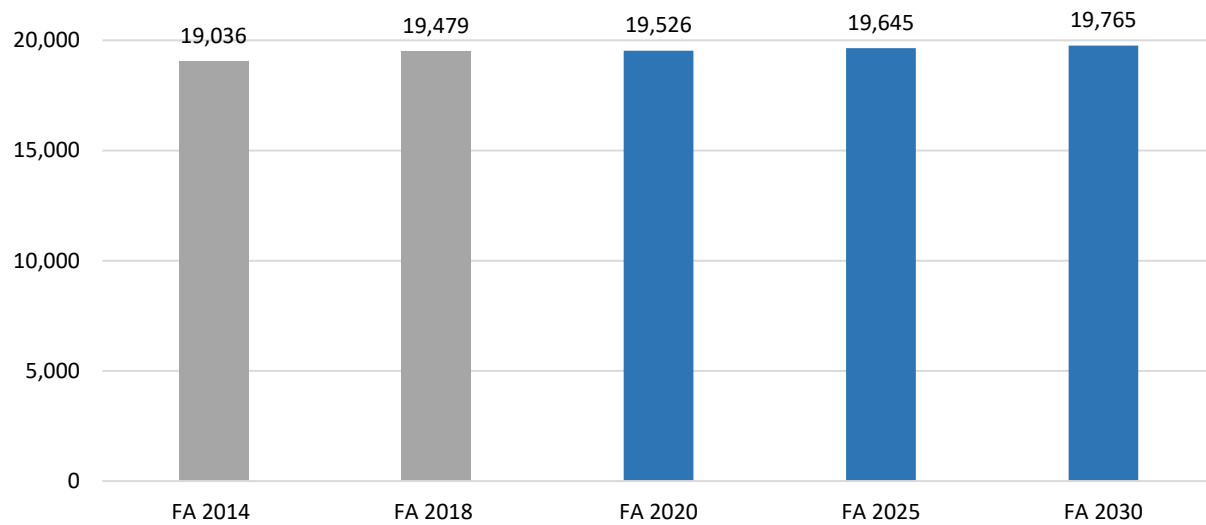
The Humanities department has recently collaborated with The Arts to develop a now Board-approved interdisciplinary major in Film and Digital Media. IVC has a sizable population of students who wish to enter the film industry, pursue work in media studies scholarship, or both. As the program is new, there is no data to examine currently. The department has also added a new UC-approved course entitled “Introduction to Television Studies” and acquired a site license for Kanopy, a feature film streaming service for universities and colleges.

Students have consistently expressed interest in a journalism program, and the development of such a program would help advertise for the college, District, and quality of the curriculum offered here, but funding and additional campus-wide support for full-time faculty are needed.

Internally, Humanities’ primary challenge continues to be securing adequate, if not appropriate, classroom setups and technologies. For example, at present nearly all film classes are taught in a room with a low ceiling (thus inhibiting subtitle viewing) and woefully outdated audio and video technology. Film studies needs one additional course for the AA to become a transfer degree: sound design/production (in process in The Arts).

The Honors Program has experienced significant growth in its student membership and is working to keep up in terms of the number of Honors course sections offered and essential student support such as designated Honors Counseling and a larger Honors Study Lounge. The Program also is challenged to meet the needs of support for undergraduate research as participation expands.

FIGURE 4.8: SCHOOL AND PROGRAM WSCH, HUMANITIES, ACTUAL AND ESTIMATED GROWTH, 2014 TO 2030



WSCH, Actual and Projected	FA 2014	FA 2018	FA 2020	FA 2025	FA 2030	Estimated Average Annual Growth Rate, 2018 to 2030
English	9,380	10,743	10,772	10,847	10,921	0.14%
English: Writing Conference	1,508	1,041	1,040	1,038	1,036	-0.04%
History	4,218	4,014	4,026	4,056	4,086	0.15%
Humanities	1,620	1,599	1,602	1,610	1,618	0.10%
Journalism	357	447	447	449	450	0.05%
Philosophy	1,728	1,416	1,419	1,426	1,434	0.10%
Religious Studies	225	219	219	220	221	0.08%
Humanities, Total	19,036	19,479	19,526	19,645	19,765	0.12%

Data Source: SOCCCD inFORM Data Warehouse, 2019

FUTURE DIRECTION OF THE SCHOOL

English Department recommendations include:

- Hire additional full-time faculty (both new and replacement).
- Increase offerings of standalone and co-requisite transfer-level writing.
- Acquire dedicated classroom space that can meet the needs of both writing and literature classes, particularly when A200 is remodeled.

- Increase funding professional development for all faculty (with incentivized attendance for associate faculty).
- Explore ways to contribute to meeting IVC's goals of equity and inclusion.
- Protect under-enrolled creative writing and literature courses.
- Protect the Writing Center as it transitions due to AB 705 and other external factors.
- Continue to support *The Ear* literary journal and the growing creative writing program.
- Introduce leadership training for faculty who will become chairs, administrators, and/or lead large campus-wide initiatives.

The Humanities Department programs recommends:

- Build adequate classroom space with the remodeling of A 200, to meet instructional and technological needs, especially for film studies.
- Hire a full-time Ethnic Studies/American History faculty member.
- Hire a full-time faculty member who specializes in critical race theory and plans to partner with campus initiatives that also promote equity and inclusion.

The Honors Program recommendations include:

- Increase offerings of honors courses to meet the needs of expanding membership.
- Create a core of STEM honors courses that will meet the transfer needs of STEM honors students and attract additional STEM students to the campus and program.
- Protect enrollments, facilities, and instructional needs of the STEM honors core as it is implemented.
- Provide increased counseling support for Honors Program students,
- Find a temporary solution that would allow the Honors Lounge to stay open from at least 8 am until 7 pm.
- Expand the Honors Study Lounge space to accommodate more students, perhaps by relocating to the A 200 building during remodeling or expanding in the LA building.
- Create an Undergraduate Research Program with dedicated work and office space, a faculty coordinator (with reassigned time), administrative staff, and other resources that would supplement or replace coordination currently carried out by Honors Program and support a campus-wide culture of undergraduate research.

INTEGRATED DESIGN, ENGINEERING AND AUTOMATION (IDEA)

DESCRIPTION

The disciplines of the School of Integrated Design, Engineering and Automation (IDEA) are Design Model Making and Rapid Prototyping, Drafting Technology and Engineering, Electrical Technology, Electronic Technology, and Laser Technology. The programs at the School target the next generation of innovators and students by providing high quality, hands-on technical learning through its high-tech classrooms and lab spaces, outdoor learning areas, and collaborative spaces. Classrooms and lab spaces are equipped with state-of-the-art equipment and technology, which provide students with the knowledge and skills needed to successfully transfer and/or transition to employment. A variety of awards are offered in the School of IDEA, including low-unit certificates and transfer degrees.

Design Model Making and Rapid Prototyping: The growth of digital technology has opened many new areas of development in the representation and construction of models, digital simulation, and rapid prototyping. The department prepares students with the skills necessary to design products and build models using both traditional and emerging technologies. Students in the program gain a unique insight into both the physical and digital disciplines of model making and design, cultivating technical and arts skills based on critical thinking.

Drafting Technology and Engineering: The department offerings include computer-aided design (CAD) which is a rapidly growing segment of the technical job market. The complete computer-aided design certificate introduces students to mechanical, civil, electrical, and architectural modeling techniques that conform to US and international industry standards. In addition to gaining intermediate and advanced knowledge of common CAD software platforms, students receive instruction on modern manufacturing methods, materials of construction, and inspection procedures. Using traditional as well as three-dimensional computer-based graphic modeling applications, laboratory assignments are designed to develop the skills that are required to produce, revise, test, animate, and interpret typical parts or assemblies.

Electrical Technology: The department offers two certificate programs. The electrical and solar technology certificate programs provide a solid foundation for immediate employment or further study in either of these fields. The electrician trainee certificate program equips students for entry into the electrical industry in areas such as residential wiring, commercial wiring, facility maintenance, and troubleshooting electrical circuits and equipment. The solar trainee program is designed to both prepare students new to the industry and upgrade skills of those already employed in the electrical and solar photovoltaic industry.

Electronic Technology: The program offers students the opportunity to work in a hands-on environment with high-tech devices and products including computers and peripherals, communication devices, medical equipment, entertainment products, automotive equipment, test equipment, and industrial equipment (monitors, controllers, and robotics). Through laboratory and classroom instruction, students learn how to troubleshoot, repair, design, and manufacture today's electronic equipment as an electronic technician or engineering technologist.

Laser Technology (Photonics): The program educates students on cutting-edge applications of lasers, cameras, lenses, mirrors, sensors, displays, fiber optics, and other technical devices that interact with light. The current program is funded, in part, by a National Science Foundation Advanced Technology Education (NSF ATE) Grant, for which Laser Technology instructors lead hands-on, laboratory-driven classes with state-of-the-art industrial equipment that was largely donated by its strong network of industrial partners.

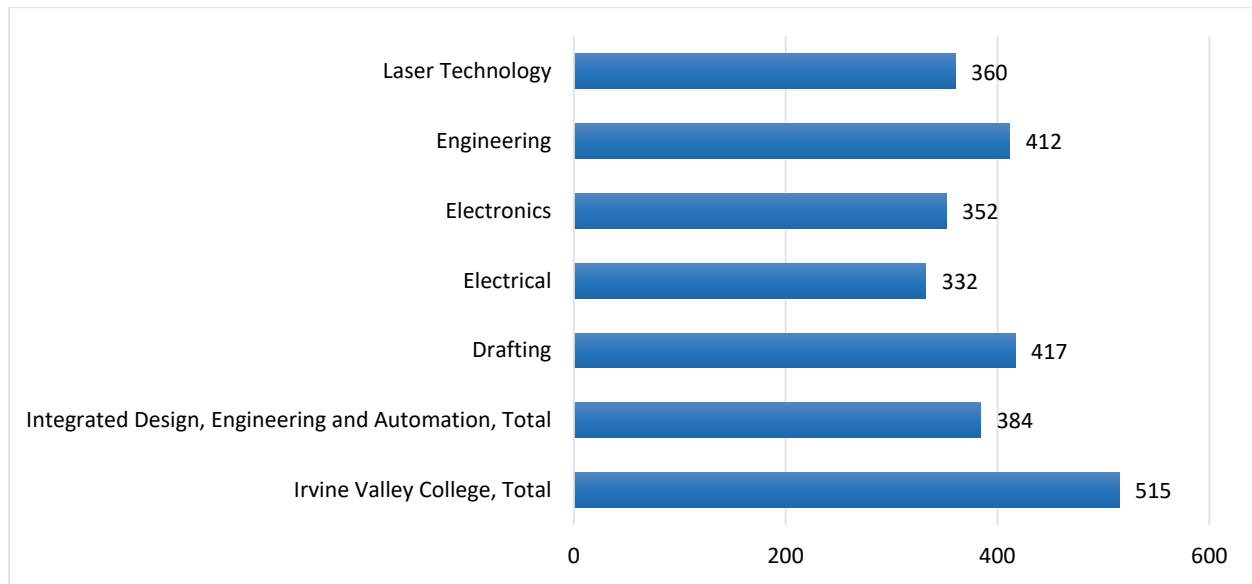
The data below shows the School of IDEA is less productive than the college average; however, the School of IDEA's productivity target is set lower than the college's target. The School of IDEA continues to meet and/or exceed the reduced target and will continue its efforts to increase the productivity rate while ensuring access is not limited. The retention and success rates of the School of IDEA are a bit higher than the college averages, with an above-average fill rate in Engineering/Drafting Technology, Electronics Technology, and Laser Technology. The data indicated low growth over the next several years.

Table 4.17: IDEA and Irvine Valley College

College, School, Department, 2018-19 Academic Year	TOTAL SECTIONS	COURSE FILL RATE	FTEF	FTES	WSCH	PRODUCTIVITY (WSCH/FTEF)
Irvine Valley College, Total	2,690	92.5%	681.30	10,995	350,778	515
Integrated Design, Engineering and Automation, Total	43	77.2%	11.83	152	4,545	384
Drafting	3	104.2%	1.08	15	450	417
Electrical	4	77.5%	1.08	12	359	332
Electronics	11	83.0%	3.55	42	1,248	352
Engineering	23	71.4%	5.52	75	2,272	412
Laser Technology	2	100.0%	0.60	7	216	360

Data Source: SOCCCD inFORM Data Warehouse, 2019

Figure 4.9: IDEA, Productivity Bar Chart (WSCH/FTEF), per Table 4.17 Final Column



Data Source: SOCCCD inFORM Data Warehouse, 2019

Table 4.18: Retention and Success Rates

Average Retention Rate	2014-15	2015-16	2016-17	2017-18	2018-19
Irvine Valley College - Retention	87.6%	88.2%	88.4%	88.7%	89.5%
Integrated Design, Engineering and Automation - Retention	88.4%	91.0%	90.2%	89.7%	91.5%

Average Success Rate	2014-15	2015-16	2016-17	2017-18	2018-19
Irvine Valley College - Success	70.7%	71.3%	72.0%	72.3%	74.1%
Integrated Design, Engineering and Automation - Success	74.2%	78.0%	78.1%	76.3%	81.0%

Data Source: SOCCCD inFORM Data Warehouse, 2019;

Table 4.19: FTES and WSCH, Total Growth and Average Annual Growth Rates

College, School, Department, 2014-15 to 2018-19	FTES GROWTH, 2014-15 to 2018-19	AVERAGE ANNUAL GROWTH RATE, FTES, 2014-15 to 2018-19	WSCH GROWTH, 2014-15 to 2018-19	AVERAGE ANNUAL GROWTH RATE, WSCH, 2014-15 to 2018-19
Irvine Valley College, Total	3.7%	0.9%	7.8%	1.9%
Integrated Design, Engineering and Automation, Total	-7.1%	-1.8%	-9.4%	-2.4%
Drafting	-16.7%	-4.5%	-14.8%	-3.9%
Electrical	-50.0%	-15.9%	-50.3%	-16.1%
Electronics	0.0%	0.0%	-7.1%	-1.8%
Engineering	6.9%	1.7%	5.9%	1.4%
Laser Technology	-28.1%	-7.9%	-22.0%	-6.0%

Data Source: SOCCCD inFORM Data Warehouse, 2019

Table 4.20: Section Count and Fill Rates

College, School, Department, 2014-15 to 2018-19	AVERAGE NUMBER OF SECTIONS, 2014-15 to 2018-19	AVERAGE COURSE FILL RATE, 2014-15 to 2018-19
Irvine Valley College, Total	3,223	79.7%
Integrated Design, Engineering and Automation, Total	58	64.0%
Drafting	4	94.3%
Electrical	8	53.9%
Electronics	13	73.7%
Engineering	29	61.3%
Laser Technology	5	68.5%

Data Source: SOCCCD inFORM Data Warehouse, 2019

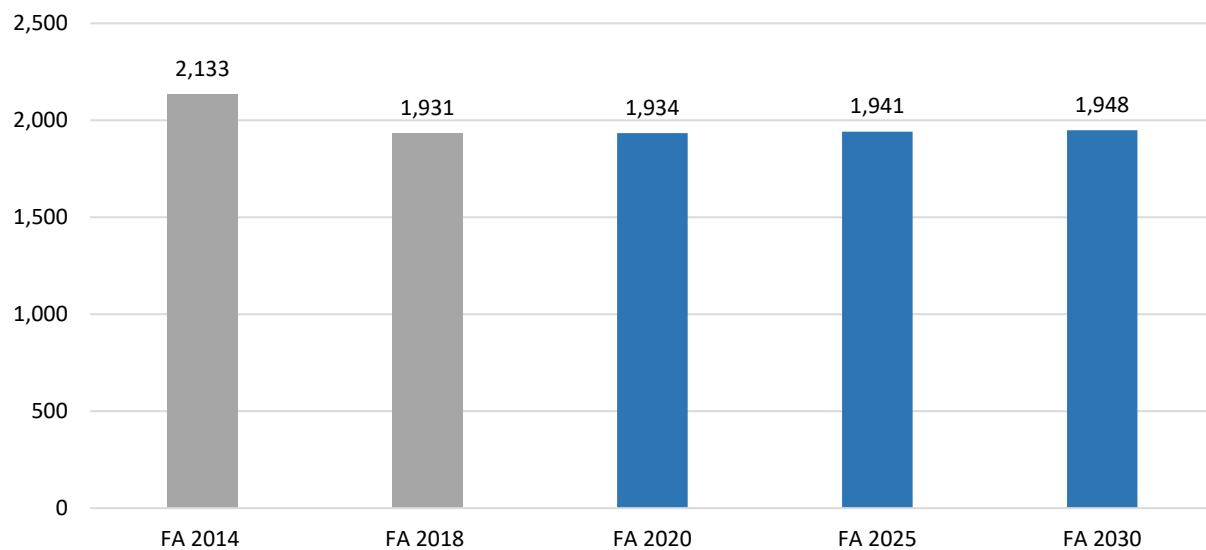
CHALLENGES AND OPPORTUNITIES FACING THE SCHOOL

The challenges and opportunities for the school of IDEA include:

- Low enrollment numbers.
- The negative impact of course cancellations due to low enrollment in some sections, making completion of specific certificates difficult for a few students. As a result of course cancellations, the School of IDEA also struggles to ensure faculty can meet their full-time load obligation.
- The persistent need to attend career and job fair events at K-12 institutions as a key part of ongoing outreach and recruitment efforts to increase student enrollment.

- Supporting outreach by developing targeted marketing materials for IDEA programs in general and specifically for underrepresented and underserved student populations.
- Developing targeted marketing and outreach efforts for industry and employment partners.
- Developing a more streamlined curriculum along with more program options to ensure students can complete on time.
- Capitalizing on the state-of-the-art labs, advanced technology, and equipment now available to students to highlight the benefits of enrolling in an IDEA program and/or CE program at IVC.
- Providing dedicated staffing in the Student Resource Center and expanding support services for students at the IDEA campus, including tutoring.
- Countering the perception that IVC is primarily a transfer focused institution, which seemingly devalues Career Education programs. The IDEA dean, faculty, and staff continue to be advocates for Career Education programming and work with the CTE Taskforce to identify activities and campus events that can focus on and highlight the benefits of Career Education.

Figure 4.10: School and Program WSCH, IDEA, Actual and Estimated Growth, 2014 to 2030



WSCH, Actual and Projected	FA 2014	FA 2018	FA 2020	FA 2025	FA 2030	Estimated Average Annual Growth Rate, 2018 to 2030
Drafting	228	294	295	296	298	0.11%
Electrical	264	167	167	168	169	0.08%
Electronics	612	528	529	531	534	0.09%
Engineering	860	822	823	825	827	0.05%
Laser Technology	169	120	120	121	121	0.09%
IDEA, Total	2,133	1,931	1,934	1,941	1,948	0.07%

Data Source: SOCCCD inFORM Data Warehouse, 2019

FUTURE DIRECTION OF THE SCHOOL

The School of IDEA will continue to focus on providing high quality, hands-on technical skills to students to provide them with the necessary knowledge and skills needed for employment. Areas of focus will include:

- Increase enrollment numbers through marketing and outreach efforts.
- Streamline the curriculum and improve program alignment to ensure students can successfully complete on time.
- Provide faculty with professional development and training opportunities.
- Expand partnership opportunities to provide students with internships and apprenticeships.
- Expand the UCI-IVC Engineering Academy program.
- Utilize the NSF S-STEM funds to provide scholarships, mentoring and tutoring services to Engineering students.
- Utilize the NSF Grant in Photonics to expand online curriculum opportunities and develop partnerships with industry and college partners.
- Expand the Electrical Technology program to include a full program approval for its Electrician Certification.
- Expand support services for students at the IDEA building at ATEP.

KINESIOLOGY, HEALTH AND ATHLETICS

DESCRIPTION

The School of Kinesiology, Health and Athletics (KHA) is an educational unit that manages three very closely related disciplines. The school's mission statement is focused on serving students, faculty, and staff. As a result of state mandated reductions in concurrent enrollments and course repeatability, KHA serves a very traditional student transfer population; one with only a low level of interest in the current CTE curriculum but with high rates of student success, retention, and transfer. In addition, the school attracts a very diverse student population to its programs and is also able to serve students with a wide range of different educational and personal goals. The school offers an associate degree for transfer in Kinesiology and a certificate of achievement in Professional Fitness.

Kinesiology: Kinesiology is the foundational department in the school. It offers curriculum in lecture-based courses that lead to the AA-T in Kinesiology for students intending to transfer to a four-year institution with a major in kinesiology, recreation, or leisure studies. For those seeking immediate job opportunities in the fields of personal training and fitness, it offers a COA for the Fitness Professional. Also provided are activities-based courses in individual and team sports, strength, fitness, and adapted activities. Kinesiology provides opportunities for students in the concepts of lifelong fitness and health. Students not only exercise but also are introduced to topics related to exercise such as the physiology of the body, nutrition, injury prevention, and health enhancement. Activity classes are designed not only to provide for physiological and skills development but also to educate students about the principles involved in that process and to introduce the related topics of nutrition, injury prevention, and health enhancement.

Public Health: Public Health is the newest program in the school. An AS-T in Public Health has recently been approved and courses have been offered since Fall 2018. These courses offer a direct pipeline to both transfer and career paths by applying critical analysis skills to contemporary health issues and assessing the fundamental characteristics and organizational structures of the US health system and the significant differences with systems in other countries. Students discuss the role of community engagement in promoting public health and social justice, and learn of the multiple determinants of health, including sociological, economic, genetic, behavioral, environmental, and other factors that impact human health and health disparities. Students study the risk factors and modes of transmission for infectious and chronic diseases and how these diseases affect both personal and public health, while applying the basic concepts, methods, and tools of public health data collection, use, and analysis and explain why evidence-based approaches are an essential part of public health practice.

Health: The Health program does not offer any degrees or certificates, but it is a major contributor to student success and enrollment management. At other colleges, it is more appropriately known as Health Education. The program offers a curriculum in personal health education, nutrition, and gender-based health education. The program continues to be responsive to dynamic changes in a global learning environment. Primary in these course offerings are classes that address the fundamental challenge of balancing personal health with other personal challenges in academia, careers, social tensions and stress in a world of continuous environmental, medical, and nutritional change. The importance of diet and exercise is heavily reinforced, as are the topics of personal choice, moderate consumption, and a commonsense regimen of personal health and well-being. Program offerings also

include instruction in the health needs of special populations, assessing personal fitness, and weight management and stress reduction.

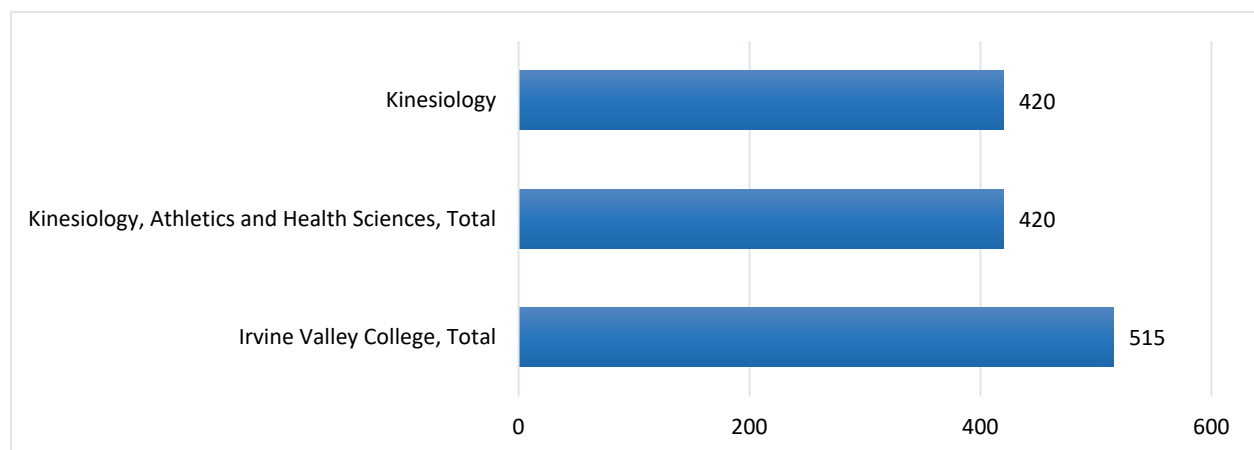
Intercollegiate Athletics: As is typical in higher education, Intercollegiate Athletics is the most well-known of the departments. Athletics provides a challenging student experience for the elite level athlete emphasizing the principles of academic achievement, personal integrity, sportsmanship, wellness, equity, and fulfillment of the student-athlete's potential as part of a holistic academic approach. These aims are achieved through attention to the role and integrity of Athletics in the academic setting and the health and welfare of the student-athlete. IVC is a member of the California Community College Athletic Association (CCCCA), the governing body for community college athletics in California, with a conference affiliation with the Orange Empire Conference. The OEC is the premier two-year athletic conference in the nation. The department recognizes that participation in intercollegiate athletics requires a significant commitment but seeks to ensure minimal interference with the student-athlete's academic goals, objectives, and daily schedule.

Table 4.21: Kinesiology, Athletics and Health Sciences, and Irvine Valley College

College, School, Department, 2018-19 Academic Year	TOTAL SECTIONS	COURSE FILL RATE	FTEF	WSCH	FTEs	PRODUCTIVITY (WSCH/FTEF)
Irvine Valley College, Total	2,690	92.5%	681.30	350,778	10,995	515
Kinesiology, Athletics and Health Sciences, Total	132	66.8%	31.23	13,105	389	420
Kinesiology	132	66.8%	31.23	13,105	388	420

Data Source: SOCCCD inFORM Data Warehouse, 2019

Figure 4.11: Kinesiology, Athletics and Health Sciences, Productivity Bar Chart (WSCH/FTEF), per Table 4.21 Final Column



Data Source: SOCCCD inFORM Data Warehouse, 2019

It should be noted that the productivity rates reflect the inherent nature and reality of individual sports. As a prime example, best practices in some sports such as men's and women's golf, men's and women's tennis, and women's badminton require squad size enrollments of less than 10 students. For these courses, achieving a high productivity rate every semester is not realistic.

The data presented here also does not reflect recent changes in sports sponsorship. Men's and women's golf will no longer be sponsored by IVC as of the 2020-21 academic year. Together with recent scheduling changes, this has led to a significant rise in productivity as of Spring 2020 to 481, the highest level in more than a decade.

Table 4.22: Retention and Success Rates

Average Retention Rate	2014-15	2015-16	2016-17	2017-18	2018-19
Irvine Valley College - Retention	87.6%	88.2%	88.4%	88.7%	89.5%
Kinesiology, Athletics and Health Sciences - Retention	88.5%	90.0%	91.3%	91.6%	92.9%

Average Success Rate	2014-15	2015-16	2016-17	2017-18	2018-19
Irvine Valley College - Success	70.7%	71.3%	72.0%	72.3%	74.1%
Kinesiology, Athletics and Health Sciences - Success	72.5%	73.8%	76.5%	78.1%	83.2%

Data Source: SOCCCD inFORM Data Warehouse, 2019

High retention rates are due in large part to recent KHA faculty efforts to embrace the Guided Pathways model, and is indicative of coaches' recruiting, advising, and placement efforts. Success rates also demonstrate effective roster management by the school's faculty, and the integrity of their grading processes.

Table 4.23: FTES and WSCH, Total Growth and Average Annual Growth Rates

College, School, Department, 2014-15 to 2018-19	FTES GROWTH, 2014-15 to 2018-19	AVERAGE ANNUAL GROWTH RATE, FTES, 2014-15 to 2018-19	WSCH GROWTH, 2014-15 to 2018-19	AVERAGE ANNUAL GROWTH RATE, WSCH, 2014-15 to 2018-19
Irvine Valley College, Total	3.7%	0.9%	7.8%	1.9%
Kinesiology, Athletics and Health Sciences, Total	-8.3%	-2.1%	-3.8%	-1.0%
Kinesiology	-8.7%	-2.3%	-3.8%	-1.0%

Data Source: SOCCCD inFORM Data Warehouse, 2019

Table 4.24: Section Count and Fill Rates

College, School, Department, 2014-15 to 2018-19	AVERAGE NUMBER OF SECTIONS, 2014-15 to 2018-19	AVERAGE COURSE FILL RATE, 2014-15 to 2018-19
Irvine Valley College, Total	3,223	79.7%
Kinesiology, Athletics and Health Sciences, Total	148	63.4%
Kinesiology	148	63.4%

Data Source: SOCCCD inFORM Data Warehouse, 2019

CHALLENGES AND OPPORTUNITIES FACING THE SCHOOL

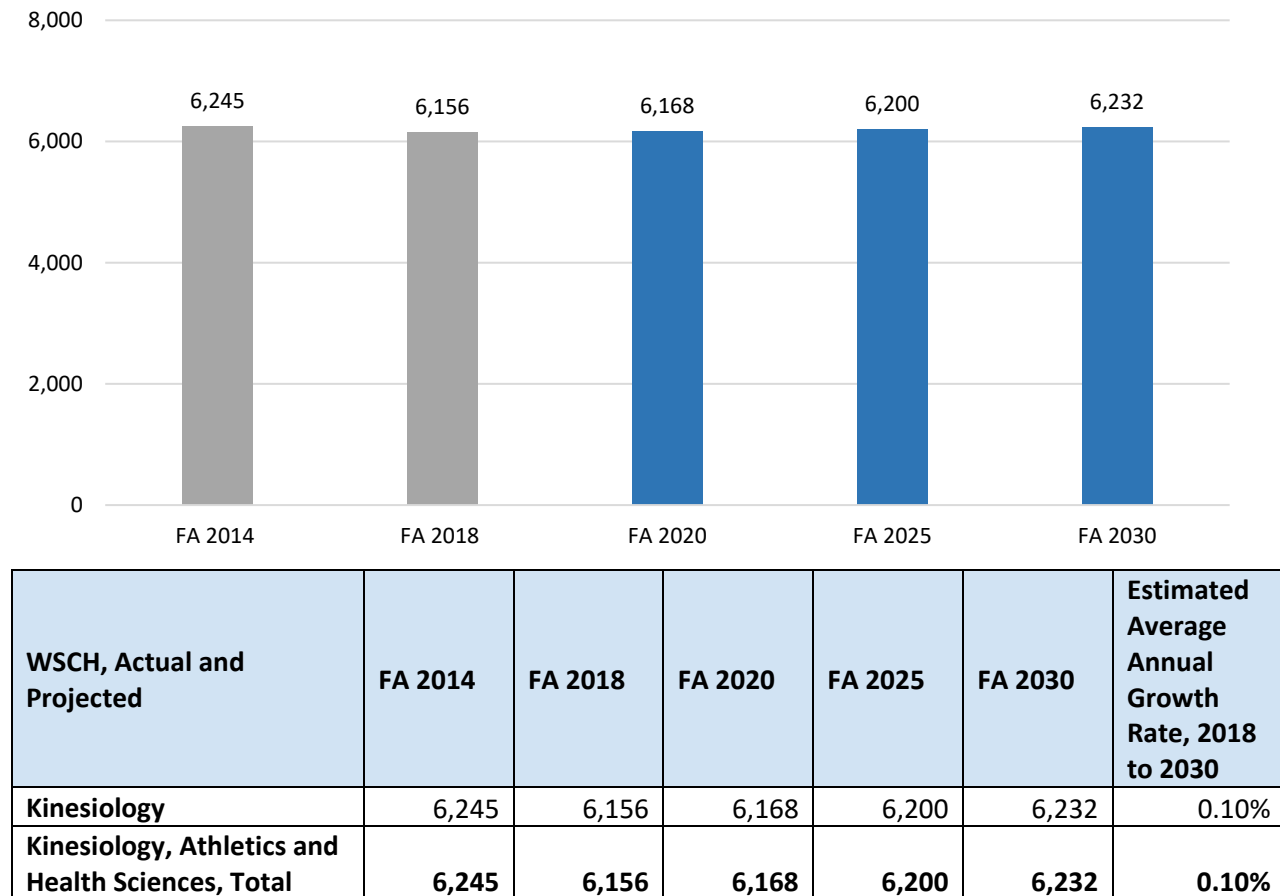
The challenges and opportunities for the school include:

- Available physical space and the limitations it imposes on curriculum, enrollment growth, enrollment management, and personnel costs remains an ongoing issue. Developing the auxiliary gym space, as first detailed in the 2006 Education and Facilities Master Plan, is the final piece needed to remedy these factors. Both permanent and temporary solutions have been offered in previous EFMP processes.
- A stagnating curriculum is an additional issue. There have been strides of late, with the advent of the Public Health degree and the addition of KNES courses to the College and Career Access Pathways (CCAP) program. But a flagship CTE program remains elusive, as does a Sports Management degree and a connection to the Teacher Education pipeline for those seeking career opportunities through KNES outside of the Pre-med and Pre-PT paths most favored by KNES majors currently.
- The school has always been compelled to examine not only the courses offered but the methodology behind scheduling. In the last several years, online offerings have expanded, evening sections have been almost eliminated, hybrids have been created, and faculty loading mechanisms have all created a more student-friendly and efficient schedule. With no economy of scale, since KHA offers a total of fewer than 60 sections per term, constant review and scheduling refinements will be an on-going necessity.
- In consultation with KHA faculty, women's golf was eliminated in Fall 2019, men's golf will be eliminated after Spring 2020, and badminton will be eliminated upon the retirement of the fulltime faculty member coaching that sport. Participation numbers and college-level skills are low in these sports at IVC and statewide, and the number of colleges sponsoring these sports continues to drop. KHA intends to reinvest those resources in one sport, rather than three. This sport is currently unserved by the entire District and will also bring gender balance to IVC's athletic offerings. Women's wrestling is the fastest-growing high school sport in California, and IVC will lead the state in offering this program. Offering this sport will lead to lower costs, higher enrollments, and a unique marketing niche for IVC.
- Significant changes have been made by KHA to bolster student success, bring greater rigor to courses, and to maximize enrollment management metrics. As an example, the Life Fitness Center course is now a hybrid which will better serve student-athletes.
- The CCAP program has been an incredible opportunity for KHA. As the state continues to prohibit concurrent enrollments for high school students in activity courses, the chance to

capture an academically ambitious demographic in the Tustin school district has been wonderfully successful. This success has been noted by our colleagues in the Laguna Beach school district, who have requested a meeting to discuss a similar program.

- Though the college is likely to see continued growth, a flat enrollment pattern for the School of KHA is likely accurate. The potential for growth is hindered by repeatability restrictions in the Education Code, and growth in Athletics would likely be prohibitive due to expenses and the negative impact on enrollment efficiencies.

Figure 4.12: School and Program WSCH, Kinesiology, Athletics and Health Sciences, Actual and Estimated Growth, 2014 to 2030



Data Source: SOCCCD inFORM Data Warehouse, 2019

FUTURE DIRECTION OF THE SCHOOL

The School of KHA will continue to be shaped by student interest in the programs offered. Although the EMP will examine growth as it relates to the facility master plan, KHA anticipates that those measures of growth will be low. The disciplines offered at this level of education within the school have always been needed by students, the community, and the college, and this has been the case for more than two decades.

Public Health appears to be a growth opportunity, as student interest was strong even before the degree was approved in Fall 2019, primarily based on job market data and a growing relationship between the lead faculty member and the program at UC Irvine.

Athletics is likely to remain very consistent due to a more focused vision, as outlined previously, keen student interest, and high scoring metrics in all areas of student success. Esports is an area in which the School of KHA is interested. Although it will initially be hosted by KHA , it is likely that an esports course would eventually be housed elsewhere. CCAP is an area in which KHA can invest and grow, pending circumstances beyond the control of the college (Education Code, Irvine USD, etc.).

The AS for the Physical Therapy Assistant remains a possibility, but only if the college agrees to invest in that program with one FT faculty hire and the re-allocation of OSH from diminished CE programs within KHA and elsewhere.

The School of KHA can become a more effective operating model and provide greater academic and fiscal benefit to students and the college, if the school can finalize solutions on facility issues, adjust faculty hiring (full-time and part-time) to the needs of students when openings arise, and continue to explore new curriculum and programs that best serve students.

LANGUAGES AND LEARNING RESOURCES

DESCRIPTION

The School of Languages and Learning Resources (LLR) strives to create an environment that fosters effective student learning and faculty instruction by providing accurate, clear information, resources, policies, procedures, and services to students and faculty that ensure a consistent pattern of high-quality instruction and learning. The School of Languages and Learning Resources is comprised of World Languages (including American Sign Language, Chinese, French, Japanese, and Spanish), English as a Second Language and Adult English as a Second Language, and Reading. The departments also are supported by student learning centers.

World Languages Program: The World Languages Program provides high-quality instruction in lower-division courses in American Sign Language, Chinese, French, Japanese, and Spanish. The program emphasizes the acquisition of listening, speaking, reading, and writing taught through communication skills. Communicative competence, cultural enrichment, technological innovation, and tutorial help (in conjunction with the college's Student Success Center and Language Acquisition Center) are hallmarks of the program. The courses offered by the Languages Program fulfill the needs of a variety of students: students completing requirements for transfer, students seeking to earn an associate degree, members of the business community, high school students wishing to obtain early college credit, and working or retired adults seeking personal or professional enrichment. On- and off-campus cultural events supplement the classroom experience.

The Languages faculty are highly skilled language professionals, as all full-time faculty attend and present at various language conferences. The faculty builds a community of learners in each classroom through engaging activities, music, and cultural information. Outside of the classroom, faculty offer cultural events to enhance student learning (music night, game night, conversation groups, and opportunities to see drama and to visit museums and local restaurants). Language faculty organize a twice-yearly language film festival open to all students, and there are an active French Club and recently developed ASL club. Three faculty have also been involved in writing textbook materials.

English as a Second Language: The ESL department serves credit and noncredit students at Irvine Valley College by offering comprehensive English language education and services. ESL/AESL is the third-largest department at IVC with over 40 adjunct faculty. The department equips students with language skills, academic skills, and the cultural understanding necessary to meet their educational, professional, and personal goals that lead to their full participation in the diverse society of the United States. IVC English learners, consisting of long-term residents, recent immigrants, US high-school graduates, and international students, are a diverse group with a variety of educational needs.

To serve this heterogeneous student population, the ESL department offers two separate programs: the ESL credit program and the **AESL (Adult English as a Second Language)** non-credit program. The ESL credit program, which consists of Academic Writing and Independent Academic Skills courses, is designed for students who are working primarily towards academic goals, such as transferring to a program at another college or university, completing a degree program at IVC, or attaining a career/technical certificate. The ESL sequence leads to Writing 1 (WR 1) and the program serves California high school graduates, international students, and re-entry students. The AESL program

consists of noncredit ESL courses designed for students who need to improve their English language skills for job-related or personal goals, or for those students who eventually have academic goals but don't have the English proficiency to succeed in college courses yet. Within the program there are three AESL certificates of competency students can achieve at the beginning, intermediate, and advanced levels. Upon completion of the AESL program, students may transition to the ESL credit program or short-term vocational programs at IVC or Saddleback College for employment purposes.

Highlights of the ESL Credit Program include the following:

- High student completion and throughput rates.
- 93 percent pass WR 1 pass rate for students completing the ESL credit program.
- 76 percent and 74 percent WR 1 throughput rates for one-level below transfer and two-level below transfer ESL courses, respectively.
- Innovative academic ESL instruction.
- Language Acquisition Center (LAC) for instructional support.
- Access to computer labs for flipped-classroom writing instruction.
- Statewide and local reputation as leaders in the field.
- Quality instructors aided by ongoing internal professional development.

Highlights of the AESL noncredit program include the following:

- Increasing student enrollment, popularity, and growth fulfilling a strong community need for quality noncredit language instruction.
- Access to computer labs for digital literacy component.
- An AESL Center that provides customized support services.
- Quality instruction aided by ongoing internal professional development.

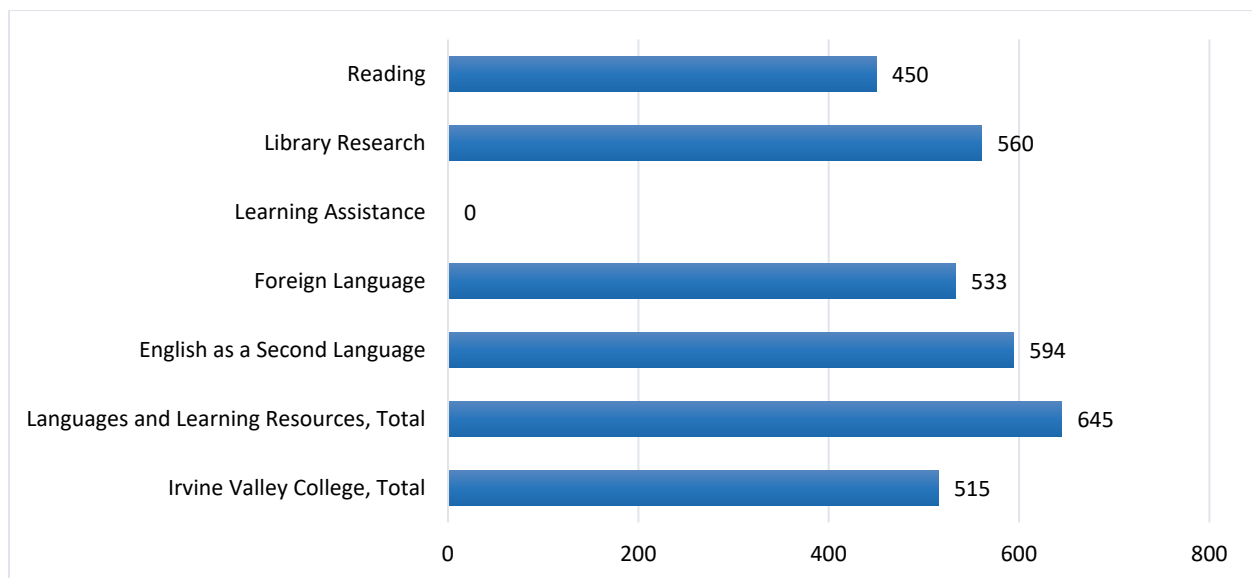
Reading: Reading classes in the School of Languages and Learning Resources serve the needs of students across the campus as they sharpen their skills in critical reading and critical thinking and prepare for work in their other college courses. Classes focus on several active reading skills that teach students to engage with and evaluate college-level research articles, books, and textbooks. The courses assist student in meeting expectations for lower-division college work and for upper-division work in transfer colleges and universities.

Table 4.25: Languages and Learning Resources and Irvine Valley College

College, School, Department, 2018-19 Academic Year	TOTAL SECTIONS	COURSE FILL RATE	TOTAL FTEF	WSCH	FTES	PRODUCTIVITY (WSCH/FTEF)
Irvine Valley College, Total	2,690	92.5%	681.30	350,778	10,995	515
Languages and Learning Resources, Total	257	111.3%	82.89	53,425	1,401	645
English as a Second Language	148	102.3%	56.91	33,817	876	594
Foreign Language	89	85.9%	24.65	13,136	427	533
Learning Assistance	11	391.5%	0.00	5,814	75	
Reading	4	85.7%	0.80	360	12	450

Data Source: SOCCCD inFORM Data Warehouse, 2019

Figure 4.13: Languages and Learning Resources, Productivity Bar Chart (WSCH/FTEF), per Table 4.25 Final Column



Data Source: SOCCCD inFORM Data Warehouse, 2019

Table 4.26: Retention and Success Rates

Average Retention Rate	2014-15	2015-16	2016-17	2017-18	2018-19
Irvine Valley College - Retention	87.6%	88.2%	88.4%	88.7%	89.5%
Languages and Learning Resources – Retention	88.7%	87.5%	90.0%	88.2%	88.6%

Average Success Rate	2014-15	2015-16	2016-17	2017-18	2018-19
Irvine Valley College - Success	70.7%	71.3%	72.0%	72.3%	74.1%
Languages and Learning Resources – Success	74.2%	71.0%	73.7%	70.4%	71.6%

Data Source: SOCCCD inFORM Data Warehouse, 2019

Table 4.27: FTES and WSCH, Total Growth and Average Annual Growth Rates

College, School, Department, 2014-15 to 2018-19	FTES GROWTH, 2014-15 to 2018-19	AVERAGE ANNUAL GROWTH RATE, FTES, 2014-15 to 2018-19	WSCH GROWTH, 2014-15 to 2018-19	AVERAGE ANNUAL GROWTH RATE, WSCH, 2014-15 to 2018-19
Irvine Valley College, Total	3.7%	0.9%	7.8%	1.9%
Languages and Learning Resources, Total	37.4%	8.3%	53.0%	11.2%
English as a Second Language	106.6%	19.9%	158.1%	26.8%
Foreign Language	11.8%	2.8%	10.6%	2.6%
Learning Assistance	-21.9%	-6.0%	-5.0%	-1.3%
Reading	-88.8%	-42.1%	-89.9%	-43.6%

Data Source: SOCCCD inFORM Data Warehouse, 2019

Table 4.28: Section Count and Fill Rates

College, School, Department, 2014-15 to 2018-19	AVERAGE NUMBER OF SECTIONS, 2014-15 to 2018-19	AVERAGE COURSE FILL RATE, 2014-15 to 2018-19
Irvine Valley College, Total	3,223	79.7%
Languages and Learning Resources, Total	397	74.4%
English as a Second Language	174	79.5%
Foreign Language	107	68.0%
Learning Assistance	82	125.7%
Reading	28	70.6%

Data Source: SOCCCD inFORM Data Warehouse, 2019

CHALLENGES AND OPPORTUNITIES FACING THE SCHOOL

Challenges and Opportunities for World Languages:

- Declining enrollment in language classes nationwide is an ongoing concern among faculty. Many universities have reduced their language requirements and STEM courses often compete with languages for electives.
- Class sizes for IVC language classes are larger than the class caps at many colleges in Southern California, including our sister college, Saddleback. The department continues to monitor enrollment and class offerings while the faculty continue to advocate for the capacity for the course to be reduced.
- A new full-time Japanese instructor has been hired and we will be working closely with the new instructor to strengthen and re-energize the Japanese program.
- The department is actively involved in planning and implementing Dual Enrollment in Sign Language and Japanese at several local high schools and possibly Spanish at the new Tustin magnet high school.
- The department is monitoring the impact of dual enrollment courses on the existing language courses at IVC. An advantage of dual enrollment is the increased number of students in beginning levels of language, which may potentially increase enrollments in the second year.
- Faculty participate at Laser Day and Irvine Global Village.
- Faculty continue to promote AA degrees in languages with success.
- The department offers both hybrid and online courses to attract a more diverse student population.

Challenges and Opportunities for AESL:

- The recent decrease in enrollment due to AESL growth (non-academic-bound students have switched from our ESL credit program to our AESL noncredit program) and AB 705 (ESL courses are no longer a required pre-requisite to WR1, although heavily recommended).
- ESL credit is assigned classrooms in A300 that are in a separate building from the faculty offices and the Liberal Arts school office.
- Possible decrease in the international student population with recent travel restrictions.
- Continue the categorical funding support to maintain ongoing faculty professional development and the Supplemental Instructor Program.
- Possible increase in international student population with recently approved recruitment funding for the International Student Program.
- Development of additional academic skills courses.
- Continue working with International Student Program to develop more wrap-around services.
- Move ESL credit classrooms into A 200 when it is rebuilt and remodeled so that it can be housed with the rest of Liberal Arts and the ESL faculty offices.

Challenges and Opportunities for the AESL Noncredit Program:

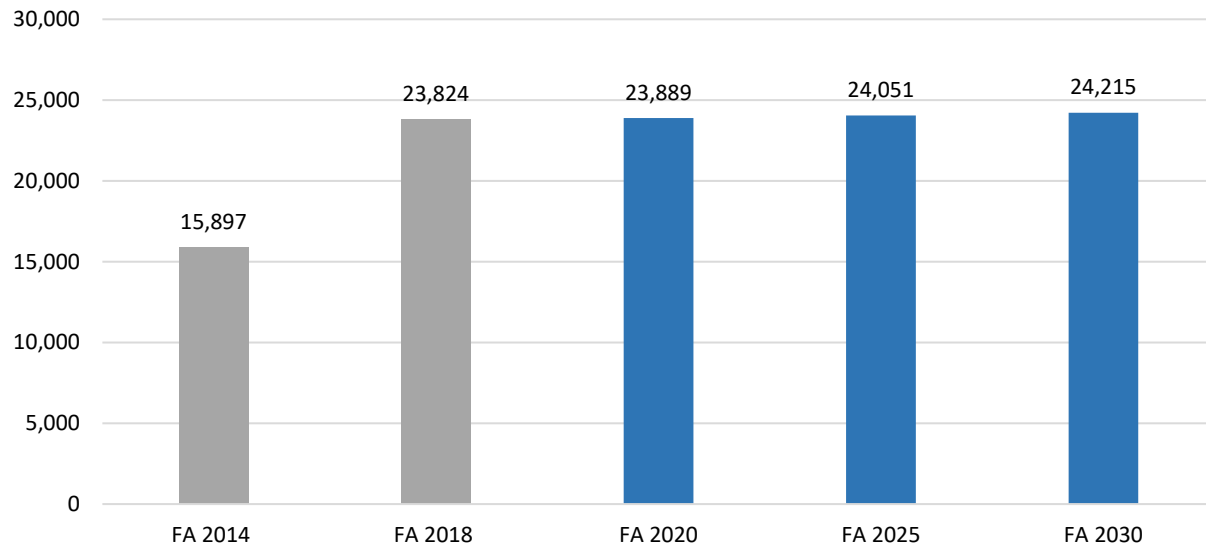
- The region is seeing an increased level of English language learners, many of whom are approaching retirement age.

- Lack of classroom space and facilities as the AESL program is housed in various locations, including the Advanced Technology and Education Park (ATEP) in Tustin, with no centralized location. Due to the curriculum the department needs a computer lab one day a week for each section, leaving some sections to meet in three different classrooms weekly.
- There are space concerns in the AESL Center that affect counselors, the permanent staff, and available student seating.
- Limited general fund funding for the program - current reliance is on categorical funding.
- The Language Acquisition Center (LAC) and AESL Center currently reside in B300 and could benefit from being brought into a new A200 building and being redesigned to maximize collaboration and student needs. This move would also assist the AESL Center in providing the needed office and workshop space noted above. Further, the highly productive AESL and ESL programs have grown tremendously, so they need more designated classrooms.
- The department needs to secure another designated computer lab and lecture classroom that can both seat 45; the department could more easily block schedule AESL classes to meet student needs and maximize room utilization as it does in the IDEA building at ATEP.
- In labor market trends for health care and social assistance jobs, which are often filled by English language learners, 19% employment growth is projected in IVC's service area.
- Work with CE, business, IDEA, and other IVC and Saddleback career-focused faculty to develop pathways to increase opportunities for employment for these students.
- Work with community business partners/organizations to provide workplace ESL instruction and/or create short-term vocational ESL courses for specific segments of industry such as health care, social assistance, and transportation logistics.
- Increase articulation from AESL noncredit to ESL credit. Hire an individual to serve as a combined AESL/ESL Counselor/Faculty Coordinator/Articulation Coordinator to work directly with the articulation of these AESL/ESL students into all these various pathways, including all local CAEP (California Adult Education Program) goals.
- Add vocational and digital literacy AESL curricula. Offer AESL classes, taught by IVC ESL faculty, at needed offsite locations in the community (community education; IVC provides the instructor and curriculum and the outside organization provides the facilities and other community services). Increase student service support by connecting to outside community partners, such as those providing immigration, employment, financial, housing, and other community services.

Challenges and Opportunities for Reading:

- The program has experienced decreased enrollment and demand for the courses over the years due to changes in the English and ESL curriculum but has held stable for two years. The department is bringing back the Reading 171 course to try and offer it in Spring 2020.

Figure 4.14: School and Program WSCH, Languages and Learning Resources, Actual and Estimated Growth, 2014 to 2030



WSCH, Actual and Projected	FA 2014	FA 2018	FA 2020	FA 2025	FA 2030	Estimated Average Annual Growth Rate, 2018 to 2030
English as a Second Language	5,650	15,117	15,165	15,287	15,410	0.16%
Foreign Language	5,283	5,479	5,490	5,519	5,547	0.10%
Learning Assistance	2,901	2,931	2,936	2,947	2,959	0.08%
Library Research	89	117	117	118	119	0.14%
Reading	1,974	180	180	180	180	0.00%
Languages and Learning Resources, Total	15,897	23,824	23,889	24,051	24,215	0.14%

Data Source: SOCCCD inFORM Data Warehouse

FUTURE DIRECTION OF THE SCHOOL

The future directions of School of Language and Learning Services include:

- The Languages program hopes to continue offering five languages and possibly others despite the nationwide decline in language enrollments due to the current emphasis on STEM and reduced UC language requirements.
- The ESL/AESL department will continue to offer ESL credit courses to support AA and transfer-bound students.
 - The AESL program will continue to grow to meet community demand. There is a stable enrollment for ESL credit, but it is susceptible to general enrollment trends of the college. Continue increasing enrollment in noncredit (42 percent increase year over year from F16/S17 to F17/S18; 55 percent increase year over year from F17/S18 to F18/S19; 12 percent estimated growth from F18/S19 to F19/S20).
 - For AESL growth, labor market trends, changing service area demographics, increased curricular pathways, and articulation pathways to IVC and Saddleback workforce programs should increase enrollment. As the general college-age student population decreases for traditional credit programs, AESL growth should be able to partially offset this decrease because the AESL program serves immigrants and older students, both of which are increasing population segments in the service area.
- The Reading program will continue to support any enrollment growth or student demand for the Reading courses.

LIBRARY SERVICES AND STUDENT SUCCESS CENTER

Note: Although Library Services is its own school, data for Library Services is located within the data tables within the previous section (Language and Learning Services) due to the current structure of the college taxonomy.

The School of Library Services is comprised of the Library and the Student Success Center and is overseen by one faculty chair and a dean. The Student Success Center, located in BSTIC 110, is equipped with computers, printers, scanners, as well as a 3D printer available for student use. All computers in the Student Success Center, as well as the library instruction space (LIB 101), have software required by courses taught at IVC. Both locations provide physical space, resources, instruction, and online support to help students with research and tutoring services. In addition to the tools and resources provided by the Library and Student Success Center, the Library also provides in-person and online workshops, orientations, and reference assistance.

Library: The overarching goal of the Library is to assist students, faculty, staff, administrators, and community members in achieving their educational and personal goals for independent, lifelong learning, and to create information-literate students. The Library offers high-quality face-to-face and online instruction, print and electronic collections, professional development training, and technology support that library users need to develop and build their knowledge-base. The Library supports the college transfer goal by offering credit courses that articulate with universities, including LIB 10, 11, and 112. The Library provides services to users both on and off campus and is an early adopter of new technologies in support of student learning. The Library is highly involved with equity, OER, guided pathways, outreach, and student success at the campus level.

The Library continues to be extensively used by students for a multitude of reasons: research materials (books, articles, media), space (technology support, printing, computer access, scanning, and group study rooms), and instruction. According to the IVC Climate Survey in Spring 2018, the library, after parking, was the second highest used support service on campus; 80 percent of students have used the library, which has an almost 96 percent overall satisfaction rate by those who have used it.

The Library strives to provide a comfortable and safe place for students that promotes learning and collaboration. The group study rooms are in high demand throughout the year and usage has grown by over 10 percent in the past 5 years, with an almost 90 percent fill capacity during the Fall and Spring semesters. The Library has 140 computer stations, a computer lab with 22 computers, 9 multi-use printers, and 2 scanners. All of these are used by Library faculty and staff to assist students. Approximately 40 percent of all library student transactions are technology related.

The Library's Reserves collection continues to be the most heavily used, accounting for almost 60 percent of all checkouts. This critical service provides students with access to over 1,500 course textbooks and other classroom materials at no cost. Additionally, the Library collaborates with IVC EOPS program and the AESL department to check out books to students enrolled in those programs, resulting in over 8,000 books being checked out to over 2,000 students annually.

One of the primary purposes and points of pride of the Library is its instruction program, including but not limited to its credit classes. The goal of the Library Services instruction program is to provide varying

levels of information literacy instruction to as many students as possible. The Library has seen a dramatic increase in workshop attendance and requests for bibliographic instruction for research-based classes in the past four years. Since 2015, the number of bibliographic instruction sessions increased by 62 percent, resulting in 56 percent more students receiving on-demand library instruction. Additionally, in response to a significant increase in faculty and student demand for library workshops, the Library has increased the number of workshops offered by 42.5 percent between Fall 2018 and Fall 2019, with varying times and dates (including nights and weekends) to accommodate students' schedules. The Library's credit courses are in line with the demand for instruction that have been seen in the workshops and bibliographic instruction sessions. The three Library classes consistently have high productivity, retention, and success rates, and there have been regular requests for an honors Library class as well as a certificate of proficiency.

Student Success Center: The mission of the Student Success Center at Irvine Valley College is to enhance the quality of education in an atmosphere of mutual support. It provides access to learning opportunities that promote student success and class retention by improving study skills and fostering independent learning through tutoring and computer lab access. This department offers a personal approach to academic success through a variety of tutoring modalities, such as one-on-one, walk-in and group tutoring, and learning skills development. Tutoring is conducted in a constructive environment of learning using a variety of tutoring techniques, tailored to each student's individual learning style. The Student Success Center also offers computer lab access to students enrolled in courses requiring specialized software with computer tutors and faculty available on hand to support their learning and technological skills.

The Student Success Center recognizes and respects each individual as a unique learner with potential for continued educational growth and with the capacity to achieve and succeed. The Student Success Center encourages students to become self-directed, independent, and successful learners.

CHALLENGES AND OPPORTUNITIES FACING THE SCHOOL

The challenges and opportunities for the Library include:

- Workshops on bibliographic instruction held in the Library have dramatically increased, putting a strain on the Library's classroom. This same space also serves as overflow for the Student Success Center and contains the only computers on campus available in the evenings with specialized software.
- The Library classroom has only 22 computers and comfortably sits 25, which is sufficient for ESL and Writing courses. However, the Library classroom also serves courses that have 30 or more students in a class, such as counseling, psychology, political science, human development, and more. Additionally, workshops offerings have exceeded the 25-student capacity on a regular basis, frequently resulting in students sitting on the floor.
- The Library needs a second larger area with computer stations with which to more comfortably accommodate and teach more students at the same time.
- The Library is also collaborating with Saddleback Library to develop additional online workshops at both campuses to help with the demand for Library workshops.
- The Library offers services to almost every student at IVC, either online or in-person, and therefore needs to be much more proactive to ensure that services are as equitable and inclusive as possible.

To this end, the Library needs to be able to provide more training and support for faculty and staff to ensure that the best possible services are being provided to help students succeed.

- Noise continues to be the biggest issue at the Library. The design of the Library's space is not conducive to noise reduction. Given the two-story atrium, tile floors, and an open second level, noise tends to travel upstairs. Additionally, the lack of study room space means students have no choice but to work and converse in groups rather than as individuals who can study in silence.
- The Library is scheduled for interior remodeling to assist with some of these problems, but once that effort is completed, additional changes will still be needed. The Library had four study rooms removed when the tutoring center was added to the bottom floor. Later, after the tutoring center was relocated to the Student Success Center, the area was then remodeled to serve as offices for the Academic and Classified Senates. Not only are these spaces no longer accessible to students for study, the influx of faculty and staff using these offices has added further to the noise level and traffic in the library.
- Students and faculty need more accessible technology support by either establishing a technology hub in the Library or elsewhere on campus. As it is now, library faculty and staff spend significant time assisting students and faculty with technology issues including printing, accessing and using Canvas, logging into MySite, using computers, and Wi-Fi. A technology hub will enable the campus to provide more on-demand support to students and faculty. This will alleviate some of the demand now being placed on the application specialist in IT, who will then be more free to support the campus at large.
- There is a possibility the Library will be migrating to a new Library Service Platform (LSP). This undertaking will impact every aspect of the Library over a period of 12 to 24 months. A major aspect of this migration endeavor is that all bibliographic data will need to be cleaned up pre- and post-migration to accommodate an entirely new database structure. Due to the significant demands of this project, the librarians will need release time to obtain request certificates, to work with the vendor on every aspect of the migration, and to obtain additional staff support to complete the project.
- Outreach and equity have become a priority for the library over the years. This has culminated in the creation of an Outreach and Equity librarian position. The Outreach and Equity librarian has taken a leadership role addressing equity issues facing students both in the Library and on campus.

FUTURE DIRECTION OF THE SCHOOL

The Library has entered a period of growth and expansion that is not yet reflected in the current WSCH projections. With the addition of a new instruction librarian this year, the Library has commenced long-term planning for a new for-credit curriculum and development of a certificate. This initiative is expected to increase the Library's WSCH over the next several years.

- In response to increasing IVC student enrollments in the Saddleback Library honors course, the IVC Library submitted a new honors-level library course for approval. The library will continue to improve its course offerings, culminating in the development of a Certificate of Proficiency.
- The Library will continue to offer a robust in-person library workshop program in response to student and faculty demand. In addition, however, the Library is developing online workshops for students, as well as developing accessible and deployable information literacy modules in Canvas for faculty to embed into their Canvas shells. The first phase in the development of these new learning materials is anticipated to be fully implemented by Spring 2020. Creating more workshops and

developing a Library presence on Canvas, however, will require increased time for both development and maintenance as the number of online workshops and Canvas Library modules and their support continues to grow.

- The Library has also started work on a Certificate of Proficiency, which will include the revision of current library courses, as well as the addition of new information literacy courses. An honors-level library course was submitted for approval and will serve as a capstone course for this certificate. A timeline for further course review and revision is set for Spring 2020, with submission for committee approvals in Fall 2020. The Library hopes to offer the Certificate of Proficiency starting Fall 2021.
- The Library has become an essential part of the Guided Pathways initiative on campus. The goal is to have information competency/literacy offered and embedded into Guided Pathways planning, as well as partnering with local high schools to offer information literacy workshops, non-credit classes, and/or dual enrollment courses.
- In an increasingly divisive social climate, it is the library's inherent value and civic duty to uphold social justice, equity, and inclusion. The IVC Library's mission is driven by these values to ensure that all patrons from IVC and the community receive equitable services and inclusive experiences.
 - To accomplish this, the Library actively participates in college leadership by sustaining diverse and inclusive experiences, challenging institutional bias and structural racism, and through the selection of diverse and inclusive library materials combined with progressive events.
 - In the near future, the Library hopes to develop a strategic plan for equity, diversity, and inclusion (EDI) with actionable outcomes to implement policies, structures, resources, and services that reduce barriers to research and learning.
 - Internally, all library staff and faculty need resources for EDI training in order to develop a library work environment that embodies values of EDI and mutual respect.
 - Externally, the Library needs resources to support inclusive programming and the acquisition of learning materials to increase meaningful student engagement through outreach and events. For example, the Library would like to collaborate with the IVC LGBTQIA+ students to host speakers and workshops on gender literacy. These events will be designed to increase community understanding and thereby strengthen support for a dynamic and diverse gender population.
 - The department envisions the Library as the heart of the college campus where people from all backgrounds and experiences feel safe, welcomed, respected, and empowered to accomplish their personal and academic goals. To implement these visions and goals, the Library needs appropriate budget, physical space, and staffing resources as well as continued campus-wide support.
 - Physical space is the greatest barrier to the realization of the Library's EDI and outreach plans. Currently, the Library lacks space to host interactive workshops or speakers. There is no space that can accommodate interactive student engagement without disturbing students who want or need to study quietly.
 - Ultimately, the Library needs campus-wide support to recognize that the Library serves students across all disciplines, backgrounds, and experiences.

LIFE SCIENCES AND TECHNOLOGIES

DESCRIPTION

The School of Life Sciences and Technologies (LST) is committed to the college's primary goal of facilitating student success. This commitment is expressed in the following ways:

- Providing exemplary instruction by maintaining a well-prepared and skilled full-time and adjunct faculty with diverse educational and experiential backgrounds.
- Maintaining a diverse catalog of courses and a strategically designed course schedule through which a student can tailor a course program to meet his/her long-term educational and/or career goals in a rewarding yet efficient manner.
- Offering instructional resources and facilities that expose students to cutting-edge technologies and methodologies in the biological and health sciences.
- Creating opportunities for students seeking individual educational experiences beyond that obtained in the traditional classroom or laboratory setting.

Biological Sciences: The School of Life Sciences and Technologies at Irvine Valley College offers a wide range of courses in the biological sciences as well as courses in environmental studies. Introductory courses focus on theories and concepts in five primary areas: cellular and molecular biology, genetics, evolution, ecology, and whole organism biology. More specialized courses examine extensions of these basic principles as they relate to a variety of specific areas of study, including botany, zoology, cellular biology, natural history, and marine biology. Students may complete courses within the department in order to fulfill general education requirements, to meet graduation requirements at prospective transfer institutions, or to complete the Associate in Science degree with a major in biology. The requirements for majors in the biological sciences are intended to provide a solid foundation for the student who wishes to pursue further study at the baccalaureate level and for some graduate-level programs.

Health Sciences: The School of Life Sciences and Technologies at Irvine Valley College offers a wide range of courses in the Health Sciences. The courses examine extensions of these basic principles as they relate to a variety of specific areas of study, including human anatomy, human physiology, biotechnology, and microbiology. Students may complete courses within the department in order to fulfill general education requirements, to satisfy prerequisites for health-related programs such as nursing, to meet graduation requirements at prospective transfer institutions, or to complete the Associate in Arts degree with a major in health sciences. The requirements for majors in the health sciences are intended for students who plan to enter a preprofessional or professional program in a health-related field. Biotechnology is the use of microorganisms or biological substances, such as enzymes, to solve problems; develop or make useful products; or perform specific manufacturing processes. The Biotechnology Laboratory Assistant Certificate of Achievement is designed for students who wish to obtain the skills required to gain entry level employment in the biotechnology industry.

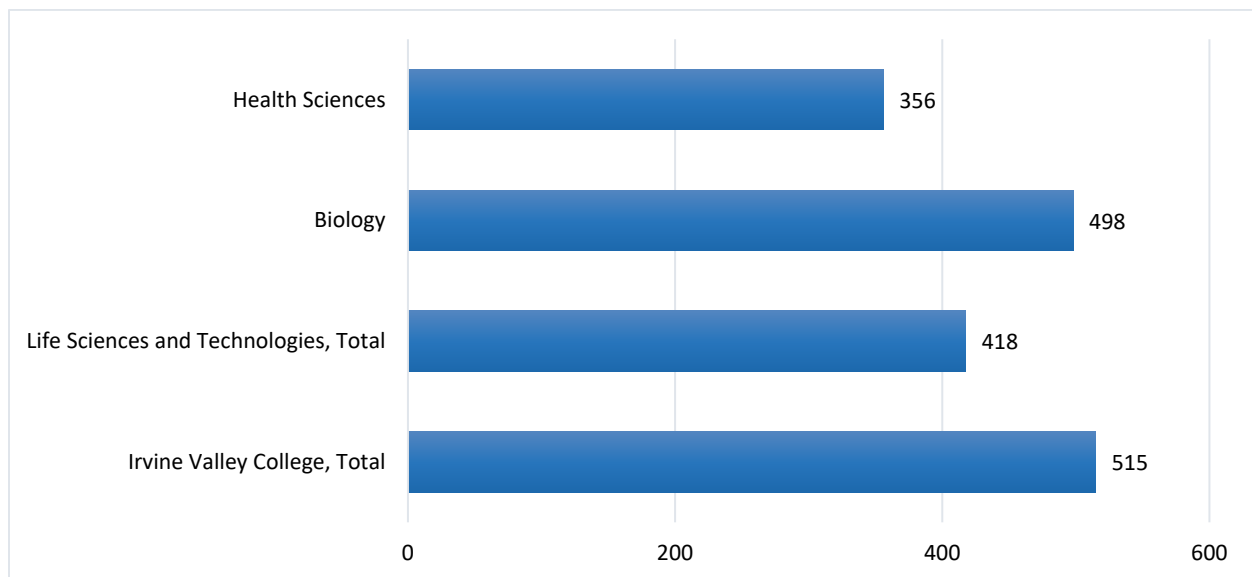
The school's section counts, enrollment counts, and productivity measures have been in the anticipated range and basically stable. Productivity has been lower than the college productivity because most of the class caps are set at 28. The fill rates have been significantly higher than the college's fill rate each year. Retention and success rates vary by department, but the school average is below the college's average. There has been an increase in the number of degrees and certificates awarded between 2012 and 2017.

Table 4.29: Life Sciences and Technologies and Irvine Valley College

College, School, Department, 2018-19 Academic Year	TOTAL SECTIONS	COURSE FILL RATE	TOTAL FTEF	WSCH	FTEF	PRODUCTIVITY (WSCH/FTEF)
Irvine Valley College, Total	2,690	92.5%	681.30	350,778	10,995	515
Life Sciences and Technologies, Total	207	85.9%	67.63	28,243	939	418
Biology	124	87.9%	29.36	14,622	485	498
Health Sciences	83	82.2%	38.27	13,621	454	356

Data Source: SOCCCD inFORM Data Warehouse, 2019

Figure 4.15: Life Sciences and Technologies, Productivity Bar Chart (WSCH/FTEF), per Table 4.29 Final Column



Data Source: SOCCCD inFORM Data Warehouse, 2019

Table 4.30: Retention and Success Rates

Average Retention Rate	2014-15	2015-16	2016-17	2017-18	2018-19
Irvine Valley College - Retention	87.6%	88.2%	88.4%	88.7%	89.5%
Life Sciences and Technologies – Retention	84.3%	84.0%	84.8%	85.8%	86.2%

Average Success Rate	2014-15	2015-16	2016-17	2017-18	2018-19
Irvine Valley College - Success	70.7%	71.3%	72.0%	72.3%	74.1%
Life Sciences and Technologies – Success	64.0%	64.2%	68.3%	69.4%	68.8%

Data Source: SOCCCD inFORM Data Warehouse, 2019

Table 4.31: FTES and WSCH, Total Growth and Average Annual Growth Rates

College, School, Department, 2014-15 to 2018-19	FTES GROWTH, 2014-15 to 2018-19	AVERAGE ANNUAL GROWTH RATE, FTES, 2014-15 to 2018-19	WSCH GROWTH, 2014-15 to 2018-19	AVERAGE ANNUAL GROWTH RATE, WSCH, 2014-15 to 2018-19
Irvine Valley College, Total	3.7%	0.9%	7.8%	1.9%
Life Sciences and Technologies, Total	3.2%	0.8%	3.1%	0.8%
Biology	-11.5%	-3.0%	-12.1%	-3.2%
Health Sciences	25.1%	5.8%	26.4%	6.0%

Data Source: SOCCCD inFORM Data Warehouse, 2019

Table 4.32: Section Count and Fill Rates

College, School, Department, 2014-15 to 2018-19	AVERAGE NUMBER OF SECTIONS, 2014-15 to 2018-19	AVERAGE COURSE FILL RATE, 2014-15 to 2018-19
Irvine Valley College, Total	3,223	79.7%
Life Sciences and Technologies, Total	210	85.5%
Biology	131	87.6%
Health Sciences	80	81.7%

Data Source: SOCCCD inFORM Data Warehouse, 2019

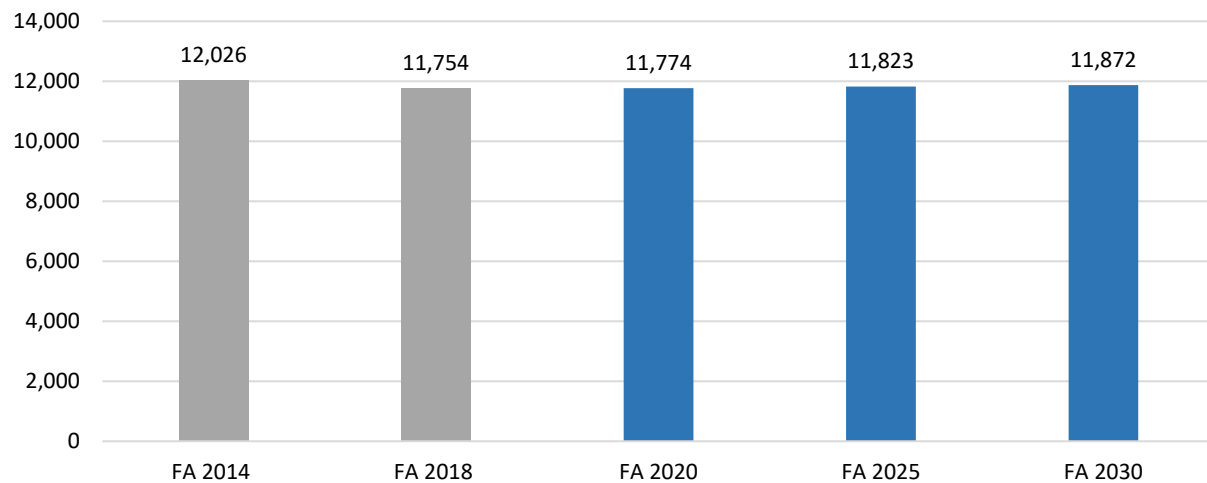
CHALLENGES AND OPPORTUNITIES FACING THE SCHOOL

The challenges and opportunities for the School of Life Sciences and Technologies include:

- Reviewing laboratory-based course operational costs and implementing alternative cost-effective methods as they become available.
- Seeking outside donations for equipment and supplies.
- Sharing of laboratory resources between courses, when and where feasible.
- Assessing the production of chemical wastes and other consumables in the laboratories and switching to “green” alternatives as they become available and when fiscally feasible.
- Maintaining a policy of “Use and Reuse.”
- Incorporating landscaping plans that minimize water and chemical usage and that concomitantly serve as education resources for our students, staff, and the general public.
- Emphasizing environmental stewardship and sustainability in our approved course curriculum, where applicable.

- Maintaining the outdoor environmental laboratory, the Biology, Ecology and Environmental Sciences (BEES) Garden, as a resource to demonstrate alternative landscaping, wildlife habitat construction and maintenance, and sustainable gardening practices.
- Supporting STEM-based education and independent student laboratory research.
- Securing funding to increase the number of sections of high demand courses, as identified by waiting lists and fill rates.
- Increasing baseline materials and supply budgets prior to the final approval of new laboratory-based courses/course sections, and to address the needs of the environment.
- The continued development and assessment of the Biotech and Environmental Sciences Programs.
- Continued research and implementation of environmentally sound practices in the laboratories and outdoor teaching facilities and field courses.

Figure 4.16: School and Program WSCH, Life Sciences and Technologies, Actual and Estimated Growth, 2014 to 2030



WSCH, Actual and Projected	FA 2014	FA 2018	FA 2020	FA 2025	FA 2030	Estimated Average Annual Growth Rate, 2018 to 2030
Biology	7,073	6,233	6,239	6,253	6,267	0.05%
Health Sciences	4,953	5,521	5,535	5,570	5,605	0.13%
Life Sciences and Technologies, Total	12,026	11,754	11,774	11,823	11,872	0.08%

Data Source: SOCCCD inFORM Data Warehouse, 2019

FUTURE DIRECTION OF THE SCHOOL

Instructional Equipment and Supplies Needs: The School of Life Sciences and Technologies is heavily reliant on instructional equipment and supplies. Our unique STEM programs require both equipment and supply funds to maintain the biology and anatomy laboratories. This requires the continued commitment of the college to sustain the current level of class offerings. An inventory of equipment, along with its life expectancy, is maintained to plan for replacement before equipment breaking.

Facility Needs: Facilities is an ongoing issue as most classes require laboratories. All anatomy classes fill every semester with waitlists for every class. Expansion may be a possibility in the future. As the Biotechnology program grows, the department will need a Cell Cultural Lab and Prep Room. The discussion of B 300 remodeling may provide solutions.

Staffing Needs: A permanent full-time Laboratory Technician has been replaced. The need for additional staff will be assessed next fiscal year.

CE Program Support Needs: Life Sciences continues to grow the Biotech program. Staffing will become a concern as the program expands.

Professional Development Needs: The current availability of college-wide funding for professional development has met the needs of the departments.

MATHEMATICS AND COMPUTER SCIENCE

DESCRIPTION

The School of Mathematics and Computer Science (MCS) offers comprehensive curricula to meet the varied needs of students. The Math Department offers an Associate in Science degree in mathematics designed to prepare students for upper-division courses in most professional careers related to mathematics. The Computer Science Department offers two degrees: Computer Science, AS and Computer Science for Transfer, AS-T. The Computer Science, AS degree offers a more general program in computer science including a variety of programming languages and theory that prepares students for transfer to University of California campuses and private and out-of-state universities. The Computer Science for Transfer, AS-T degree prepares students for transfer to California State University campuses.

Mathematics Department: The mission of the Mathematics Department at Irvine Valley College is to help our students achieve their mathematical potential and to prepare them for their educational and career goals. With the advent of AB 705, the department primarily offers college-level courses to students who plan to transfer to four-year colleges and universities. However, the department still offers a few developmental courses taught in a variety of formats. Students can enroll in these courses for personal enrichment and/or to get ready to take courses at the college level. The department offers support for all mathematics students in the Mathematics Center, a facility staffed by faculty and tutors.

Computer Science Department: The CS department acquaints students with the presently available methods of computer science that are useful in solving problems of science, industry, and government. It also prepares students for the additional formal education and self-education required in this ever-developing field. Finally, it fosters students' abilities to solve computer science problems.

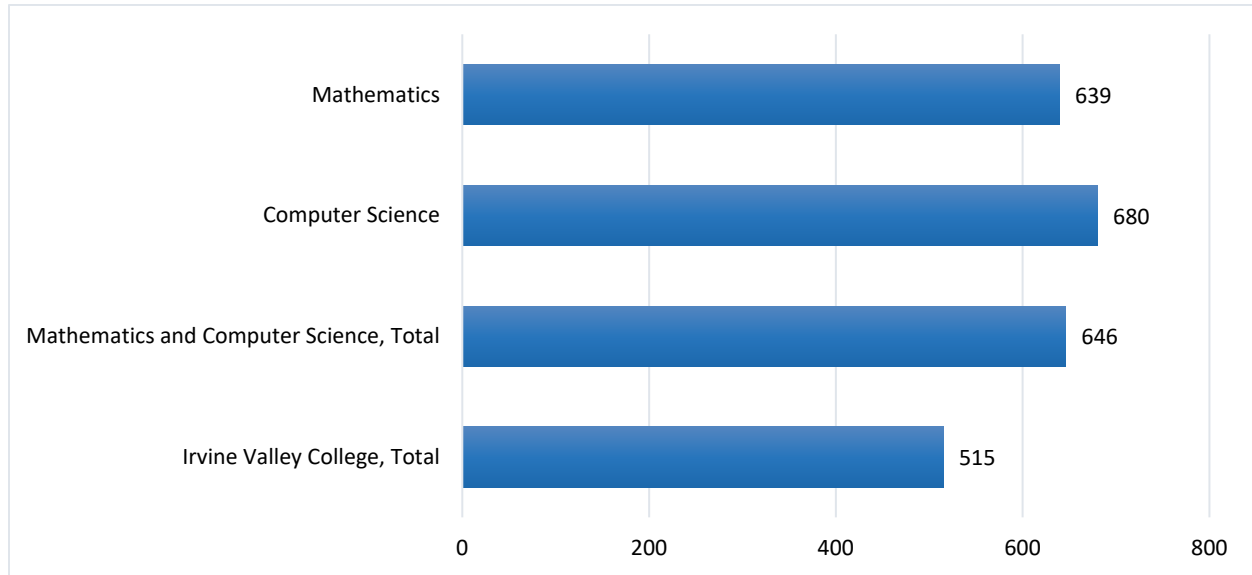
The school's productivity and fill rates are significantly higher than the college's productivity and rates. The school's student retention rates are close to the college's average. Student success rates are slightly below those of the college as a whole and most mathematics and computer science students state transfer as their educational goal.

Table 4.33: Mathematics and Computer Science and Irvine Valley College

College, School, Department, 2018-19 Academic Year	TOTAL SECTIONS	COURSE FILL RATE	FTEF	WSCH	FTES	PRODUCTIVITY (WSCH/FTEF)
Irvine Valley College, Total	2,690	92.5%	681.30	350,778	10,995	515
Mathematics and Computer Science, Total	324	113.2%	102.36	66,126	2,161	646
Computer Science	53	140.3%	17.31	11,770	410	680
Mathematics	271	107.9%	85.05	54,356	1,752	639

Data Source: SOCCCD inFORM Data Warehouse, 2019

Figure 4.17: Mathematics and Computer Science, Productivity Bar Chart (WSCH/FTEF), per Table 4.33 Final Column



Data Source: SOCCCD inFORM Data Warehouse, 2019

Table 4.34: Retention and Success Rates

Average Retention Rate	2014-15	2015-16	2016-17	2017-18	2018-19
Irvine Valley College - Retention	87.6%	88.2%	88.4%	88.7%	89.5%
Mathematics and Computer Science - Retention	85.7%	86.2%	84.5%	84.7%	86.8%

Average Success Rate	2014-15	2015-16	2016-17	2017-18	2018-19
Irvine Valley College - Success	70.7%	71.3%	72.0%	72.3%	74.1%
Mathematics and Computer Science - Success	63.8%	64.7%	64.0%	63.3%	66.3%

Data Source: SOCCCD inFORM Data Warehouse, 2019

Table 4.35: FTES and WSCH, Total Growth and Average Annual Growth Rates

College, School, Department, 2014-15 to 2018-19	FTES GROWTH, 2014-15 to 2018-19	AVERAGE ANNUAL GROWTH RATE, FTES, 2014-15 to 2018-19	WSCH GROWTH, 2014-15 to 2018-19	AVERAGE ANNUAL GROWTH RATE, WSCH, 2014-15 to 2018-19
Irvine Valley College, Total	3.7%	0.9%	7.8%	1.9%
Mathematics and Computer Science, Total	5.6%	1.4%	7.7%	1.9%
Computer Science	25.4%	5.8%	22.8%	5.3%
Mathematics	1.9%	0.5%	4.8%	1.2%

Data Source: SOCCCD inFORM Data Warehouse, 2019

Table 4.36: Section Count and Fill Rates

College, School, Department, 2014-15 to 2018-19	AVERAGE NUMBER OF SECTIONS, 2014- 15 to 2018-19	AVERAGE COURSE FILL RATE, 2014-15 to 2018-19
Irvine Valley College, Total	3,223	79.7%
Mathematics and Computer Science, Total	372	105.1%
Computer Science	60	131.0%
Mathematics	312	100.2%

Data Source: SOCCCD inFORM Data Warehouse, 2019

CHALLENGES AND OPPORTUNITIES FACING THE SCHOOL

The challenges and opportunities for Mathematics and Computer Science include:

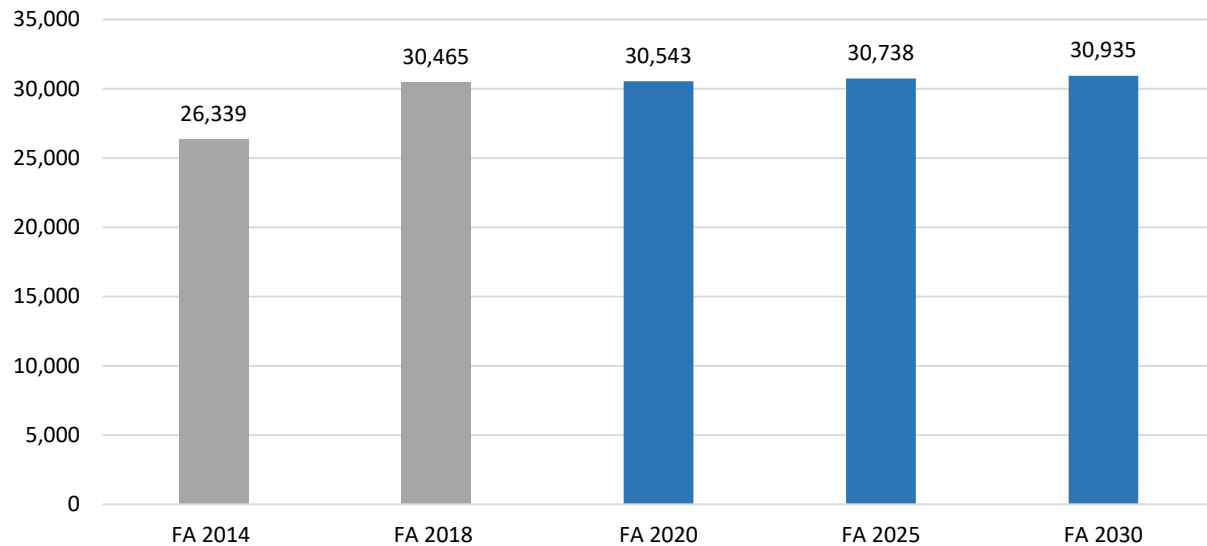
Mathematics Department

- Scheduling and training requirement to successfully implement AB 705.
- Continued support for drop-in tutoring services through the Math Center.
- Increasing the Supplemental Instruction (SI) workshops offerings through the Math Center.
- Regularly updating the computers and other technology equipment in classrooms and the Math Center.
- Need for space in B 200, which will enable faculty members to help several students at a time during office hours.
- Finding additional funding sources to implement the use of embedded tutors and to increase the number of SI activities for developmental courses.
- Expanding online offerings by experimenting with new online courses and by adding additional online sections for courses that currently have some online sections.

Computer Science Department

- Maintaining efforts to keep articulation agreement up to date.
- Developing the curriculum for additional online/hybrid courses in Computer Science.
- Increasing core programming courses to match student demand.
- Research possible new Computer Science programs such as gaming, web programming, apps programming, data analysis, and data mining.

Figure 4.18: School and Program WSCH, Mathematics and Computer Science, Actual and Estimated Growth, 2014 to 2030



WSCH, Actual and Projected	FA 2014	FA 2018	FA 2020	FA 2025	FA 2030	Estimated Average Annual Growth Rate, 2018 to 2030
Computer Science	3,929	5,164	5,178	5,214	5,250	0.14%
Mathematics	22,410	25,301	25,365	25,524	25,685	0.13%
Mathematics and Computer Science, Total	26,339	30,465	30,543	30,738	30,935	0.13%

Data Source: SOCCCD inFORM Data Warehouse, 2019

FUTURE DIRECTION OF THE SCHOOL

Instructional Equipment and Supplies Needs: The School of Mathematics and Computer Science is adequately funded to cover their equipment and supply needs.

Facility Needs: Although the current math facilities mostly meet today's needs, the aging B 100, B 200 and B 300 buildings and room technology need to be addressed. The Computer Science program seems to have adequate laboratory facilities to meet student needs. Many students complete their lab work and homework off campus, but a number of students also use the Student Success Center to receive tutoring assistance for lab work and homework.

Staffing Needs: There was one retirement in Computer Science in the spring of 2019 and there will be a retirement in Math in the spring of 2020. Additional full-time faculty will be required to fill these vacancies. The need for the adjunct faculty remains high. An ongoing concern of the Mathematics

Department for the past few years has been acquiring enough full-time faculty members to meet the growth in student demand for mathematics classes. The current process for determining college wide hiring priority relies mainly on the FT/PT ratio which puts math at a disadvantage for replacement positions.

Professional Development Needs: The current availability of college-wide funding for professional development has met the needs of the school.

PHYSICAL SCIENCES AND TECHNOLOGIES

DESCRIPTION

The School of Physical Sciences and Technologies offers courses and programs in various branches of the physical sciences, including astronomy and physics, chemistry, geology, and oceanography. The instructional programs include lower-division courses for the transfer student, introductory lecture/laboratory courses, the geology field program, and technological training courses. Curriculum throughout the school emphasizes the study of the natural universe from the perspective of empirical science. The goal is to provide students with an essential foundation which will allow them to better appreciate and understand the world and the problems of its management.

Physical Sciences: The curriculum in physical science includes courses in astronomy and physics. The curriculum is designed to attract and cultivate the student's imagination as to the origin, composition, and mechanics of the solar system; the movement of objects in relation with gravitational, magnetic, and electrical forces; the interaction between matter and energy; the behavior of light; and the physical characteristics of substances. The program mission is to serve students in a variety of scientific fields from a multitude of backgrounds who seek to obtain a degree in their respective discipline and/or transfer. The curriculum is an enhanced traditional approach that encourages entrance into scientific careers via hands on investigation that develops the analytic, applied, and professional skills needed to succeed in today's academic and professional environment.

Geological (Earth) Sciences: The Earth Sciences major allows the student to participate in an interesting career in diverse fields such as geology, which includes finding and developing energy resources including petroleum and natural gas; exploring mineral resources, from metals to building materials; and, in engineering geology, conducting studies to minimize damage from earthquakes and landslides and improve public safety for local, state, and federal agencies. Earth scientists also include meteorologists, who study and make predictions of weather and climate changes. Marine scientists include oceanographers and marine geologists, who study the physical conditions of the oceans and seafloor.

Chemistry: The chemistry curriculum is designed to foster an understanding of the fundamental principles of chemistry in a variety of applications including medicine, health-care products, energy, food production, body metabolism, structural materials, microelectronics, and the environment. Students learn how chemical knowledge is derived, theorized, and applied in solving problems in everyday life. Students are afforded the opportunity to perform experiments in modern chemistry laboratories with state-of-the-art equipment under the guidance of experienced faculty.

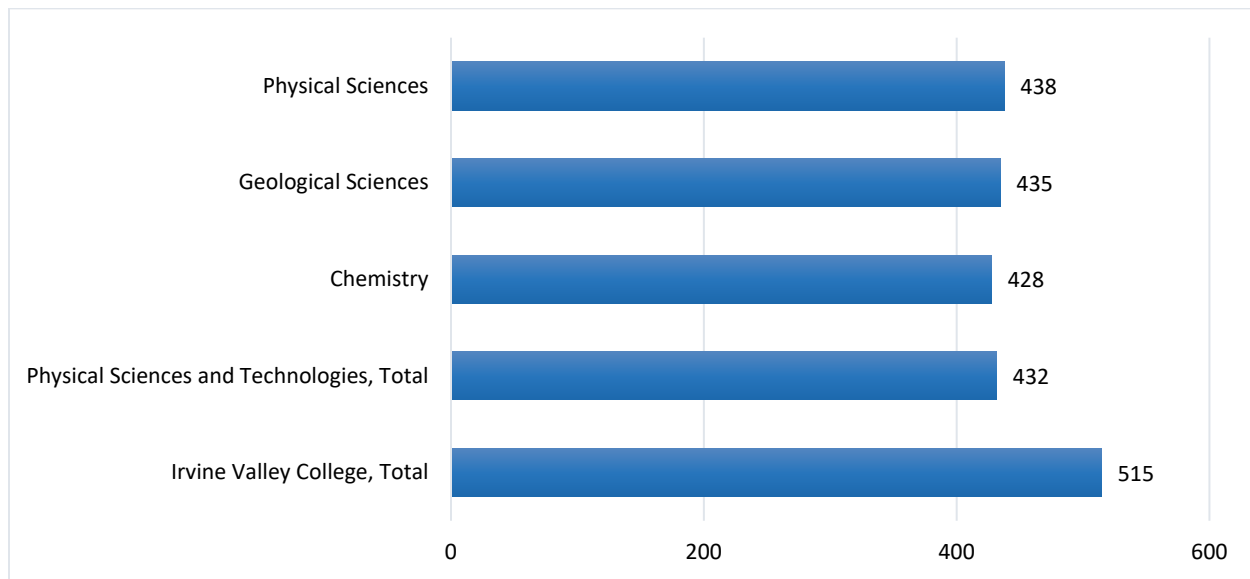
For the school, section counts, enrollment counts, and WSCH and FTES measures have varied over time. Productivity has been lower than the college productivity because the class caps are 30 in most classes. The fill rates have been significantly higher than the college's fill rate each year. Student retention rates vary, but the school average is close to the college's average. Student success rates are higher than the college's average. Most physical sciences students state transfer as their educational goal. There has been an increase in the number of degrees and certificates awarded between 2013 and 2017.

Table 4.37: Physical Sciences and Technologies and Irvine Valley College

College, School, Department, 2018-19 Academic Year	TOTAL SECTIONS	COURSE FILL RATE	FTEF	WSCH	FTES	PRODUCTIVITY (WSCH/FTEF)
Irvine Valley College, Total	2,690	92.5%	681.30	350,778	10,995	515
Physical Sciences and Technologies, Total	132	96.7%	59.50	25,699	857	432
Chemistry	59	94.9%	32.96	14,101	472	428
Geological Sciences	22	89.0%	7.66	3,330	110	435
Physical Sciences	51	102.1%	18.88	8,268	275	438

Data Source: SOCCCD inFORM Data Warehouse, 2019

Figure 4.19: Physical Sciences and Technologies, Productivity Bar Chart (WSCH/FTEF), per Table 4.37 Final Column



Data Source: SOCCCD inFORM Data Warehouse, 2019

Table 4.38: Retention and Success Rates

Average Retention Rate	2014-15	2015-16	2016-17	2017-18	2018-19
Irvine Valley College - Retention	87.6%	88.2%	88.4%	88.7%	89.5%
Physical Sciences and Technologies – Retention	89.7%	88.7%	88.7%	89.5%	89.7%

Average Success Rate	2014-15	2015-16	2016-17	2017-18	2018-19
Irvine Valley College - Success	70.7%	71.3%	72.0%	72.3%	74.1%
Physical Sciences and Technologies – Success	76.8%	75.8%	75.4%	76.3%	77.5%

Data Source: SOCCCD inFORM Data Warehouse, 2019

Table 4.39: FTES and WSCH, Total Growth and Average Annual Growth Rates

College, School, Department, 2014-15 to 2018-19	FTES GROWTH, 2014-15 to 2018-19	AVERAGE ANNUAL GROWTH RATE, FTES, 2014-15 to 2018-19	WSCH GROWTH, 2014-15 to 2018-19	AVERAGE ANNUAL GROWTH RATE, WSCH, 2014-15 to 2018-19
Irvine Valley College, Total	3.7%	0.9%	7.8%	1.9%
Physical Sciences and Technologies, Total	2.8%	0.7%	2.9%	0.7%
Chemistry	-10.9%	-2.9%	-10.7%	-2.8%
Geological Sciences	-6.7%	-1.7%	-6.5%	-1.7%
Physical Sciences	47.8%	10.3%	46.9%	10.1%

Data Source: SOCCCD inFORM Data Warehouse, 2019

Table 4.40: Section Count and Fill Rates

College, School, Department, 2014-15 to 2018-19	AVERAGE NUMBER OF SECTIONS, 2014-15 to 2018-19	AVERAGE COURSE FILL RATE, 2014-15 to 2018-19
Irvine Valley College, Total	3,223	79.7%
Physical Sciences and Technologies, Total	141	94.9%
Chemistry	68	94.5%
Geological Sciences	24	84.4%
Physical Sciences	48	100.3%

Data Source: SOCCCD inFORM Data Warehouse, 2019

CHALLENGES AND OPPORTUNITIES FACING THE SCHOOL

The challenges and opportunities for the School of Physical Sciences and Technologies include:

Chemistry

- Facilities modification to convert B230 into an additional laboratory and then remodel the current labs.
- Coordinating with the Success Center Coordinator to ensure that all chemistry tutors are screened by full-time faculty Course Coordinators.
- A lack of glassware drawer availability requires students to share drawers and work in pairs. Students are at a disadvantage when they work this way because one student will not have the same hands-on experience as the other.

Physical Sciences

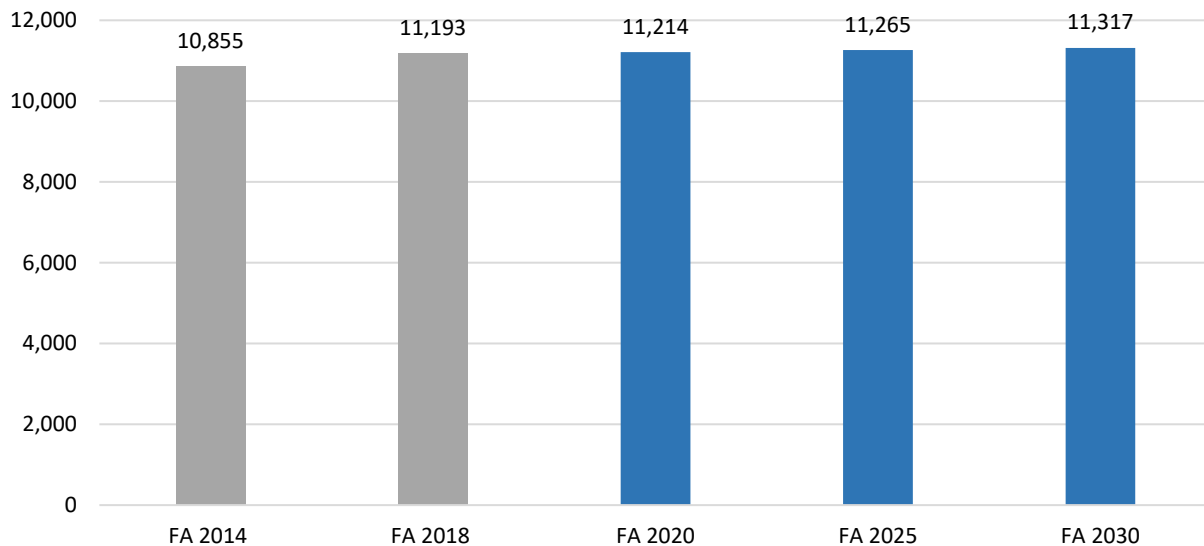
- Increasing tutorial services to all physics students seeking help at the Success Center.
- Supporting the Physics Club (lead mentor) and the Applied Science and Engineering club (ASEC).

- Supporting student participation at nearby full-scale, national-level meetings and conferences—for example, the Southern California Conference on Undergraduate Research, the Honors Transfer Council Conference (HTCC), and the IVC research conference.
- Supporting student activities including trips, internships, and research opportunities at local corporations, businesses, and national institutes.
- Developing relationships/partnerships with local high schools, colleges, and universities.
- Developing hands-on laboratory work to engage and enhance the lecture learning and overall course learning objectives.

Geological Sciences

- Reviewing and making improvements to the field studies courses.
- The Geology Department currently shares the time of a Senior Lab Technician with other departments. Additional technician support will be needed for future expansion of the program.
- The geology lab is dated and could be updated.
- Students enrolled in geology courses would benefit by having access to new laptop computers for use when completing real-time data analysis in the lab.

Figure 4.20: School and Program WSCH, Physical Sciences and Technologies, Actual and Estimated Growth, 2014 to 2030



WSCH, Actual and Projected	FA 2014	FA 2018	FA 2020	FA 2025	FA 2030	Estimated Average Annual Growth Rate, 2018 to 2030
Chemistry	6,657	6,274	6,287	6,319	6,352	0.10%
Geological Sciences	1,726	1,520	1,521	1,522	1,524	0.02%
Physical Sciences	2,472	3,399	3,406	3,424	3,441	0.10%
Physical Sciences and Technologies, Total	10,855	11,193	11,214	11,265	11,317	0.09%

Data Source: SOCCCD inFORM Data Warehouse, 2019

FUTURE DIRECTION OF THE SCHOOL

The future directions for Physical Sciences and Technologies include:

- Instructional Equipment and Supplies Needs:** The School of Physical Sciences and Technologies is heavily reliant on instructional equipment and supplies. Our unique STEM programs require both equipment and supply funds to maintain the chemistry, physics, and geology laboratories. The rapid expansion of the physics program (doubling in size since Fall 2015) increased the need for equipment and supplies. Although the department received budget increases there are additional needs for operating supplies. An inventory of equipment along with its life expectancy is maintained to plan for replacement prior to the equipment breaking.
- Facility Needs:** Facilities is an ongoing issue as many classes require laboratories. Plans exist to create an additional chemistry lab and then remodel the existing aging chemistry labs, one lab at a time. The rapid expansion of the physics program created the need for a second physics laboratory. The remodel of the B 300 building being discussed should take care of the facilities needs of physics and geology.
- Staffing Needs:** Recruitment has been completed to fill two full-time chemistry faculty positions, one full-time physics/astronomy faculty position, one full-time geology faculty position, and one chemistry lab technician position. The recruitment is underway to fill a permanent part-time physical science laboratory technician position.
- Professional Development Needs:** The current availability of college-wide funding for professional development has met the needs of the departments.

SOCIAL AND BEHAVIORAL SCIENCES

DESCRIPTION

The departments in the School of Social and Behavioral Sciences are Administration of Justice, Anthropology, Economics, Human Development, Geography, Political Science, Psychology, Sociology, and Sustainability and Resource Management. The overarching goal of these departments and the school is to impart to students the knowledge of how to analyze past and present human behavior to understand and shape themselves and their society. Courses taught in the school utilize the methods of analysis, written conventions, critical thinking, and scientific approaches characteristic of social and behavioral sciences, providing students with an excellent foundation for transfer, upper-division work, and critical thinking about society and behavior. The school offers a student-centered schedule of courses to help students reach their goals of career training and/or transfer on time. The faculty, many of whom have received awards for teaching excellence, are committed to offering superior instruction and student mentoring both inside and outside the classroom.

The departments in the School of Social and Behavioral Sciences are as follows:

Administration of Justice: The Administration of Justice program offers a wide range of courses that prepare students for transfer to upper division coursework towards a four-year degree, and prepare students to seek employment in various agencies of the criminal justice system. The curriculum is designed to acquaint pre-service and in-service students with the principles and practices of criminal justice in the United States. Coursework provides a solid foundation for students intending to pursue careers or further study in law enforcement, corrections, supervision and administration, parole and court duties, private security, and pre-law programs.

Anthropology: Anthropology is the study of the organization, behavior, and development of the human species. Physical anthropology examines the fossil remains of ancestral humans and the behavior of primates in order to construct theories of how and why human beings have evolved. Cultural anthropology is concerned with the basic structures of human cultures, particularly with regard to subsistence strategies, social organization, language, religion, and political and economic systems. Anthropology focuses on the acquisition of knowledge through use of the scientific method, allowing students to explain evolutionary theory in light of the human fossil record, analyze the relationship between modern humans and non-human primates, and objectively evaluate non-western customs and beliefs.

Economics: Economics is the study of how people make choices when faced with scarcity and is therefore the study of the process of decision-making by individuals, businesses, governments, or any other group that must make such choices, and the study of the institutional context in which these decisions are made. Coursework in Economics covers the impact of scarcity on decision making by individuals, firms, and society; basic economic modeling, mathematical and graphical analysis for evaluating resource allocation, markets, and the economy; and government policies related to markets and the economy.

Geography: The academic discipline of Geography studies the earth and its people in their many mutual relationships and regional variations. Geography students examine a broad range of topics, from the

physical nature of the earth's surface and atmosphere to the varied human activities which interrelate with the physical environment and result in a distinct spatial imprint on the land. As a result of its interdisciplinary nature, geography is an outstanding discipline for students who wish to integrate the physical and social sciences. An undergraduate major in geography can prepare students for professional careers in urban and community planning, resource management, earth and atmospheric sciences, cartography and geographic information systems, education, and regional analysis

Global Studies: Global Studies is an interdisciplinary program designed to enhance student knowledge and understanding of global processes and their implications for societies, markets, governments, cultures, and environments around the world. The program also introduces students to the study of global issues and perspectives while providing the methodological tools and techniques necessary to analyze them at multiple (local, regional, and international) levels. An understanding of the world's social, economic, political, cultural, and natural systems and their growing interdependence not only enabled students to think globally, but prepares them to live, work, and participate in an increasingly globalized world as well.

Human Development: The Human Development program focuses primarily on the development of the child from infancy through school age and explores programs and activities designed to promote children's overall growth and well-being. Students learn, both in theory and through direct observation, ways of meeting the emotional, physical, social, and cognitive needs of the young child. Courses in the program are relevant for those seeking training for employment in childcare facilities, as well as for parents and potential parents, recreation leaders, and elementary school teachers.

Political Science: The Political Science program exposes students to the political systems and ideas that are vital in an increasingly interdependent world. The study of Political Science addresses how social, economic and moral issues have political implications and how governmental policy impacts daily life. Students are taught how groups of people govern themselves; how policies are made; and how to influence government policies at the local, state, national, and international levels. The program curriculum addresses American politics, international affairs, and critical issues such as civil rights, health care, the environment, and the deficit.

Psychology: Psychology courses at Irvine Valley College provide academic instruction in basic psychology concepts, theories, terminology, and research methods, and promote students' life skills, personal growth, and interpersonal effectiveness. Students majoring in psychology at the lower-division level focus on understanding human personality and behavior, cognition, and emotions, as well as researching psychological issues of current concern. The critical insight that psychology requires makes this major especially appropriate for those considering careers in any of the helping professions, teaching, or behavioral research, or for those seeking a widely applicable liberal arts background.

Sociology: Sociology focuses on patterns of human behavior within social contexts, seeking to understand both the forces that mold us as individuals and the elements that govern our social existence. Sociology's subject arena ranges from the intimate family to the hostile mob, from crime to religion, from the divisions of race, gender, and social class to the shared beliefs of a common culture. Undergraduate training in sociology can open a variety of doors in business and the human services. Sociology majors who enter the business world work in sales, marketing, customer relations, or human resources. Those who enter human services work with youths at risk, the elderly, or people experiencing problems related to poverty, substance abuse, or the justice system.

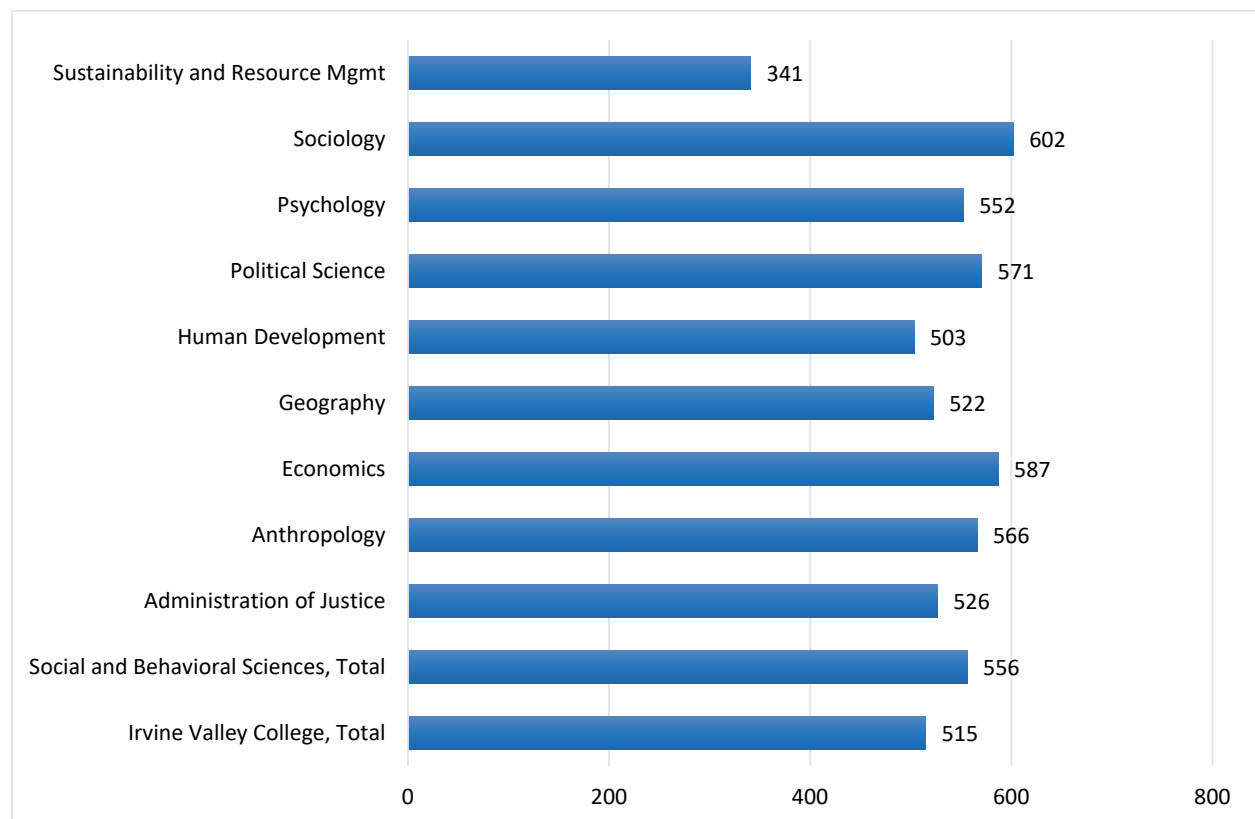
Sustainability and Resource Management: Sustainability and Resource Management is among the largest and most rapidly growing industries in America. As more cities and businesses develop sustainability and zero waste policies, the need increases for personnel who can properly manage resource use and recycling. Utilizing resources efficiently can enable businesses to increase their economic bottom line, improve community relations, and contribute to environmental health. The sustainability and resource management curriculum emphasizes an interdisciplinary approach, exploring recycling and resource management from a variety of perspectives and in a variety of settings. Core curriculum provides students with an in-depth study of waste and resource management, emphasizing cultural, community, and business applications. Courses cover governmental and organizational policies, practices, and procedures in waste resource management, including best management practices and successful community and educational programs.

The accompanying data show a school with higher than average productivity and success rates that has experienced a contraction in course offerings to “right-size” itself, with projected flat to low growth over the next several years. However, growth rates, fill rates, and productivity are not the most noteworthy attributes of the School of Social and Behavioral Sciences. These are the faculty’s robust culture of mentorship and student engagement and their continuous striving to incorporate more data-informed touchpoints and supports for student learning. Through extra- and co-curricular activities such as the Model United Nations, the Psi Beta psychology honor society, the PTK national honor society, the XTE Administration of Justice honor society, the Green Team Alliance, the Undergraduate Research Irvine Valley College (UR-IVC) program, and the Social Justice, Geography, and Political Science clubs, the faculty have found ways to marry theory and practice in the lives of students, while fostering leadership, research, and civic engagement on both a local and global scale.

Table 4.41: Social and Behavioral Sciences and Irvine Valley College

College, School, Department, 2018-19 Academic Year	TOTAL SECTIONS	COURSE FILL RATE	TOTAL FTEF	WSCH	FTEF	PRODUCTIVITY (WSCH/FTEF)
Irvine Valley College, Total	2,690	92.5%	681.30	350,778	10,995	515
Social and Behavioral Sciences, Total	381	91.8%	77.78	43,256	1,421	556
Administration of Justice	28	105.8%	6.01	3,164	105	526
Anthropology	32	101.4%	7.15	4,047	134	566
Economics	58	88.0%	11.70	6,868	225	587
Geography	29	87.1%	5.83	3,046	101	522
Human Development	40	69.5%	7.37	3,709	93	503
Political Science	58	86.7%	11.93	6,809	225	571
Psychology	90	101.2%	18.66	10,306	374	552
Sociology	42	96.0%	8.40	5,058	153	602
Sustainability and Resource Mgmt.	4	57.1%	0.73	249	8	341

Figure 4.21: Social and Behavioral Sciences, Productivity Bar Chart (WSCH/FTEF), per Table 4.41 Final Column



Data Source: SOCCCD inFORM Data Warehouse, 2019

Table 4.42: Retention and Success Rates

Average Retention Rate	2014-15	2015-16	2016-17	2017-18	2018-19
Irvine Valley College - Retention	87.6%	88.2%	88.4%	88.7%	89.5%
Social and Behavioral Sciences - Retention	88.8%	89.9%	90.8%	91.9%	91.9%

Average Success Rate	2014-15	2015-16	2016-17	2017-18	2018-19
Irvine Valley College - Success	70.7%	71.3%	72.0%	72.3%	74.1%
Social and Behavioral Sciences - Success	70.1%	71.4%	72.9%	75.2%	75.7%

Data Source: SOCCCD inFORM Data Warehouse, 2019

Table 4.43: FTES and WSCH, Total Growth and Average Annual Growth Rates

College, School, Department, 2014-15 to 2018-19	FTES GROWTH, 2014-15 to 2018-19	AVERAGE ANNUAL GROWTH RATE, FTES, 2014-15 to 2018-19	WSCH GROWTH, 2014-15 to 2018-19	AVERAGE ANNUAL GROWTH RATE, WSCH, 2014-15 to 2018-19
Irvine Valley College, Total	3.7%	0.9%	7.8%	1.9%
Social and Behavioral Sciences, Total	-9.8%	-2.5%	-9.7%	-2.5%
Administration of Justice	-2.0%	-0.5%	-5.9%	-1.5%
Anthropology	-14.1%	-3.7%	-13.9%	-3.7%
Economics	-19.3%	-5.2%	-19.7%	-5.3%
Geography	-10.6%	-2.8%	-10.4%	-2.7%
Human Development	-24.1%	-6.7%	-22.9%	-6.3%
Political Science	5.7%	1.4%	5.8%	1.4%
Psychology	-6.5%	-1.7%	-4.9%	-1.3%
Sociology	-15.5%	-4.1%	-11.4%	-3.0%
Sustainability and Resource Mgmt.	133.3%	23.6%	112.8%	20.8%

Data Source: SOCCCD inFORM Data Warehouse, 2019

Table 4.44: Section Count and Fill Rates

College, School, Department, 2014-15 to 2018-19	AVERAGE NUMBER OF SECTIONS, 2014-15 to 2018-19	AVERAGE COURSE FILL RATE, 2014-15 to 2018-19
Irvine Valley College, Total	3,223	79.7%
Social and Behavioral Sciences, Total	430	87.0%
Administration of Justice	33	95.8%
Anthropology	33	100.5%
Economics	71	81.9%
Geography	34	80.3%
Human Development	53	65.2%
Political Science	63	81.6%
Psychology	96	99.3%
Sociology	46	94.8%
Sustainability and Resource Mgmt.	4	34.8%

Data Source: SOCCCD inFORM Data Warehouse, 2019

CHALLENGES AND OPPORTUNITIES FACING THE SCHOOL

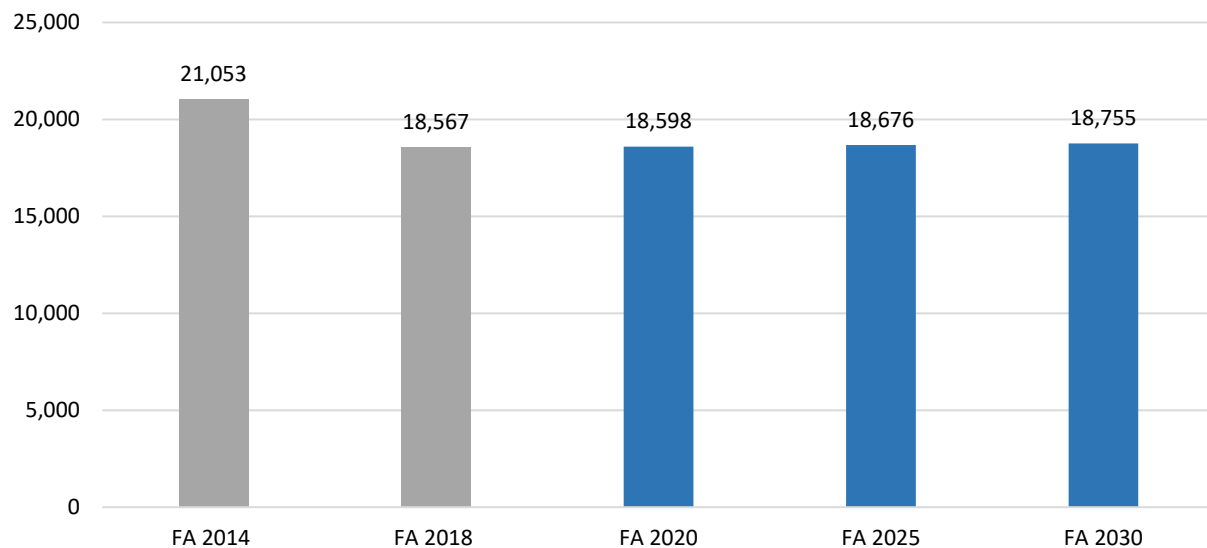
The challenges and opportunities facing the School of Social and Behavioral Sciences include:

- Between 2014 and 2018, the School of Social and Behavioral Sciences downsized its course offerings to meet college efficiency targets, and student demand and growth projections show no to low growth through 2030.
- The college is implementing guided pathways reforms to improve student outcomes. The school experienced a major challenge in 2016, when the college closed the Child Development Center, depriving the Human Development program of an important local site for student mentoring and child development observations.
- Growth projections show no to low growth for most disciplines within the School of Social and Behavioral Sciences through 2030. In recent years, students have demonstrated an increased interest in online and hybrid courses, and a decreased interest in evening courses. With these changes come challenges.
- The school must consider how to offer high-quality online options while maintaining security and academic integrity.
- The school should be prepared to explore ways of delivering exceptional content to students in both asynchronous and synchronous online instructional modes. The school must consider flexible scheduling options to meet the potential demand for shorter-term courses and accelerated learning. In addition, the school should explore new technologies and other resources to “flip” classroom instruction by linking the outside world to in-class theoretical concepts to improve content retention.

- Low growth projections do not prevent the need for state-of-the-art facilities, appropriate staffing, professional development opportunities, and programmatic build-out to meet best practices in pedagogy for student success. The School of Social and Behavioral Sciences has the following plans and needs over the next several years:
- There is an ongoing need for funds to cover equipment and supplies for the Anthropology-Geography Laboratory, which opened in Fall 2017 and is still in the process of acquiring instructional materials, display cases, and instruments for laboratory work.
- Other programs with ongoing supply and equipment needs are Psychology and Human Development. The need for equipment and supplies for Psychology will increase as the program grows and when the department eventually establishes a psychology laboratory.
- Human Development needs an on-campus laboratory childcare program. There will be a need for instructional equipment and supplies to build the childcare lab program.
- The Geography department needs to upgrade its Geographic Information Systems (GIS) capabilities by developing either a stationary or mobile GIS lab equipped with appropriate hardware and software.
- A Psychology Laboratory is needed to serve Psychology 3L, Psychology 2, Psychology 15 and Psychology 1 Honors, which would be fully scheduled from 8 am to 7 pm, Monday through Friday, within two semesters of opening.
- A stationary or mobile Geographic Information Systems (GIS) Laboratory is needed so that GIS training can be incorporated into more of the curriculum.
- The Undergraduate Research at IVC Program (UR-IVC) needs a permanent dedicated space for student research, collaboration, and preparation for research symposia.
- As demand for the use of dedicated computer classrooms has risen collegewide, the School of Social and Behavioral Sciences finds itself competing for scarce computer classroom space. Geography needs computers with GIS software, and other departments, such as Sociology, Economics, and Psychology, utilize statistical and other programs that provide students an opportunity to develop real-world research and problem-solving skills. To meet this demand, the School of Social and Behavioral Sciences needs two to three additional computer-equipped spaces.
- As planned many years ago, a new building designed for and dedicated to the Social and Behavioral Sciences is needed. The Social and Behavioral Sciences building will encompass additional laboratory spaces, computer rooms, collaboration space for co-curricular programs, state-of-the-art classrooms, and outdoor teaching spaces.
- Additional full-time faculty are needed in Economics and Human Development.
- Resources will be needed to cover additional hiring needs over the next several years as faculty retire.
- Additional advertising and marketing support are needed for the three Career Education programs in the School: Human Development, Administration of Justice, and Sustainability Resource Management.
- Initiatives focused on student equity, completion, and a closer integration of student services and instruction, which fall under the broad umbrella of Guided Pathways, have increased and will continue to increase the demand for professional development and training.

- Continue the practice of combining student government funds and general funds to support the four co-curricular programs within the School of Social and Behavioral Sciences. This has been a stabilizing policy with an overall positive impact.

Figure 4.22: School and Program WSCH, Social and Behavioral Sciences, Actual and Estimated Growth, 2014 to 2030



WSCH, Actual and Projected	FA 2014	FA 2018	FA 2020	FA 2025	FA 2030	Estimated Average Annual Growth Rate, 2018 to 2030
Administration of Justice	1,482	1,445	1,448	1,455	1,463	0.10%
Anthropology	2,058	1,785	1,789	1,801	1,812	0.13%
Economics	3,817	2,990	2,991	2,995	2,998	0.02%
Geography	1,452	1,179	1,180	1,182	1,184	0.03%
Human Development	1,974	1,821	1,823	1,828	1,834	0.06%
Political Science	2,671	2,973	2,978	2,992	3,006	0.09%
Psychology	5,028	4,235	4,245	4,272	4,299	0.13%
Sociology	2,520	2,028	2,031	2,039	2,048	0.08%
Sustainability and Resource Management	51	111	111	112	113	0.11%
Social and Behavioral Sciences, Total	21,053	18,567	18,598	18,676	18,755	0.08%

Data Source: SOCCCD inFORM Data Warehouse, 2019

FUTURE DIRECTION OF THE SCHOOL

Although projected growth for the School of Social and Behavioral Sciences is low, the physical plant, staffing, professional development, and other programmatic accoutrements must reflect best practices in pedagogy for student success.

The future directions for Social and Behavioral Sciences include:

- Focus on programs needing lab facilities as described above to reflect pedagogical needs.
- Physical space and staffing need to be added and/or reconfigured to support wrap-around counseling and other supports as part of the guided pathways model focused on dedicated student support services tailored to Social and Behavioral Sciences students.
- The profile and prominence of the school should be highlighted in the name of a dedicated building, designed to enhance and highlight the school's unique programs and ethos.
- Enough funds should be granted to support professional development, lab buildouts, field studies, co-curricular and research programs, full staffing, and administrative support for the unit.
- Facilities should reflect and support the vision and goals of the School of Social and Behavioral Sciences, which include a strong commitment to scholarly research, student mentoring and success, environmental sustainability, personal growth, social justice, and civic engagement.

STUDENT SERVICES DIVISION – DESCRIPTIONS, TRENDS AND FUTURE DEVELOPMENT

The Office of Student Services provides a range of programs and services designed to help IVC students overcome hurdles that may interfere with their progress as students, thus enabling them to successfully complete their academic goals. These programs include the following: Admissions and Records, Counseling Center; Disabled Students Programs and Services (DSPS); Extended Opportunity Programs and Services (EOPS), Cooperative Agencies Resources for Education (CARE) and California Work Opportunity and Responsibility to Kids (CalWORKs); Financial Aid; Guardian Scholars;

Health and Wellness Center; International Student Program; Matriculation; Outreach and Community Relations; Student Equity; Student Life; and the Veterans Services Center, among others. These individual programs work cooperatively to ensure they are meeting the full spectrum of student needs. Each program is described individually, along with the challenges, opportunities, and future directions specific to each program.



ADMISSION AND RECORDS

DESCRIPTION

The Admissions and Records Office provides quality customer service, access, accuracy, and equity to students, staff, and faculty while maintaining the integrity of South Orange County Community College District and Irvine Valley College rules and regulations and upholding the laws of the State of California. Admissions and Records serves the needs of students, faculty, staff, and college administrators by providing a range of online and in-person services to support admissions application processing, registration, grade collection, transcript services, enrollment and/or degree verifications, records security and maintenance, the evaluation of transfer credit, and degree and certificate audits.

CHALLENGES AND OPPORTUNITIES FACING THE UNIT

The unit anticipates there will be a change in the demographics of the IVC student population in light of the college's desire to increase diversity. Also, as new technology is introduced to student services and academic and student life programming is added to support various diversity initiatives, there may also be changes in the level of student engagement, the need for Admissions and Records services, and student expectations regarding not only the breadth and scope of services but also the manner in which they are delivered. As the college moves forward with its diversity initiatives, staff will need professional development opportunities that cover a broad base of issues including, but not limited to, cultural diversity, communication, conflict resolution, supervision, leadership, and teamwork.

With the changes in state and/or federal regulations, Admissions and Records will be tasked with developing appropriate steps to accommodate them. This may require (1) further dependence on the use of technology, (2) innovation as a means of maintaining compliance and meeting student, faculty, and administrative expectations, (3) staff training, (4) the need for greater coordination of activities among offices within student services (i.e. BOG Fee Waiver and Probation/Dismissal, and Petitions, etc.), and (5) flexibility.

Furthermore, technology will impact delivery methods for services, which may be supplemented to include greater access to students by way of remote access (i.e. video chat, instant messaging, and other engagements via social media).

Taken together, as the population comes to rely more and more on the use of technology to provide services, staffing must evolve to reflect the need for increased technical proficiency.

Admissions and Records is envisioned to change in many ways over the next five years, and these changes will impact the needs of the department. These future changes and related needs are summarized below.

FUTURE DIRECTION OF THE UNIT

Technology: It is expected that additional online and self-service improvements will take place. Moreover, given recent trends in the use of mobile devices along with the emphasis on putting in place the necessary infrastructure for mobile connectivity, students and other constituents will come to

expect they can engage Admissions and Records for services with smartphones. Appropriate steps must be taken to meet this expectation and may include (1) targeted communication strategies that include the ability to “push” information to students on mobile platforms (i.e. with CRM Advise), and (2) revamping the college’s online presence to accommodate mobile connectivity for faster loading of pages, form completion, and submission, to include fillable forms and the ability to attach support documents.

Another area of technological advances is with Degree Audit – U-Achieve implementation. Once the college has fully integrated U-Achieve and developed appropriate business processes to support it, the next steps will be to a) use Degree Audit to provide students and staff with degree outcomes and what-if scenarios for academic planning (i.e. courses needed to meet educational objectives, educational plans, etc.) to inform the academic scheduling process, such that departments are made aware of the number of students who need specific courses in order to meet their educational objectives, and b) automate graduation clearance using Degree Audit/U-Achieve and MySite Workflow.

Once Degree Audit is fully implemented, it will improve the unit’s operational effectiveness with respect to timeliness of service, access to student information, accuracy of information, and efficiency of processing. This will be accomplished through the use of not only Degree Audit but further integration with an online graduation application, automation, and installation of a mass graduation process. Technology will also be used in areas of records security and maintenance. Specifically, greater emphasis will be placed on electronic storage of student records in order to facilitate their access and improve efficiency for retrieval. Hard copies of student records will continue to be digitally scanned, indexed, and retained according to the South Orange County Community College District Document Retention Schedule. Records that no longer have to be maintained after a predefined period of time will be destroyed. For Admissions and Records, these tasks will be undertaken by the staff. However, other offices on campus have taken the initial steps to facilitate scanning in their areas as well.

COUNSELING CENTER**DESCRIPTION**

The Irvine Valley College Counseling Center provides counseling services to help students with a variety of academic, career, and personal concerns. Counseling faculty assist students in clarifying their needs, making decisions, setting goals, and dealing effectively with personal obstacles. The Center provides holistic counseling designed to address all aspects of student life. Academic counseling assists students in defining, evaluating, and implementing educational goals. Career counseling assists students in clarifying career and occupational goals by evaluating and analyzing their interests, abilities, values, and skills. Personal counseling also assists with personal, family, or other social concerns that may hinder students' educational success.

In addition, counseling services to further develop transfer readiness and degree completion are provided through the Articulation Office, the Veterans Service Center, the International Student Center, the Career Center, and the Transfer Center.

The Counseling Center also identifies and assists students in need by connecting them to campus and off-site resources to address concerns and barriers that may hinder their success. Finally, the Counseling Center provides workshops, programs, and services to assist in the recruitment, retention, and success of students.

CHALLENGES AND OPPORTUNITIES FACING THE UNIT

Counseling Services is doing an adequate job in meeting its unit goals. The unit continues its ongoing work in identifying opportunities to enhance the programs and services it provides students. As IVC continues to establish more programs such as dual enrollment with local high schools, the UCI/IVC Engineering Academy, the CSUF/IVC GAP 4+1 Program, and the Chapman/IVC Pharmacy Program, the unit has to make sure that this growth includes counseling support, which is a key student support function and is vital to planning and student success.

The Articulation Office reviews courses and develops and implements articulation agreements with the California State University system, University of California system, and out-of-state and private universities while also maintaining and updating ASSIST. This is a year-round process; thus, summer articulation hours are needed to promote transfer readiness and degree completion.

FUTURE DIRECTION OF THE UNIT

There are several goals that need to be accomplished over the next five to ten years:

Counseling

- Improve collaboration and communication with discipline faculty
- Improve collaboration and communication with high school counselors
- Expand physical space to provide more offices for counseling faculty and a larger waiting area for students and counter staff

- Increase counseling appointment time from 30 minutes to 45 minutes, in order to more successfully and holistically serve students
- Continue to hire more diverse faculty and staff
- Provide ongoing training for counselors
- Make progress towards the counselor/student ratio of 1:370, as recommended by the Academic Senate for California Community Colleges
- Work with the Office of Research, Planning and Accreditation to identify trends that will inform the unit's work with underserved student populations

Articulation

- Fully fund the summer articulation budget to continue articulation with CSU, UC, out-of-state and private schools
- Establish an ongoing budget for maintaining Transferology

DISABLED STUDENTS PROGRAMS AND SERVICES (DSPS)

DESCRIPTION

The Irvine Valley College Disabled Students Programs and Services (DSPS) unit promotes an inclusive environment for students with disabilities on campus. The primary responsibility of the department is to approve and coordinate academic accommodations, equipping students with auxiliary aids and support services, and facilitating self-advocacy. Furthermore, the unit partners with faculty to assist them in determining appropriate strategies to implement in the classroom, as they accommodate their students and strive to create an environment that employs universal design learning (UDL). Additionally, DSPS provides guidance that enables the college to remain in compliance with federal and state mandates that govern accessibility for individuals with disabilities.

DSPS provides counselors who work with students to determine, approve, and coordinate accommodations, auxiliary aids, and support services. The unit assists students with eliminating barriers that may hinder their academic success and creates an equitable learning environment for students with disabilities. In addition, DSPS provides test proctoring services, provision of adapted furniture, alternate media, note-taking services, interpreting and captioning for Deaf and Hard of Hearing (DHH) students, and other individual student accommodations. Assessing students for learning disabilities is another service for students who have not been previously diagnosed, allowing them to successfully complete their long-term educational goal with the application of compensatory strategies.

Coordinating these services for the campus requires considerable organization from the unit's staff and faculty. The desire to create an equitable educational environment for all students is the impetus behind the department's mission.

CHALLENGES AND OPPORTUNITIES FACING THE UNIT

Over the past seven years, the student population receiving services from DSPS has increased 44%, from 725 to 1,043 (unduplicated student count). The number of students who disclosed a secondary disability has increased by 247%, from 114 to 396 (unduplicated student count). Students who have self-identified as being diagnosed with a mental health issue make up the largest disability category served on the campus; over the past seven years, there has been a 265% increase in this population, from 93 to 340 students. The disability categories of ADHD, a learning disability, and other health-related concerns are additional categories that represent a large population of the students served in DSPS.

Given the increase in students served, and the in depth services required by students diagnosed with a mental health disability, the department needs additional counselors to support students as they experience crises and also more faculty to implement classroom strategies and student consults. Currently a counselor department lead coordinates the program in addition to seeing students, while the Dean of Counseling and Guidance supervises the staff and faculty. Even though the dean and department lead collaborate well, this structure does not lend itself to managing the program in the most effective manner. With the significant increase of students and services, program coordination requires a full-time administrator who can provide direct oversight to manage daily issues, in addition to the faculty lead position. The department also needs additional staff due to being housed in two

locations: the new testing center (DTC1) and the DSPS office (SSC 171). This need also can be seen in a 169% increase in test proctoring services over the past seven years (from 990 to 2,663 exams).

In addition, Guided Pathways has had a significant impact on DSPS students and how they navigate both enrollment and their academic pathways. With the onset of AB 705, students are now placed directly into transfer-level courses. Many DSPS students, depending on the specific nature of their disability, benefit from and/or require the scaffolding offered by below-transfer-level courses. It is unfortunate that they may miss out on the opportunity provided by this scaffolding due to lack of advisement or encouragement to enroll directly into transfer-level courses. Furthermore, the Guided Pathways movement encourages all students to complete transfer-level Math and English in their first year, contributing to a culture that fosters quick completion and transfer above most other academic goals. While this benefits many students, it may be discouraging to some DSPS students who need or want to take their time to ensure they experience success at each stage of their academic experience.

Resource requests for additional staff and adjunct counselors are submitted annually, and a proposal to hire an administrator to provide direct oversight to manage daily issues is being considered. Over the past few years, the unit has begun transitioning more service requests to an electronic submission process, including requests for services such as interpreting, captioning, classroom furniture, volunteer notetakers, alternative media, and test proctoring. This impacts the efficiency and effectiveness of the services provided by DSPS.

When the Guided Pathways initiative is considered globally, the unit recognizes it is crucial that DSPS students be part of the conversation. As the unit strives to improve the student experience for *most* students (i.e., those with a goal of transfer), it must also ensure IVC is not neglecting the *few* who may have other goals (i.e., personal or professional development, skills development, certificate, associate degrees, or transfer) or unique pathways to reaching those goals. These alternative pathways should be treated with respect and dignity, as they are no less important than those of the majority.

FUTURE DIRECTION OF THE UNIT

Creating an accessible campus is the responsibility of the college, with DSPS providing technical assistance to faculty, staff, and administrators in order to create an equitable educational environment. Emphasis will be given to interacting with faculty, supporting them to create a universal designed learning environment, as well as with students to help them acquire the skills and support services needed to successfully obtain their long-term educational goals. DSPS needs to be capable of responding to the college's demographic shifts and the increasingly complex needs of IVC's students.

EXTENDED OPPORTUNITY PROGRAMS AND SERVICES (EOPS), COOPERATIVE AGENCIES RESOURCES FOR EDUCATION (CARE), AND CALIFORNIA WORK OPPORTUNITY AND RESPONSIBILITY TO KIDS (CALWORKS)

DESCRIPTION

The EOPS/CARE and CalWORKs programs are categorically funded by the state Chancellor's Office. EOPS provides educational opportunities to low-income and educationally disadvantaged students. CARE provides services to EOPS students who are also single parents receiving CalWORKs cash aid. CalWORKs supports cash recipients who have been approved to include education as part of their welfare-to-work contracts with Social Services.

Program staff currently consists of five full-time classified staff, three full-time counselors, one full-time faculty coordinator, and two work study students, all of whom report to the Dean of Counseling Services. The EOPS/CARE program currently serves 800 students. CalWORKs serves 900 students. CalWORKs serves non-credit students. EOPS/CARE does not.

In addition to academic, career, and personal counseling by counselors and general guidance from support staff, students receive financial assistance in the form of textbook loans, parking permits, ASVCE membership, transportation assistance (gas cards and bus passes), cafeteria meal cards, grants, and work study (CalWORKs only).

These programs provide support to some of the campus' most at-risk students. Despite numerous disadvantages, participating students consistently achieve above the IVC general population in factors such as GPA, persistence, retention, transfer, and graduation. Given the additional support they receive, they thrive against many odds. The unit is very pleased with the success that its students achieve and continues to explore strategies to help them continue to reach their goals.

As part of its mission, EOPS/CARE/CalWORKs partners with a variety of outside community organizations including Families Forward, Second Harvest, and Charter 100, to name but a few.

CHALLENGES AND OPPORTUNITIES FACING THE UNIT

Even though Irvine Valley College is located in a relatively affluent community, there will always be new immigrants and impoverished individuals in the student population, and the demand for specialized support services will continue to exist. But at this point in time, no major changes to EOPS/CARE/CalWORKs programs are anticipated. The program has reached its maximum size, given space and funding limitations. Eight hundred unduplicated students appear to be about all that the unit can manage without more space and more funding. Stretching for more students would only dilute the program. Currently, all three counseling offices are occupied during every hour the department is open, and there is no room to grow in its current space.

The unit has done its best to request special training to enhance the technical skills of its staff, but additional training will still be helpful.

Specifically, more campus support for IVC's Annual Adopt-a-Family Program is needed. Donations have gradually declined over the years. In past years, the program was more of a campus-wide event, but new supporters have not stepped up to take the place of longtime supporters who have retired. The

unit recognizes it shares some responsibility to improve marketing of the program across campus and that there are many competing needs during the holiday season.

FUTURE DIRECTION OF THE UNIT

The EOPS program has been in existence since 1969, while CARE started in 1982 and CalWORKs began in 1998. Given this history, statewide documented program successes, and strong advocacy efforts by program leaders statewide, the unit believes it is likely that each of these programs will continue to be funded for years to come.

This year, the IVC Guardian Scholars program was aligned with EOPS/CARE and CalWORKs. It was a logical alignment, given that foster youth students are in need of the same support mechanisms as EOPS students. EOPS serves many of the same disproportionately impacted students supported by Student Equity. Planning for the future, the unit would look to more closely align its programs with Student Equity, the Veterans Services Center, and DSPS, and have them report to a new/second counseling dean to oversee them. As IVC grows and the demands on Student Services continue to increase, this could be a logical division of programs and supervision.

A current effort led by an EOPS counselor seeks to diversify the EOPS student population through outreach to high schools that serve a broader population of low-income students.

FINANCIAL AID

DESCRIPTION

The primary purpose of the IVC Financial Aid Office is to help students pay for college by offering an array of federal, state, and institutional aid programs. A critical component for most students attending college is having the financial resources to pay for tuition/fees, books and supplies, and other educationally related expenses.

The IVC Financial Aid Office is innovative in how it delivers services to students. Besides employing new technologies such as the Campus Logic system, which allows students to complete their financial aid file online, the unit continuously evaluates business practices to ensure unnecessary barriers are removed from students accessing college, and aligns them to achieve college, District and statewide goals on student success. Between Fall 2014 and Fall 2016, IVC had the second highest increase in Pell Grant rates among California community college students. Similar increases in the Cal Grant program took place over the same period of time.

CHALLENGES AND OPPORTUNITIES FACING THE UNIT

The IVC Financial Aid Office is located on the first floor of the Student Services Center, across from the Admissions and Records Office. It is the third most frequented department in Student Services, serving 8,000 students and processing 12,000 applications each academic year. The two greatest challenges facing the IVC Financial Aid Office (and the college) are the declining number of students applying for and receiving student aid, including the Federal Pell Grant and the California College Promise Grant, and technological limitations.

Regarding the former, the improved economy has resulted in a drop in the number of financial aid applications (e.g. the Free Application for Federal Student Aid, or FAFSA), which can affect the college's share of funding based upon the new Student Centered Funding Formula. Additionally, the District's homegrown student information system (SIS) is not a complete system, as the financial aid and student accounts modules have not been developed. Extensive integration, albeit incomplete, is required and regularly updated, although updates often result in extensive delays. A case in point is the implementation of Single Sign-On (SSO) functionality. This technology allows students to have one login for multiple systems, and which enables the different systems to communicate with one another and eases the student experience. Presently, the IVC Financial Aid Office manually updates the PowerFAIDS student financial aid portal (NetPartner) with updates from the Campus Logic student financial aid engagement platform. In addition, students and staff must log in three different times, between the MySite (SIS) system, PowerFAIDS, and Campus Logic, to check their financial aid status and complete their work.

In order to address the declining number of financial aid applications and Federal Pell Grant and California College Promise Grant recipients, the college has approved hiring a full-time staff member funded by the Promise Program (AB 19 and AB 2) to perform outreach at the local high schools and on campus. Additionally, the District is looking at utilizing an artificial intelligence chatbot to provide 24/7

customer support to students. Other District technological initiatives include a current project to implement SSO for the Campus Logic system, as well as NetPartner afterwards, to address the technological challenges for the Financial Aid Office and students. The District also is exploring moving from MySite to a complete student system, preferably Workday Student, with financial aid and student account modules.

FUTURE DIRECTION OF THE UNIT

Several states already have legislation in place requiring high school graduates to complete the FAFSA as a requirement for graduation. California has introduced similar legislation. Due to the correlation between college attendance and completion and FAFSA completion, greater emphasis on students completing the FAFSA will occur. In order to adequately prepare for the existing and future industry and societal changes regarding student success, the IVC Financial Aid Office will utilize new technologies and optimize existing functionality to improve student service, institutional compliance, and staff productivity, including PowerFAIDS setup, SSO implementation, and an AI chatbot. The department will also continue to evaluate business practices to increase student access and remove barriers. One of the chief goals of the department is to have as many students as possible paid during the first week of classes in the fall semester.

The goals of the IVC Financial Aid Office are in alignment with the Chancellor's Statewide Vision for Success to increase student degree and certificate completion, as well as reducing the number of units students earn prior to graduation or transfer. Changes moving forward will most likely entail implementing new technology, such as a student information system (e.g. Workday Student). Likewise, statewide goals, including the Guided Pathways Initiative, Vision for Success, and Student Centered Funding Formula, will also dictate the future direction of the IVC Financial Aid Office. Similarly, the IVC Student Services division will need to ensure it is also appropriately aligned with statewide objectives to produce measurable results.

GUARDIAN SCHOLARS

DESCRIPTION

Guardian Scholars is a comprehensive program that supports current or former foster youth in their pursuit of a college education. Foster youth face unique challenges (e.g., lack of traditional family support, attending multiple schools, etc.). The program strives to provide support services needed in order to overcome these challenges. A dedicated counselor is provided to assist students in navigating the college's policies and procedures, as well as to provide one-on-one support.

The primary student success goals for the program are to improve the retention of current and former foster youth participating in the program as well as their attainment of their academic goals. Retention rates among foster youth are dismal, so providing case management-based counseling is an integral part of keeping students engaged. In addition, students who identify as foster youth may lack social capital, so exposure to four-year universities is also important.

CHALLENGES AND OPPORTUNITIES FACING THE UNIT

The program is on its way to being a robust program that is recognized by outside partners who work with current and former foster youth. Building relationships with on- and off-campus partners is a priority. In doing so, social workers and case managers are gradually increasing their referral of students to IVC. Students on campus are also starting to build a rapport with counselors and seeking services on a more regular basis.

In order for the program to grow, awareness of the many challenges that foster youth experience must also increase among the IVC campus community. The best referrals have come from the college's own faculty and staff members. An ally program has been developed and the plan is to offer the training several times a year to ensure that more faculty and staff become allies.

It is a vital part to the success of the program to partner with programs/units both internally and externally. Internally, there are several programs that are key to helping students achieve success, including Financial Aid, EOPS, and DSPS, just to name a few. For instance, more collaboration with Admissions and Records as well as the Financial Aid Office will help the unit to identify foster youth students when they first apply to IVC.

Externally, it's important to have a good relationship with outside partners who may have worked with students in different capacities. For instance, in order for a student to be a participant, they must provide verification that they were a ward of the court. This verification may be provided by the student's social worker. In addition, some of the students live in transitional housing and are assigned case managers. Other external agencies may offer services that the student needs in order to focus on their studies.

More financial support is needed to address some of the hardships students face that become barriers toward achieving their goals. For this reason, continued funding for direct student support is crucial. In

addition, among the many challenges facing foster youth at IVC is the minimal amount of low-income and transitional housing available in Irvine.

More professional development for staff is needed, as there are always new assembly bills proposed that affect foster youth. Additional staffing is needed to help with program outreach and to provide program services.

Changes to Student Equity funding could significantly impact the success of the Guardian Scholars program. Unfortunately, current data on foster youth is based on a small number of identified students and does not provide an accurate depiction of this student population.

FUTURE DIRECTION OF THE UNIT

The unit anticipates strong growth. In the next couple of years, the program could double or even triple in size. With this growth, a designated center will be needed where students can study, hang out to build a peer support system, and just have a safe space. Finally, more financial support will be needed to address some of the hardships these students must overcome to achieve their goals. Building relationships with on-campus and off-campus partners will be an ongoing priority.

HEALTH AND WELLNESS CENTER

DESCRIPTION

The purpose of the Health and Wellness Center (HWC) is to provide students who are enrolled at the college with acute health services and mental health services, along with providing education for the entire college to keep the campus healthy.

The unit's services include immunizations, flu vaccines, sick care, wellness care, physical exams, dispensing medications, lab draws, Family Pact, and crisis intervention for mental health issues.

The unit's staff provide quality services and are licensed and extremely knowledgeable about college-age health and mental health issues. The unit has built a large resource list for services it cannot offer, such as dental work and treatment of chronic mental health issues. The unit provides education to staff and faculty on health issues and intervention as well as monthly education about wellness issues on campus. Mental health providers speak in classrooms and with faculty about prevention and intervention of student behavioral issues, and the unit provides workshops about suicide education and intervention several times during the semester. These workshops are open to all faculty and staff.

CHALLENGES AND OPPORTUNITIES FACING THE UNIT

Each year the unit become increasingly busy with student issues. The unit's number of students presenting with mental health issues has increased over 40% in the last three years and is continuing to grow. The unit needs a second full-time mental health provider and more permanent, sustainable staff that are not funded with grants or hired as hourly medical professionals. The college's student health fee provides the unit's funding. However, it is becoming more and more evident that additional funds need to be allocated from the campus general fund in order to sustain health/education programs and build more programs to address the health and barrier needs of students. One in three students suffer from a mental health issue, so the unit needs more help to treat and care for IVC's students. Faculty face daily crisis in their classrooms and are not prepared to assist students in need, even with the unit's outreach education efforts.

In the medical area, student health care needs are increasing; a large number are not covered under their parents' insurance plans. There is an increase in sexually transmitted diseases in college-age populations across the nation, and education on prevention is vital to decrease this statistic. Suicide is the tenth leading cause of death in the country among all residents. However, the suicide rates in veteran college students and students ages 18 to 24 is increasing. This requires more intervention, as well as training staff and faculty on what to do and how to speak to a student in need.

The unit has just moved into a newly built Health and Wellness Center building on campus, which will allow students to feel more comfortable when coming in for help.

It also is implementing more printed educational materials on campus for students and will place more posters and brochures out to encourage more positive behaviors.

The unit's website is up to date with current information, and more in-class education will be introduced throughout the campus regarding the increase in sexually transmitted diseases, as well as the Family Pact family planning services the unit offers. This will be complemented with continuing mental health education classes for faculty and staff.

FUTURE DIRECTION OF THE UNIT

Unit services will continue to adjust based on student needs each semester, along with new research findings for medical and mental health needs in this student population age group. The unit's recommendation for the future is to increase services and have stable, full-time medical and mental health practitioners available daily for students to access.

INTERNATIONAL STUDENT PROGRAM

DESCRIPTION

The International Student Program (ISP) provides IVC's 830 F-1 visa/international students with a comprehensive set of essential support services to ensure they achieve their academic and career goals. The ISP also provides campus-wide leadership in advocating for and implementing the college's goals for international education and promotes a campus environment that embraces diversity.

Maintaining compliance with federal regulations of the US Department of Homeland Security (US DHS) is a core responsibility of the ISP. Accuracy in regular enrollment reporting through the Student and Exchange Visitor Information System (SEVIS) is an essential function of the ISP so that IVC continues to be able to admit F-1 visa students for study.

The unit offers an array of services for its students and for IVC. This includes coordinating all recruitment activities for international students, such as print and web marketing; working with local ESL programs; overseas recruitment; and working with educational agents. The ISP's assistance to its students includes admissions and application processing, providing specialized orientation, immigration advising and coordination of all reporting to the US government, academic counseling and university transfer assistance, workshops, and social programming/activities.

The ISP is essential to the college's goal for revenue generation. International student enrollment currently generates approximately \$8 million, including \$6 million in foreign student tuition fees and over \$700,000 in capital outlay funds. This money directly benefits IVC's general fund on an annual basis.

IVC's F-1 visa/international enrollment experienced sizable growth from 2010 to 2014, increasing by 106%. However, in line with national trends, growth since then has been minimal (12% growth from 2014 to 2019). The college's primary market is China, representing over 65% of its total international student population; however, students from 50 countries are represented in the program.

The program's students also contribute in a positive way towards the Vision for Success goals. Specifically, 85% or more of its students indicate they intend to transfer to university. In the spring 2018 and fall 2019 transfer cycle, the program had 145 F-1 visa students transfer to the UC system and 50 F-1 visa students transfer to the CSU system.

CHALLENGES AND OPPORTUNITIES FACING THE UNIT

Internal: The International Student Program is at an exciting point of expansion and development. It has had very sizable investment in the last three years, which is of great benefit to the future potential for growth and improvement in its services. The college has increased its budget by \$250,000 in the past four years, which has and will continue to allow the program to undertake extensive marketing and, more importantly, provide new and augmented support services to its international students. This anticipated growth will create a later need for more staffing within the next three to five years.

One challenge that the ISP faces is that the District at large does not make internationalization a priority. It is not listed in any planning or strategic goal document at the college or District level. This directly

impacts the program and leads to difficulty in implementing initiatives that would help international students and program growth.

Additional internal challenges in the future include access to classes for ISP students, as greater numbers of students now arrive during ISP orientation season. The program's current practice in providing access to classes for new F-1 visa students may need to be re-visited as it moves forward in its recruitment efforts.

External: Overall international student enrollment growth nationwide is flat, while new enrollment growth is decreasing. This is due to various factors including the political climate in the US, changes to US immigration policy, concerns related to safety in the US, and the overall high cost of US higher education in comparison with competitors (the United Kingdom, Canada, etc.). Due to this, anticipated enrollment growth at IVC from new marketing initiatives may be negatively impacted. IVC benefits from its high transfer rates and safe location in Irvine; these factors will be highlighted in all marketing efforts.

AB 705 has also led to a disparity in access to registration for international students. Technological issues prevent international students from accessing the Guided Self Placement, which delays their access to registration. This is an equity issue that needs to be addressed as the college moves to potential online self-assessment tools in the future. Such tools must be accessible to students overseas so that they have equal access to classes the same as their domestic counterparts. The District needs to take this into consideration when moving forward with future plans.

FUTURE DIRECTION OF THE UNIT

The International Student Program is truly at a point of dynamic change. It has recently received investment into its program through the resource request process that will allow it to actively undertake targeted marketing initiatives, with the goal of increasing both its overall numbers and diversity within the program. Specifically, such initiatives include direct overseas marketing, increased print and web advertising, and partnerships with educational agents. IVC is very well positioned in terms of the enrollment growth of international students due to its transfer reputation, its location in Irvine (which is one of the safest cities in America), and the academic reputation of the college. The unit anticipates 3% growth within two years of its concerted marketing efforts and 5% growth by year five.

This growth in program numbers will require additional staffing to support students. This will include the addition of an ISP specialist position, additional counseling staff, and an assistant director. As such, the program will require additional office space to house these positions, and discussions are underway in connection with the Student Services Building redesign.

The program also received funding to undertake ongoing social programming including activities, workshops, and a peer mentor program. The goal is to increase the inclusion and sense of community among ISP students, as this has been lacking. These are core components to support the total student and will change the program from "transactional" to "full-service."

Long term, the International Student Program would like to see formal study abroad opportunities be made available for IVC students. There is potential for the ISP to become an “international education center” that assists with both inbound and outbound student programming.

MATRICULATION

DESCRIPTION

The primary function of Matriculation is to assist students with the onboarding process prior to enrolling in classes at the college. The pre-enrollment steps are required for most incoming students and are essential in the unit's efforts to maximize student success while enrolled at IVC. The process requires students to receive their placements in math and English, develop a first-semester plan, learn about programs of study, majors, certificates, and careers during advisement, and become familiarized with important dates and deadlines, services and resources, and college expectations, policies, and procedures. In addition to helping facilitate the pre-enrollment process, matriculation staff also assist with determining placements, prerequisites, and course equivalencies.

One notable attribute that the matriculation staff is known for is their flexibility and adaptability. The role of matriculation requires working closely with Outreach, Counseling, Enrollment Services, faculty, and high schools. Matriculation often coordinates services between various departments and the local high schools. With several new state initiatives such as Guided Pathways and AB 705, Matriculation has been required to alter their practices and methods of delivering pre-enrollment and placement services while keeping all stakeholders apprised of the updated processes. The Matriculation staff have exemplified these attributes of communication, flexibility, and adaptability during these times of transition.

CHALLENGES AND OPPORTUNITIES FACING THE UNIT

Some external core issues that face the Matriculation unit pertain to recent statewide initiatives. Several other community colleges recently closed their Assessment Centers and repurposed their staff due to AB 705. With this legislation there was concern about job duties and position stability. Some preliminary discussions focused on possibly updating job descriptions once AB 705 was fully implemented.

AB 705 eliminated assessments and provided all incoming students with baseline math and English placements into transfer-level courses. To meet the needs of incoming students, Matriculation has had to revamp the services offered at high schools by offering in-person orientations along with facilitating the guided self-placement surveys. As a result of AB 705, students now have the ability to complete all matriculation steps online, thus eliminating any touch points with the matriculation staff. While this process provides convenience to students, confusion and uncertainty have resulted in some students attending in-person sessions for various matriculation activities after having already completed the process. There still remains a need to offer in-person services to students. The challenge may lie in showcasing the value and importance of continuing to do so at the local high schools, due to the effort required of high school counselors in securing facilities and resources and coordinating with matriculation staff.

AB 705 has also impacted the fluidity of implementation centered around the efforts between Matriculation, Counseling, Outreach, and the local high schools. As the implementation process is ever changing, the unit has experienced challenges communicating these updates and the constant changes to local stakeholders. In addition, with math and English assessments being eliminated, colleges were tasked with using high school transcript data as the primary placement method. One particular

challenge Matriculation faced was developing a process of collecting transcripts for placement. While the CCCCCO indicated using high school data as the primary source of placement, they also clarified that colleges could not require students to submit their data. In addition to this, there are no current workflow processes in place to collect and to notify matriculation staff when transcripts have been received. High schools were also seeking clarification on the high school transcript submission process. Enrollment Services is currently working with Parchment and District IT to develop a workflow for intake and placement that will help streamline the process for incoming students and minimize the impact and traffic with the high school registrar offices.

Internally, the organizational chart lists five matriculation staff positions; but currently only four of these positions are filled. The Matriculation unit has never had all five positions occupied, and it will be critical to have all positions filled to best meet the needs of the IVC Enrollment Management initiative. Recruitment is currently underway to fill that final vacancy in Matriculation to help with the onboarding of incoming students, the outreach efforts at the high schools, and the placement process. This will be critical with IVC's service area growing and new local high schools being developed. In addition to this recruitment, a temporary call center is being developed to assist students in need of additional support in completing the pre-enrollment steps, registering for classes, developing educational plans, and receiving any additional follow-up services.

FUTURE DIRECTION OF THE UNIT

As a result of the continued growth from IVC's service area, accompanied by local and statewide initiatives such as Guided Pathways, AB 705, the Student Centered Funding Formula, and Enrollment Management efforts, the demands on the Matriculation unit will continue to expand and evolve. In response to these statewide and local initiatives, Matriculation is actively recruiting for additional permanent and part-time staff to provide support in these efforts. The hiring of new staff and the continued growth of the unit will require additional workspace to adequately provide these services. As part of the ongoing discussions pertaining to the Student Services Center, Matriculation is in need of and will be requesting a larger workspace with sufficient storage.

OUTREACH AND COMMUNITY RELATIONS

DESCRIPTION

The Irvine Valley College Outreach and Community Relations unit develops and strengthens partnerships and relationships with K-12 schools and districts and serves as the primary liaison between the college and the high school community.

Outreach and Community Relations plans, organizes, and executes IVC informational nights, college nights, college fairs, and other community-facing events to provide prospective students and families with information about the college. Outreach and Community Relations works with a variety of departments on campus to disseminate critical information related to admissions, matriculation, and financial aid to prospective students. Furthermore, throughout the academic year, Outreach and Community Relations works with Marketing and Creative Services to develop unique recruitment tools and materials to attract new students to the campus.

The Outreach team regularly services the Irvine Unified, Tustin Unified, and Laguna Beach Unified school districts and provides campus tours to prospective students and families. Throughout the semester, the Outreach team provides large group campus tours for K-12 partners, often with upwards of 100 to 200 attendees.

The director of the Outreach department serves as co-chair of the Irvine Valley Promise program, which provides fee waivers and additional benefits for eligible first-time freshmen. The Outreach Director also oversees the IVC Student Ambassador Leadership Program, which consists of a group of student leaders who are in paid positions to provide peer-to-peer connection at outreach events by sharing their personal collegiate journeys. Simultaneously, the Ambassadors participate in leadership development throughout the academic year.

CHALLENGES AND OPPORTUNITIES FACING THE UNIT

The Outreach and Community Relations team consists of just two full-time staff members, which poses a challenge to the unit's ability to service local schools; especially since events the unit attends typically lead to a great deal of follow-up. With positive customer service at the forefront, the unit does its best to service its service area districts. However, in order to stay competitive with the eight other community colleges in the area, it would be vital to have an additional full-time Outreach Specialist staff member who can work specifically on recruitment and events. With growing programs such as Irvine Valley Promise, the Student Ambassadors, a Welcome Center, Enrollment Management priorities, and Guided Pathways, additional staffing will be necessary to uphold each of them. Other area community college outreach teams have multiple full-time specialists who are stationed in high schools and are making inroads to middle schools.

Given the projection that enrollment is set to stabilize and/or decline within the next one to two years, many suggestions have been made as to what the Outreach department can and should do. However, per the above, it is a current challenge with existing staffing to expand beyond current limits. In order to attract prospective students to IVC, Outreach provides a general idea of the school, then connects Admissions and Matriculation staff to the high schools for more customized guidance.

We are currently working to make the Outreach and Community Relations Unit a formal program within the Student Services Unit. This involves developing a program charge and program review, which will need to go through the various governance groups on campus. Simultaneously, the unit is working to identify relevant data that can help us assess the Outreach and Community Relations team's work, which historically has not been attained.

FUTURE DIRECTION OF THE UNIT

With enrollment management one of the key priorities for the college, the Outreach team plays a critical role in this process by sharing information on what is occurring in the field.

The unit's core recommendation for Student Services and hope for the future is that all units within Student Services better understand what each area does and their key goals. With this shared understanding all Student Services units can begin to integrate their respective goals and work collaboratively.

Finally, sufficient staffing is necessary to maintain and grow outreach efforts at Irvine Valley College; current staffing levels make it challenging to accommodate K-12 school needs and compete with other area community colleges.

STUDENT EQUITY

DESCRIPTION

The primary goals of the Office of Student Equity at Irvine Valley College are to:

1. Provide equitable support for disproportionately impacted students,
2. Promote active inclusion of IVC's diverse student population, and
3. Help educate and empower the campus community in practices of equity, inclusion, and cultural humility.

The Office of Student Equity provides support for disproportionally impacted students through its Equity Scholars programs, such as Dream Scholars, Pride Scholars, Re-Entry Scholars, and HEARTS Scholars. These programs offer support to students who identify as Dreamers, undocumented persons, or LGBTQ+; are over 25 years old; and/or struggle with food and housing insecurity. Each program is led by a culturally competent counselor and, whenever possible, a member of the community they serve.

The unit addresses active inclusion of IVC's diverse student population through the use of intentional programming and celebration of cultural events on campus. The unit creates and executes large-scale cultural celebrations several times a year, honoring holidays, days of remembrance, and national heritage months. Every event is focused on empowering the community being honored as well as providing personal growth opportunities and education for non-group members.

The Office of Student Equity educates and empowers the campus community through the use of workshops and training opportunities to continually improve the skills of IVC faculty and staff members, including respectful communication, identification of personal blind spots, and active inclusion of all students.

In order to accomplish these goals, the Office of Student Equity works collaboratively with departments across campus to provide appropriate training and thoughtful conversations about the best approaches to take in pursuing these goals. One of the primary vehicles for these conversations is the Student Equity Task Force, led by the Director of Student Equity.

CHALLENGES AND OPPORTUNITIES FACING THE UNIT

One of the main issues facing Student Equity, which is both a challenge and an opportunity, is that of engaging the campus at large in the work of equity. Creating excitement and investment in learning and growing to better serve IVC's diverse students is a large undertaking that requires buy-in across campus. In pursuing this goal, they have begun forming collaborations with groups such as the Academic Affairs Committee, Academic Senate, Classified Senate, the Health and Wellness Center's Basic Needs Program, and the Guided Pathways Workgroup.

Equity and practices of inclusion exist for every role at IVC. Specifically, this means inclusive, affirming practices in the classroom for faculty; leadership techniques for managers; respectful engagement for staff; development of new student support programs; creating official allyship trainings for employees and students; and influencing the spending of SEA program funds.

In order to meet these challenges and opportunities, an increase in Office of Student Equity staffing would be ideal. The role of Student Equity is projected to only increase in coming years. Specifically, as the unit increases its engagement with IVC campus employees and students in equity-minded practices, as well as running programming that directly supports and celebrates IVC's diverse student population, the unit's needs for staffing will likewise continue to increase.

Similarly, the Office of Student Equity requires the physical space to run programming and to offer students safe spaces to connect with their communities. The opening of the Equity and Inclusion Center is a wonderful opportunity to provide this space, as well as to have the physical space to hold Equity Scholars programming. In the future, the unit hopes to increase the size and number of these intentional spaces to continually better serve IVC's diverse student communities.

FUTURE DIRECTION OF THE UNIT

The pool of students served by the Office of Student Equity continues to expand. This expansion has occurred in three ways. First, the Institutional Research team continues to identify new disproportionately impacted student groups in need of equity services. Second, new AB 1018 legislation requires Student Equity Plans to address additional student populations, such as LGBTQ+ and food and housing insecure students. Lastly, the campus community may decide that there are certain student groups that are in need of services above and beyond those required service populations.

With this continued expansion of direct services to students also comes an expansion of training needs across campus to appropriately and respectfully engage with these students, throughout all their points of contact with IVC faculty and staff. Equity training is like painting a bridge. As soon as the training is complete, it is time to start again. Best practices change rapidly in the equity field as language and identities are reimagined, implicit biases are identified, and blind spots are continually addressed. The need for such training and thoughtful implementation of policy and programming on campus will only expand as the campus community expands.

The unit highly recommends investing in more staffing of the Office of Student Equity. The unit has an opportunity to dynamically support students and continue to highlight IVC's status as an inclusive, affirming environment for all people. In addition to what the unit already offers, they would like to see the Student Equity office working collaboratively with the Academic Senate and SOCCCD Equal Employment Opportunity Committee to create a Diverse Teacher Training Internship program at IVC. The unit would like to see Student Equity student staff members taking on more responsibility with student-led programming, in the form of Student Empowerment Leaders. It would like the Student Equity Task Force to create formal guidelines for various allyship training programs across campus and work with Technology Services to create online badges professors can display in Canvas. The ideas listed here are just a few ways that Student Equity will continue to grow and better serve the college's continually diversifying student and employee populations.

STUDENT LIFE

DESCRIPTION

The Irvine Valley College Office of Student Life is committed to providing meaningful services, activities, and communications that build community; ensure academic success; encourage creative expression, personal growth, and well-being; foster diversity and social justice; and promote student advocacy and leadership. The Office of Student Life provides resources in the following four areas: services and activities, leadership development, facilities and technology, and fiscal management.

The primary responsibilities of the office are to provide student support services, mentoring, leadership, coaching, and guidance for a high level of student engagement in many activities and programs throughout the college. The Office of Student Life is responsible for the coordination of and assistance with major events such as Laser Day, scholarship and commencement ceremonies, and a variety of student-centered activities including Pride Day and Black History Month. The Office of Student Life facilitates and/or organizes over 50 individual campus-wide events that work to improve campus culture competency and advocacy.

The Associated Students of Irvine Valley College (ASIVC) organization is a large component of the Office of Student Life's efforts. ASIVC works to empower students to engage in shared governance, representing the student perspective to members of the campus community through leadership and active citizenship. Each year, a student body president and senators are to represent students through the student government's legislative branch. Each senator represents an academic school, department, and/or program. ASIVC also works to support the Inter-Club Council (ICC), which consists of all ASIVC-approved clubs and co-curricular programs. IVC is home to over 40 student clubs that bring together students with shared interests, including academic topics, sports, arts, and cultural backgrounds. ICC, headed by its president and other officers, sponsors club events, organizes campus-wide club activities, and holds monthly meetings with active clubs during the fall and spring semesters.

CHALLENGES AND OPPORTUNITIES FACING THE UNIT

The Office of Student Life is located in the Student Activities Center, a former Child Development Center in a standalone building at one corner of the campus in a parking lot. When the Office of Student Life moved to the building, the building was not remodeled or modified to house it. This building is also home to ASIVC, the campus Outreach unit, the Student Equity program, the Equity and Inclusion Center, the Reflection Center, and the Inter-Club Council. While this facility does offer some free amenities, such as a game room with pool table, ping pong, foosball tables, and HDTV, the physical location of the center is on the opposite side of the campus and some distance away from other student support services. The location and structure of this facility pose challenges for students, faculty, and staff who seek to support student activities. With the past six years, the Inter-Club Council has grown from five active clubs to 40 active clubs. This increase in student clubs and leadership activities necessitates larger facilities for the office to carry out its day-to-day functions.

A new Student Services Building is being planned but will not be available for four years. In the meantime, the campus will need to monitor the growth of the program and prepare for location adjustments or modifications based on overall projections and any increases in activities.

The efforts of the Office of Student Life are funded through student fees, a bookstore contract, and a cafeteria contract. Although the student fee portion of the budget is increasing because of a new “opt-out” payment option, the fees derived from the bookstore and cafeteria contracts are vulnerable and subject to change. Recent state legislation, AB 1504, which was signed in October 2019, requires each community college with a student body association to collect a \$2 student representation fee (with an opt-out option). Districts are required to send half of this new revenue to the state student leadership organization to support student advocacy. Some see this increase of fees as a means for greater state-wide advocacy, while others see it as a burden on the student’s ability to keep abreast of overall increases in fees for education.

FUTURE DIRECTION OF THE UNIT

The college must create a centralized area for all of the functions within the Office of Student Life, where students can come together for information on how to get engaged and build community at IVC.

A well-thought-out plan for the Office of Student Life area would serve as the focal point for student activities and programs, with a relaxing and supportive environment where students could interact with one another. The Office of Student Life should offer large meeting spaces, and even larger spaces for social functions, activities, lectures, clubs, and student government activities. The appropriate space would provide an atmosphere for fun that includes games and a relaxing place to finish homework, quietly read, or meditate.

VETERANS SERVICES CENTER

DESCRIPTION

The primary goal of the Veterans Services Center (VSC) is to assist in the transition of military service members and veterans from active military to civilian life in their pursuit of higher education. The center offers comprehensive support of IVC students with a plethora of wrap-around support services located in a complete one-stop environment on campus.

Notable attributes include the center's peer-to-peer approach to engaging with students, mental health services provided in the center three to four times per week, the center's innovative work with data collection and an Innovation Grant, a conference to share best practices with other community colleges, addressing food insecurities with an onsite Veterans Services Center food pantry, daily tutoring, full-time academic counseling, an active student veterans club, "We Got Your 6" ally training for staff and faculty, extended hours of operation, and an emergency fund for student veterans in need.

CHALLENGES AND OPPORTUNITIES FACING THE UNIT

Some internal issues facing IVC student veterans stem from a lack of space in the center. The space provided in the center is very much appreciated by these students; however, they find themselves having to leave to find more space due to the overcrowded feeling in the center. A small computer lab is used for tutoring, computer usage, studying, and quiet space. A tutoring worktable and whiteboard aren't able to be successfully used for instruction due to noise factors. Much of the success in the VSC is due to its ability to adapt and overcome such issues as lack of space. Other essential needs include confidential space for its providers and outside collaborators who come to provide to provide vocational rehabilitation and disability services via the Veterans Administration. The center's licensed mental health provider must have a secure and confidential space. Full-time staff must be present to continue scheduling services, implementing programs, and accessing services for students in need. These staff members currently are funded through categorical funds, not general funds. Sustainability is vital to the center being able to continue its success and continue to be recognized as a "Best Practice Model" with the state for the veteran support services it provides.

Some external issues derive from veteran student's lack of preparedness for the educational setting. They are adult learners who have been out of school for many years. Some were not the best students while in K-12, and also are dealing with transitional needs from leaving the military, which include lack of housing, a decrease in finances, mental health needs, and simply adjusting to life post-military. Other external issues focus on the slow payment cycles for student veterans and their GI Bill benefits. Student veterans depend on a housing allowance that can sometimes take over a month to receive. This produces barriers to success, with home evictions, an inability to pay for necessities like food and clothing, anxiety, depression, and possible homelessness.

The center proposes several actions that address these challenges, including:

- Increasing the space of the center to offer five private, confidential offices and tutoring space with computers.

- Including food services and access to funds for the start of the fall semester to include housing, food, outside enrollment into VA healthcare benefits, employment if desired, and transportation or bus passes.
- Increasing integrated peer services on campus and offering a place to increase camaraderie for veterans who have been recently discharged, may have no family support, and need interaction with others to decrease isolation.

FUTURE DIRECTION OF THE UNIT

The anticipated future of the Veterans Services Center is to continue outreach and to support the veteran population on campus while building an increase in daily support services. Services must expand to meet the needs of incoming veterans. Each fall, a new group of veterans arrives with different support needs. The center needs to adjust and be able to formulate programs to each incoming set of requirements, which may include offering more on-site services, increased tutoring, more frequent check-ins with the academic counselor, or clothing and housing needs. The center's staff have been and will continue to change the program to meet the needs of each group, with surveys and needs assessments that can indicate how best to assist veterans in a more holistic manner.

The core recommendations for Student Services is that it is critical to acknowledge the fact that the veteran population is an older population with specific needs and barriers to education. Their support is, therefore, specific to their needs. They suffer from medical and mental health issues, have been exposed to high levels of trauma, and most often suffer from silent wounds that must be addressed for their acclimation to be successful. The center seeks to create an environment that is accepting of their needs and offers support to help them accomplish this transition while seeking their education. The center's goal is to invest in this population with their identified needs, prevent isolation, allow acclimation with support, and endeavor to improve their lives via education while also increasing awareness that each day the center supports veterans in their efforts to overcome every obstacle they may face, both in the center itself and on campus.

APPENDIX

TRANSFER DATA

TABLE 1: TOP 25 TRANSFERS TO ALL FOUR-YEAR INSTITUTIONS, IRVINE VALLEY COLLEGE, 2013 TO 2017

Type of Institution	University	Total Transfers, 2013 to 2017
In-State Public	CALIFORNIA STATE UNIVERSITY - FULLERTON	1,876
In-State Public	UNIVERSITY OF CALIFORNIA - IRVINE	1,246
In-State Public	CALIFORNIA STATE UNIVERSITY - LONG BEACH	520
In-State Public	UNIVERSITY OF CALIFORNIA-LOS ANGELES	465
In-State Private	UNIVERSITY OF SOUTHERN CALIFORNIA	372
In-State Public	UNIVERSITY OF CALIFORNIA-SAN DIEGO	327
In-State Public	UNIVERSITY OF CALIFORNIA - BERKELEY	265
In-State Private	CHAPMAN UNIVERSITY-ORANGE	214
Out-of-State Public	ARIZONA STATE UNIVERSITY (AZ)	200
In-State Public	CALIFORNIA STATE POLYTECHNIC	178
In-State Public	UNIVERSITY OF CALIFORNIA-SANTA BARBARA	178
In-State Public	UNIVERSITY OF CALIFORNIA - RIVERSIDE	176
In-State Private	NATIONAL UNIVERSITY	143
In-State Public	UNIVERSITY OF CALIFORNIA-DAVIS	136
In-State Public	SAN FRANCISCO STATE UNIVERSITY	120
Out-of-State Private	UNIVERSITY OF PHOENIX (AZ)	116
In-State Private	CONCORDIA UNIVERSITY - IRVINE	110
In-State Public	CALIFORNIA STATE UNIVERSITY - DOMINGUEZ HILLS	106
In-State Private	BRANDMAN UNIVERSITY	99
In-State Public	SAN DIEGO STATE UNIVERSITY	79
In-State Public	CALIFORNIA POLYTECHNIC STATE UNIVERSITY	67
Out-of-State Private	NEW YORK UNIVERSITY (NY)	65
In-State Public	UNIVERSITY OF CALIFORNIA-SANTA CRUZ	65
Out-of-State Private	GRAND CANYON UNIVERSITY (AZ)	64
Out-of-State Private	WESTERN GOVERNORS UNIVERSITY (UT)	62

Source: SOCCCD inFORM Data Warehouse

TOP 25 DEGREE AND CERTIFICATE AWARDS DATA

TABLE 2: TOP 25 ASSOCIATE DEGREE AWARDS BY MAJOR, IRVINE VALLEY COLLEGE, 2013 TO 2017

Top 25 Degrees	2013-14	2014-15	2015-16	2016-17	2017-18	Total
SOCIAL AND BEHAVIORAL SCIENCES	340	260	313	386	502	1,801
BUSINESS ADMINISTRATION	101	174	183	218	233	909
LIBERAL STUDIES: TEACHER EDUCATION	75	103	150	163	237	728
PSYCHOLOGY	46	65	63	84	92	350
NATURAL SCIENCES AND MATHEMATICS	45	38	34	60	72	249
MATHEMATICS	20	42	34	33	57	186
CHEMISTRY	24	38	25	39	46	172
COMMUNICATION STUDIES	11	28	30	41	47	157
BUSINESS	32	24	18	32	39	145
HEALTH SCIENCES	15	15	25	26	48	129
ACCOUNTING	27	19	16	28	34	124
ADMINISTRATION OF JUSTICE	10	23	31	27	25	116
SOCIOLOGY	13	9	27	21	32	102
HUMANITIES AND LANGUAGES	23	13	19	20	17	92
COMPUTER LANGUAGES	11	17	29	16	10	83
PHYSICS	5	6	11	11	29	62
PHYSICAL SCIENCE	4	12	12	10	11	49
FINE ARTS APPRECIATION	7	5	17	7	7	43
POLITICAL SCIENCE	4	3	17	8	8	40
KINESIOLOGY	2	5	8	7	15	37
HISTORY	3	6	9	6	12	36
COMPUTER SCIENCE	-	1	4	4	26	35
BIOLOGY	5	3	3	8	10	29
PARALEGAL STUDIES	5	2	9	9	3	28
STUDIO ARTS	-	-	3	10	13	26

Source: SOCCCD inFORM Data Warehouse

TABLE 3: TOP 25 CERTIFICATE AWARDS BY PROGRAM, IRVINE VALLEY COLLEGE, 2013 TO 2017

Top 25 Certificates	2013-14	2014-15	2015-16	2016-17	2017-18
GENERAL STUDIES	950	1,235	1,171	1,278	1,852
IGETC	565	694	621	768	872
CSU GENERAL EDUCATION - BREADTH	365	382	467	510	537
FINANCIAL ACCOUNTING	41	61	52	75	55
FINANCIAL/MANAGERIAL ACCOUNTING	43	54	47	64	56
COMPUTERIZED ACCOUNTING	25	50	41	64	39
EARLY CHILDHOOD ASSISTANT TEACHER	10	16	32	70	49
ACCOUNTING	29	30	37	30	19
PAYROLL	14	15	19	33	21
SPREADSHEETS	8	14	25	26	20
PARALEGAL STUDIES	5	17	32	23	13
INCOME TAX	10	21	13	16	9
RESEARCH TOOLS FOR ENTREPRENEURS	-	1	-	28	17
CHILD DEVELOPMENT	4	19	6	7	4
REAL ESTATE SALES	10	6	9	8	6
ELECTRONIC TECHNOLOGY		5	11	11	11
FITNESS PROFESSIONAL	8	5	7	3	13
ELECTRICIAN TRAINEE	6	4	5	6	7
CCNA (CISCO CERTIFIED NETWORK ASSOCIATE) ROUTING AND SWITCHING	-	8	5	6	9
LASER TECHNOLOGY: PHOTONICS	-	1	12	4	10
DIGITAL MEDIA ART	8	3	4	3	8
EARLY CHILDHOOD ASSOCIATE TEACHER	2	2	2	9	11
ELECTRONICS AIDE	1	7	5	6	4
BUSINESS MANAGEMENT	2	3	6	8	3
BIOTECHNOLOGY LAB ASSISTANT	-	-	1	8	13

Source: SOCCCD inFORM Data Warehouse

PROGRAM OVERLAP AT SOCCCD COLLEGES

TABLE 4: ASSOCIATE DEGREES OFFERED AT BOTH SOCCCD COLLEGES, 2019

Major, A.A. or A.S. Degrees	Major, A.A. or A.S. for Transfer
Accounting	Anthropology
Administrative Assistant	Art History
Anthropology	Biology
Art	Business Administration
Biology	Communication Studies
Business Management	Early Childhood Education
Chemistry	Economics
Computer Science	Elementary Teacher Education
Dance	English
Economics	Geography
English Literature	Geology
Fine and Applied Arts	Global Studies
French	History
Geology	Kinesiology
Health Sciences	Mathematics
Humanities	Music
Infant/Toddler	Philosophy
Japanese	Physics
Mathematics	Political Science
Music	Psychology
Philosophy	Sociology
Physical Sciences	Spanish
Political Sciences	Studio Arts
Real Estate	Theatre Arts
Social and Behavioral Sciences	
Spanish	
Theatre Arts	
Theatre Arts: Technical Theatre	

Sources: COCI Program Data, SOCCCD, 2019; Website Course Listings, 2019

TABLE 5: CERTIFICATE AWARDS OFFERED AT BOTH SOCCCD COLLEGES, 2019

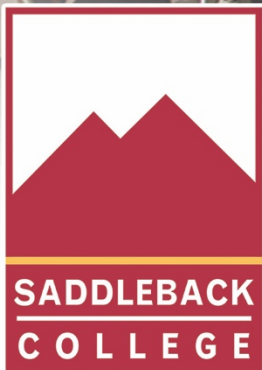
Certificate Programs
Accounting
Administrative Assistant
Advanced Adult ESL
Beginning Adult ESL
Business Information Worker
Business Leadership/Management
Coaching
Computer Graphics and Digital Design
Computerized Accounting
Corrections and Law Enforcement
CSU General Education
Early Childhood Assistant/Associate Teacher
Electronic Technology
Entrepreneurship
Entrepreneurship Skills
IGETC
Infant/Toddler
Intermediate Adult ESL
Real Estate
Real Estate Escrow/Sales
School-Age Child
Theatre Arts Entertainment and Theatre Technology
Web Authoring and Design

Note: Some certificate programs offer multiple, similar awards; some certificate awards available at both colleges may have similar curriculums or partially overlap with other certificate courses.

Source(s): COCI Program Data, SOCCCD, 2019; Website Course Listings, 2019

2020-2030

EDUCATION MASTER PLAN



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Stephanie Lane Pavón

LETTER FROM THE PRESIDENT

In early 2020, Saddleback College introduced a new marketing tag line: *Welcome to Opportunity!* It marries the core of what we do—creating opportunities through education—to the manner in which we do it—with a welcoming heart, full of passion for learning and love for students.

“Welcome to Opportunity” is also an apt introduction for our college’s new Educational Master Plan (EMP); for in it, we open ourselves up to self-examination and identify the strengths, challenges, and environmental factors that will create our college’s opportunities in the decade to come. While the EMP is a snapshot in time, it is also the triptych of the process by which it was developed, one that ran in parallel with the development of the broader South Orange County Community College District-Wide Strategic Plan, which very much informs this document. This journey to develop our college’s ten-year EMP involved robust participation and contributions by all stakeholder groups: faculty, staff, administrators, students, and community members. The EMP was vetted and edited not only by the units of the college it describes, but by shared governance groups that transcend those units, including Academic and Classified Senates and our college’s broadest participatory governance group, Consultation Council. As such, it reflects not the voice of any author, but the voice of Saddleback College.

One can see in our EMP our college’s challenges for the coming decade. We serve a community with a declining college-age population and increasing numbers of older adults and English Language Learners. Our District’s service area is expected to enjoy 4% jobs growth in the next decade and a half, but almost all of that net growth is expected to be in Irvine (home of our sister college) and neighboring Tustin. Housing costs and transportation challenges in our region make it increasingly difficult for typical community college students to attend classes on our campus.

But we also identify in this document, the strengths that will enable us to fulfill our mission more effectively than ever, thanks to an innovative, student-centered, and high-touch culture that over five decades has risen at every chance to create opportunity from challenges. We are statewide leaders in online learning (#1 or #2 depending on the data set cited) and non-credit programming for aging adults. We offer diverse programming, particularly strong in health sciences, where projected retirements will create strong demand for our graduates. We have plans to develop new facilities at the Advanced Technology and Education Park (ATEP) in Tustin, which will allow us to reach new industry partners in the region and create new job opportunities in burgeoning fields, like autonomous and alternative vehicle technology and logistics and supply chain management. We see new opportunities for providing access and equitable opportunities for the growing Latinx community in our region and for the English Language Learners (ELL) coming out of our largest K-12 feeder districts. (17% of Saddleback Valley Unified students and 10% of Capistrano Unified School District students are ELL.) Gains in student achievement, including completion, indicate that we are getting better and better at providing our students with real opportunities, not just the hope of one. Even if we serve fewer students, we will serve them better, resulting in more successful completions and transfers.

The self-examination that is reflected in this document is affected by the environment in which we find ourselves; and as we prepare the final draft and prepare to release this EMP, the environment in which we find ourselves is shockingly different than the one in which we found ourselves just a few months ago (and will perhaps be very different a year from now). While it is important to see our EMP as a ten-year plan, not a one-year plan, the COVID-19 crisis should cause us to question assumptions in this document, and to re-examine our planning as the crisis abates and we have a better view of what the post-COVID-19 era will look like.

As an example, the regional job market analysis that is cited in this plan shows hospitality/tourism and retail sectors close behind the two largest job sectors in our community, healthcare and professional and technical services. It is hard to imagine that the COVID-19 crisis will not have long-term impacts on the hospitality/tourism and retail (at least brick and mortar) job sectors even after it runs its acute course. And while traffic and high housing costs impair our growth today, they may not do so tomorrow. We will need to re-examine employment demand for our program grads, infrastructure needs, and delivery of instruction and support services once we have a better glimpse of our environment post-COVID-19.

In the meantime, the crisis has pushed us to develop and utilize new technology to offer almost all instruction and supports online. While 30% of our full-time equivalent students (FTES) were already online, few of our student supports were and most faculty taught exclusively on-ground. Our response to the COVID-19 crisis has increased the size of our online-capable workforce and the quality of online instruction and support. It is highly likely that we will offer more than even the 50 credentials currently offered all-online when the COVID-19 crisis ends. We can already see a future where most classes at Saddleback College are offered by hybrid delivery or where online sections are paired with on-ground sections so that students might move between them seamlessly.

Finally, while this document refers to a long trend of declining or flat enrollment in credit-bearing programs, Saddleback College successfully turned this trend around in 2019-20 (pre-COVID-19) and is projecting double-digit enrollment growth in summer and fall of 2020 because of COVID-19-related worker displacement and university-bound students choosing Saddleback College over higher-cost destinations. We do not know how long these trends will last and so should continue to look to longer-term historical trends to project our needs going forward. But this plan, like all planning, should and will be reviewed annually to ensure that the path staked out within it does not require rerouting.

To all who contributed to this document and the greatness of the institution it describes, thank you! I'm glad you're at Saddleback College.

A handwritten signature in black ink, appearing to read 'ES', is positioned above the printed name of Dr. Elliot Stern.

Dr. Elliot Stern
President
Saddleback College

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CHAPTER 1 INTRODUCTION AND BACKGROUND

PURPOSE OF THE EDUCATION MASTER PLAN

The Saddleback College Education Master Plan (EMP) supports the college's mission, vision, and values and serves as a long-range roadmap for the future. The EMP does this by identifying the educational needs of students at Saddleback College and the greater community it serves and aligning its efforts to target these needs. To satisfy this purpose, the EMP is grounded in an analysis of demographic, enrollment, and labor market trends that provides data to support informed decision making.



Notably, the EMP was developed as one of the three interrelated components of a broader Education Master and Strategic Plan (EMSP). This EMSP consists of a South Orange County Community College (SOCCCD) District-Wide Strategic Plan, the Education Master Plan for Saddleback College, and another EMP for its sister college, Irvine Valley College. As both colleges serve the same district-community their respective EMPs complement and reinforce each other, while reflecting the respective strengths and unique qualities of each institution.

Development of the overall EMSP, including the Saddleback College EMP, was also an opportunity to fully align SOCCCD and Saddleback College with critical statewide initiatives to improve student success outcomes. These initiatives include the goals articulated in the *Vision for Success* launched by the California Community College system in 2017 and a new *Student-Centered Funding Formula* introduced in the 2018-19 budget, among others.

The Saddleback College EMP is the result of an extensive planning process that began in the fall of 2018 when SOCCCD embarked on obtaining a consultancy to assess the external and internal environment of SOCCCD and its two colleges as the foundation to create the overall EMSP for all three institutions. Critical to that process was the identification of both current and potential future programs of instruction and support services (including the expansion of existing programs, and distribution of courses, programs, and services among the District's two colleges), and the development of a distinct identity and direction for each institution as a whole.

SOCCCD's district-wide and college planning processes and established collegial governance and decision-making processes were important factors in the selection of the consultancy and the subsequent development of the EMSP. This foundational master plan will also support the direction and

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development of other essential planning documents for both the District and Saddleback College such as facilities and technology master plans.

The Saddleback College EMP and the other two components of the SOCCCD EMSP are derived from robust input that faculty, students, staff, and community members provided during the planning process and data received from SOCCCD Research, Planning and Data Management and other external sources. Having drawn upon this quantitative and qualitative information, the resulting 2020-2030 EMP will enable Saddleback College to adapt to the challenges and opportunities the college will face in the coming years to continue successfully meeting the educational needs of its diverse and evolving student body.



ABOUT SADDLEBACK COLLEGE

Established in 1968, the Saddleback College campus is located in the City of Mission Viejo. Together with Irvine Valley College, it is one of two accredited colleges within the South Orange County Community College District (SOCCCD). The SOCCCD covers 382 square miles, serving nearly one million residents across 26 cities and unincorporated communities in the southern portion of Orange County. In terms of square miles covered, the District is the largest of the four community college districts in Orange County. (Figure 1.1)¹. Communities served include Aliso Viejo, Dana Point/Capistrano Beach, Irvine, Laguna Beach, Laguna Hills, Laguna Niguel, Laguna Woods, Lake Forest (includes Foothill Ranch), Mission Viejo, Newport Beach, Rancho Santa Margarita, San Clemente, San Juan Capistrano, Tustin and parts of Santa Ana; and the unincorporated communities of Coto de Caza, Emerald Bay, Ladera Ranch, Las Flores, North Tustin, Trabuco Canyon and Trabuco Highlands.

Saddleback College serves a student body of over 26,000 students. It is fully accredited, offering over 300 associate degrees, certificates, and occupational skills awards in 190 program areas. Additional programs include study abroad, cooperative work experience, online learning, and honors. Of the 115 California Community Colleges, Saddleback College ranks 8th in transfers to University of California schools and 17th in transfers to California State University schools. Of the nine community colleges in Orange County, Saddleback College ranks first in transfers to UC Santa Barbara, UC Santa Cruz, San Diego State University, Cal Poly San Luis Obispo, USC, and ASU, and ranks second to UC Berkeley, UCLA, and UC San Diego.

Rich academic traditions and a strong reputation make Saddleback College an ideal place for students seeking associate degrees and certificates, transferring to four-year colleges and universities, preparing for the workforce, or pursuing lifelong learning opportunities.

¹ South Orange County Community College District, About the District, accessed May 2019, www.socccd.edu/about/about.html

There are three other community college districts in Orange County, served by seven community colleges. An additional 17 community colleges are located within a 50-mile radius of SOCCCD (see Figure 1.1).²

² California Community Colleges Chancellor's Office, Find a College Near You, accessed May 2019, <http://www.cccco.edu/Students/Find-a-College/Find-a-College-Near-You>

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FIGURE 1.1: SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT



Source: US Census

SADDLEBACK COLLEGE MISSION, VISION, AND VALUES

MISSION

Saddleback College empowers its diverse student body to achieve personal, academic, and economic advancement through equitable and innovative educational experiences.

VISION

Inspired by a passion for teaching, learning, and belief in human potential, Saddleback College transforms the lives of its students by offering high quality, career-building, and life-enriching education.

VALUES

Empowerment

We empower students through challenging, collaborative, and engaging educational experiences.

Excellence

We dedicate ourselves to excellence in academics, student support, and service to the community.

Inclusivity

We create a welcoming environment in which all members of our college community have equitable opportunities and feel capable, nurtured, and respected.

Integrity

We promote honesty, transparency, and accountability.

Openness

We cultivate a learning environment open to diverse perspectives and the free exchange of ideas.

Partnership

We strive to develop strong and lasting partnerships across the college and with the surrounding community.

Success

We place our highest priority on helping students achieve their academic and career goals.

Sustainability

We promote environmental sustainability and use our resources responsibly.

RELATED PLANS AND PROCESSES

The Saddleback College Education Master Plan (EMSP) is designed to work in conjunction with the District-Wide Strategic Plan while driving the development of other Saddleback College plans. These will include its own college-level Strategic Plan, Facilities Master Plan, Information Technology Master Plan, and other plans and processes to meet student needs through a long-range vision for planning of instructional and student support offerings, facilities, and technology.

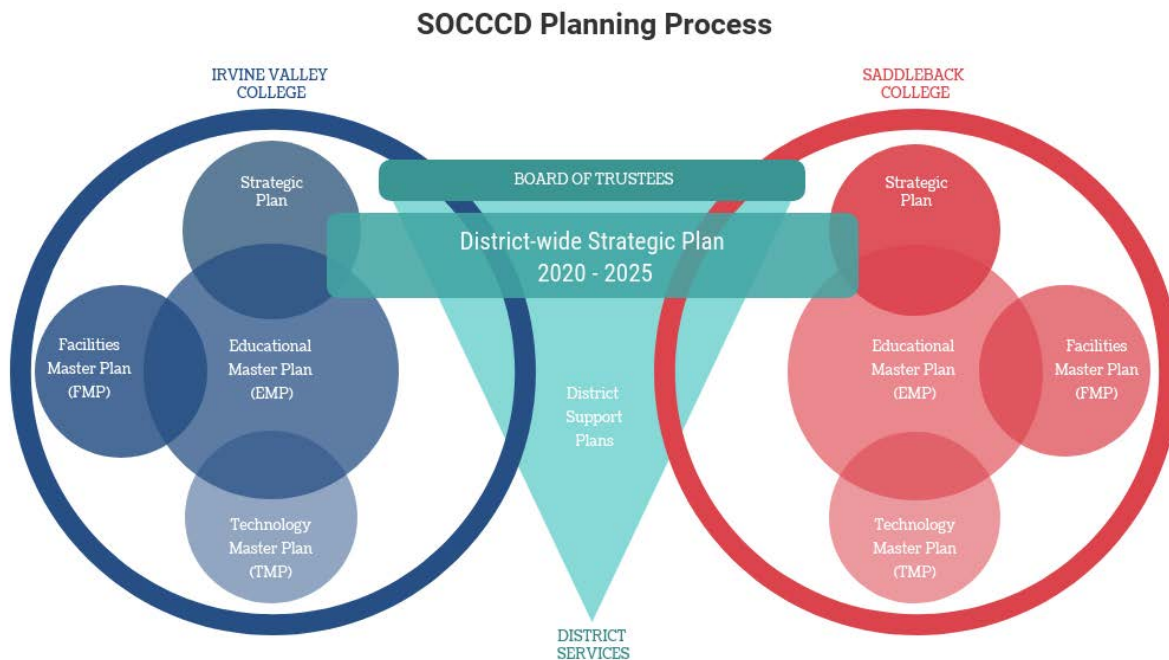
SOCCCD EDUCATION MASTER AND STRATEGIC PLAN

The Saddleback College Education Master Plan was developed concurrently with the SOCCCD District-Wide Strategic Plan and the Education Master Plan of Irvine Valley College. Together, these three inter-related plans comprise the Education Master and Strategic Plan for the District. Community input collected at both colleges was applied to develop all three EMSP planning documents.

THE DISTRICT-WIDE STRATEGIC PLAN 2020-2025

The District-Wide Strategic Plan 2020-2025 Strategic Plan articulates overarching institutional goals, desired outcomes, measurable objectives, and targets for the District as a whole. The role of the District-Wide Strategic Plan within the EMSP is to provide a framework for achieving the District's vision and mission and support for the college's educational goals. In turn, the EMSP will form the foundation for a new Facilities Master Plan and a Technology Master Plan to be developed for each of the two colleges, as well as other planning documents and processes (see Figure 1.2).

FIGURE 1.2: RELATION BETWEEN DISTRICT-WIDE STRATEGIC PLAN AND COLLEGE EMSP



PLANNING TERMINOLOGY DEFINED

A common set of planning terminology was referenced when developing the SOCCCD District-Wide Strategic Plan and the college education master plans.

- An **Education Master and Strategic Plan (EMSP)** is a long-range comprehensive planning document that defines overarching goals and objectives that the District and colleges will pursue to carry out their mission and achieve their envisioned future. The current EMSP planning initiative will result in three distinct, but wholly aligned, planning documents: the SOCCCD District-Wide Strategic Plan, the Irvine Valley College Education Master Plan, and the Saddleback College Education Master Plan.
- An **Environmental Scan** is an assessment of current conditions and trends, including community and student demographics, economics, social conditions, and other factors that are likely to impact the future of the District/college.
- The **Mission** explains why the District/college exists. The Mission describes the overall purpose of the District/college.
- The **Vision** is an aspirational statement describing the District/college ideal future state. The vision statement describes how success will look and feel.

SADDLEBACK COLLEGE EDUCATION MASTER PLAN 2020-2030

- **Values** are the core principles by which the colleges and the District will carry out their mission. They define the basic attributes and beliefs that shape and guide the District/college decision-making and provide ways of choosing among competing priorities.
- **Goals** are broad statements of direction that define what the District/college is trying to achieve.
- **Objectives** are detailed methods for attaining the goals. They should be specific, measurable, achievable, realistic, and time-based.
- **Action Steps** are detailed actions for making progress towards accomplishing the objectives.

SADDLEBACK COLLEGE STRATEGIC PLAN

In addition to the Saddleback College and Irvine Valley College Education Master Plans, the colleges are developing college-level strategic plans that respond to their respective vision, mission, and values. The goals and objectives of these two college-level strategic plans are aligned with the goals of the DWSP, but each of the colleges and District Services retains the flexibility to identify the strategies and actions they determine are needed to best support the priorities of the college and District. Annually, the colleges will review these strategies/actions, evaluate the progress that has been made over the past year, and adjust as needed.

FACILITIES MASTER PLANS (FMP)

Drawing upon quantitative and qualitative data collected for the District-Wide Strategic Plan and the Education Master Plans for both colleges, new Facilities Master Plans will also be developed for the campuses. The FMPs will provide an inventory and an assessment of all campus facilities, determine space requirements based on educational program needs, identify facility and infrastructure opportunities, and offer a vision and plan for the future development of each campus.

TECHNOLOGY MASTER PLANS (TMP)

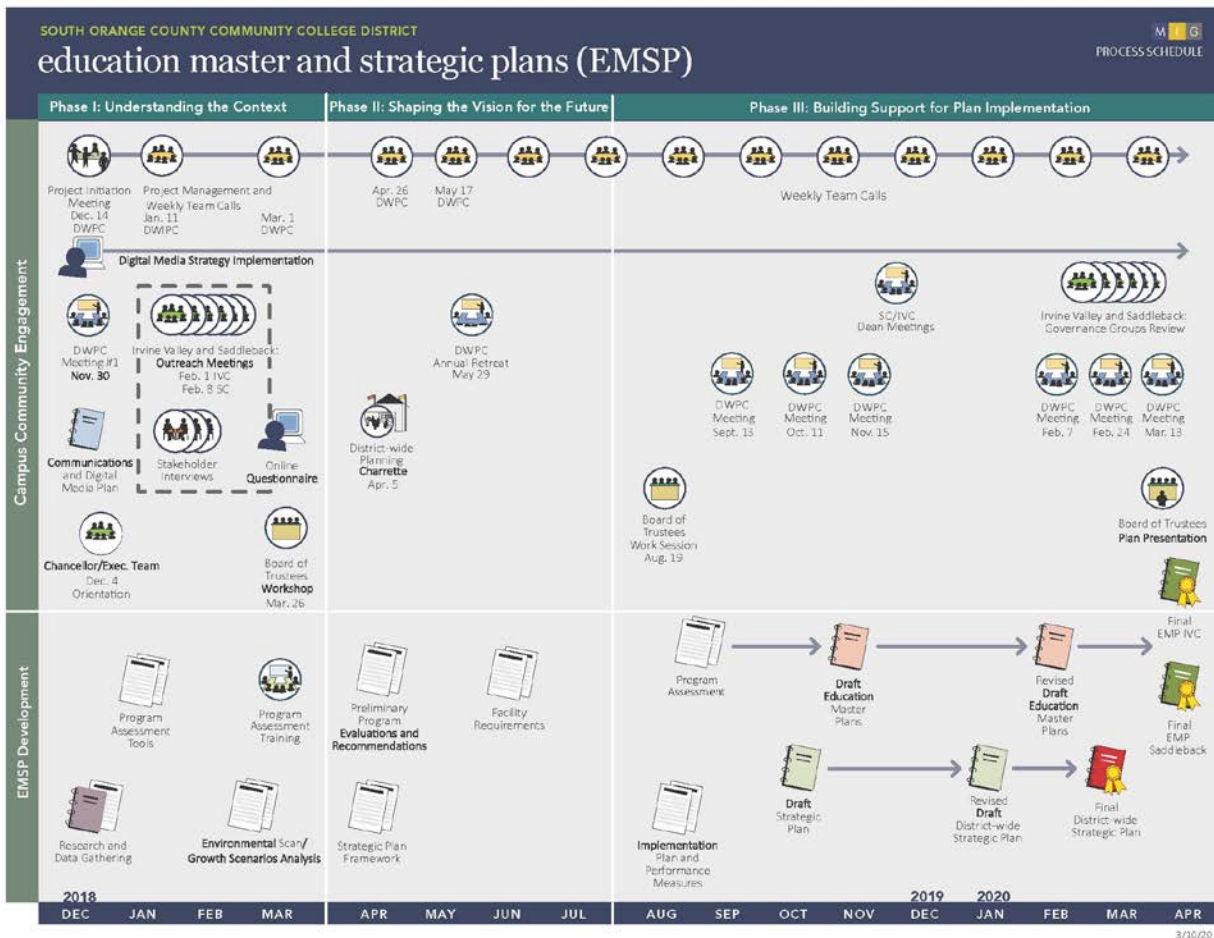
Following the completion of the EMSP, a new Technology Master Plan will be developed at each college. Each TMP ensures the colleges maintain currency and sufficiency with their evolving technological requirements and aligns with educational priorities. The TMP will be designed to improve technology decision-making processes and identify resources to support ongoing technology infrastructure and security needs.

SADDLEBACK COLLEGE EDUCATION MASTER PLAN 2020-2030

PLAN DEVELOPMENT PROCESS

The planning process simultaneously encompassed the District and each college. It was divided into three phases as is illustrated in Figure 1.3. The first phase identified trends, issues and community preferences and synthesized these findings into an Environmental Scan report. This analysis identified educational needs and priorities as well as the future educational opportunities for the District and both Saddleback and Irvine Valley Colleges. Key themes identified during Phase I were summarized and presented to SOCCCD leadership and community members in Phase II for further consideration.

FIGURE 1.3. SOCCCD EMSP PLAN DEVELOPMENT PROCESS



Phase II defined a clear path forward for the District, Saddleback College, and Irvine Valley College based on a shared understanding of where the District was and where it wanted to be in the future. The District-Wide Planning Council (DWPC) and the project team utilized findings from Phase I and the District-Wide Planning Charrette to identify goals and objectives that will shape the future direction of the District and the two colleges. These goals and objectives constitute a framework that was further refined in a series of internal DWPC and DWIPC discussions.

During this same period, divisional and program assessment and growth projections data were developed to assist in the drafting of descriptive and analytical overviews of each academic school in Irvine Valley College and each academic division at Saddleback College, as well as student services at both colleges. These will form the core content for the Education Master Plans of both colleges, but were developed as part of the overall EMSP planning process that shaped this District-Wide Strategic Plan.

Phase III built support for the plan through a careful, inclusive review of the draft plans. The draft versions of the Strategic Plan and college Education Master Plans were reviewed by staff, the DWPC, DWIPC, the community, and the Board of Trustees.

PLANNING PROCESS STAKEHOLDERS AND COMMUNITY

The Education Master Plans for Saddleback and Irvine Valley College and the District-Wide Strategic Plan were informed by SOCCCD community input solicited through a variety of public engagement activities. The project team initiated public engagement with the development of a communications plan to ensure that all stakeholders were reached, including staff, faculty, administrators, students, and community members. Phase I included two days of workshops on the campuses of Saddleback College and Irvine Valley College, an online questionnaire for all SOCCCD stakeholders, and a questionnaire for instructional program faculty chairs and services area managers.

SOCCCD BOARD OF TRUSTEES

At two key milestones, the project team met with the Board of Trustees to share findings from the EMSP planning process. Board members drew upon this information to identify key district-wide strategies that subsequently helped guide the work of the DWPC and DWIPC in developing the goals and objectives of the District-Wide Strategic Plan.

DISTRICTWIDE PLANNING COUNCIL (DWPC) AND DISTRICT-WIDE INTEGRATED PLANNING COMMITTEE (DWIPC)

The MIG project team met regularly with the SOCCCD District-Wide Planning Council (DWPC) and the District-Wide Integrated Planning Committee (DWIPC), a sub-committee of the DWPC to communicate and coordinate the development of the District-Wide Strategic Plan. The DWPC and DWIPC represented the SOCCCD community throughout the project and provided guidance and oversight by participating in strategy sessions, providing input, reviewing findings, and actively participating in the development of the Strategic Plan. In this way, members of the DWPC and DWIPC, representing both Irvine Valley College and Saddleback College, as well as District Services, played a central role in the development of the District-Wide Strategic Plan and the two Education Master Plans which together constitute the overall EMSP. This ensured that all three EMSP plans emerged from a district-wide collaborative planning process that reflected the views and perspectives of all three institutions.

DISTRICT-WIDE PLANNING COUNCIL (DWPC) AND DISTRICT-WIDE INTEGRATED PLANNING COMMITTEE (DWIPC) MEMBERS

District Services

Kathleen Burke, Chancellor, Chair

Denise Inciong*, Co-Chair, District Director of Research, Planning and Data Management

Robert Bramucci, Vice Chancellor, Technology and Learning Services

Ann-Marie Gabel, Vice Chancellor, Business Services

Cindy Vyskocil, Vice Chancellor, Human Resources

Medhanie Ephrem*, Classified Management Representative

Nicole Ortega*, Classified Senate Representative

Letitia Clark, District Director, Public Affairs and Government Relations

Grace Garcia, District Director, Office of the Chancellor and Board Operations

Mayra Arias*, Senior Administrative Assistant

Saddleback College

Elliot Stern, President

Tram Vo-Kumamoto, Vice President of Instruction

Juan Avalos, Vice President of Student Services

Cory Wathen, Vice President of Administrative Services

Blake Stephens, Academic Senate President

Morgan Barrows*, Faculty Representative

Claire Cesareo*, Faculty Representative

Craig Connor*, Classified Senate Representative

John Jaramillo*, Dean Representative

Jennifer Klein*, Director of Planning, Research, and Accreditation

Suzette Quinlan, Student Representative

** Asterisks indicate members who belong to both the DWPC and DWIPC.*

ENVIRONMENTAL SCAN / RESEARCH

The consultant team developed an Environmental Scan as part of the planning process for the Strategic Plan. This Scan provides a report on the internal and external current conditions related to population and demographics, business growth, student enrollment, success factors, and competitive educational providers. Data analysis was incorporated through the Environmental Scan existing conditions report and in the development of goals and objectives for long-term planning.

A profile of the South Orange County community served by Saddleback College, derived from the Environmental Scan, is presented in Chapter II. An internal profile of the college similarly derived from the Environmental Scan follows in Chapter III.

SADDLEBACK COLLEGE ON-CAMPUS WORKSHOPS

On February 8, 2019, MIG staff facilitated a series of eight workshops at Saddleback College to gather qualitative information from a broad spectrum of the campus community to inform the development of the Saddleback College EMP and the District-Wide Strategic Plan. These sessions were similar to those held at Irvine Valley College a week earlier. During the campus workshops, the consultant team heard from the following college groups and committees:

- Academic Senate
- Associated Student Government
- Classified Senate
- Management Team
- Planning and Budget, Steering Committee and Educational Planning Committee
- President's Cabinet
- Student Success Coordinating Committee

In addition to meetings with specific groups, MIG held an open forum and invited the entire campus community. A similar set of workshops were also held at Irvine Valley College on February 1, 2019.

ON-CAMPUS WORKSHOP FINDINGS

A number of key issues and challenges were identified during the on-campus workshops. These issues along with findings from the online questionnaire (presented below), were used to help identify major themes that would shape the development of the District-Wide Strategic Plan.

- Declining college-age population and changing demographics
- Responding effectively to the impact of social media and technology
- Aligning programs with ever-changing labor market needs
- Addressing aging facilities and infrastructure
- Overcoming misperceptions that a community college is a “lesser” education
- Improving organizational decision-making; desire for more transparency and collaboration
- Providing a sense of community for student commuters
- Integrating *Guided Pathways* and similar initiatives into the organizational culture and structure
- Meeting the many non-academic needs of today's students that impact learning
- Preparing faculty and staff for a more diverse student body
- Simplifying a complex enrollment process
- Improving full-time/part-time faculty ratio
- Moving beyond previous inter-college tension
- Ensuring consistent information delivery to students
- Reducing delivery time for new facilities
- Responding effectively to state mandates (e.g., equity, new funding formula)

ONLINE QUESTIONNAIRE

SOCCCD launched an online survey to collect input from stakeholders on the District's programs and facilities in February 2019. The survey remained open for approximately two months, until April 2019, collecting a total of 1,062 responses from both campuses. The online survey provided stakeholders who might not participate in a traditional workshop or intercept event with an opportunity to share their experiences and needs on their own time. The following were key findings from the online questionnaire, as expressed by participants:

- Respond to Students' Needs – Participants indicated that classes, administrative, business, and student services need to be more responsive to students' needs, particularly those of low-income students, working students, and students with families.
- Reputable – Participants have generally had positive experiences with the colleges and District, noting that the colleges have excellent transfer rates, rigorous academic programs, and high-quality professors, while still being relatively affordable.
- High-Quality Professors – Professors are generally well regarded and are described as knowledgeable and caring.
- Unmet Facility Needs –A variety of facility needs were identified, including additional classrooms, up-to-date technology, faster and more reliable internet and wellness, and athletic facilities, among others.
- Affordability – The colleges and District are perceived as affordable overall, but many participants indicated a need to reduce the cost of materials, programs, and amenities, including textbooks, parking, and online courses.
- Communication – Improve communication between stakeholder groups, including departments, services, faculty and staff, the student body, and the community.
- Additional Staff Members – There is a need for more full-time professors and more staff members in the administrative, business, student services, and IT departments.

PROGRAM AND UNIT ASSESSMENTS

A core element of the EMSP development process is the evaluation and assessment of existing programs and the exploration of potential new programs. The initial step in the program assessment process took place while the on-campus workshops and online questionnaires were also engaging the overall community of both colleges. This was in the form of a program and unit assessment questionnaire distributed internally at both colleges and within District Services. The purpose of the questionnaire was to gather information from faculty, staff, managers, and administrators to assess the needs, issues, challenges, and opportunities associated with the programs/units in each college and District Services. This information along with findings from the environmental scan, campus workshops, and online questionnaire, was used to help identify emerging themes presented at the district-wide charrette and to guide further development of the Education Master Plans.

DISTRICT-WIDE CHARRETTE

Following Phase I, the consultant team identified ten recurring themes across all engagement activities and presented these themes at a district-wide Charrette on April 5, 2019. These ten themes are listed below. Approximately 80 stakeholders attended the event and participated in small group discussions to provide additional input on the ten recurring themes. The input collected at the Charrette was summarized and incorporated into Phase II.

- Theme A: Teaching and Learning Approaches
- Theme B: Preparing Students
- Theme C: Aligning Programs
- Theme D: Ensuring Equity
- Theme E: Strategizing Enrollment
- Theme F: Modernizing Facilities and Technology
- Theme G: Improving Organizational Effectiveness
- Theme H: Expanding Partnerships
- Theme I: Marketing and Communication
- Theme J: Strengthening Relationships

DISTRICT-WIDE PLANNING COUNCIL AND STRATEGIC PLAN GOALS IDENTIFICATION

The ten themes and related results that emerged from the district-wide charrette were carefully reviewed and discussed in a series of DWIPC and DWPC meetings culminating in a May 2019 DWPC retreat. The consultant team initiated the process by sharing ideas and strategies for addressing each of the themes generated by breakout groups during the charrette. To further stimulate discussion, the project team presented a framework that showed a convergent relationship between the emerging themes with the goals of the current District-Wide Strategic Plan (2014-2020) and the six statewide goals of the California Community Colleges' *Vision for Success*. In addition, district-wide initiatives proposed by the Board of Trustees in response to findings from the Environmental Scan were presented. In response to this information, during the first of these meetings, DWIPC members suggested that the *Guided Pathways* structure could provide a further clarifying lens for translating the charrette themes into a set of meaningful goals for the strategic plan. Input from this initial DWIPC discussion was used to convert the ten charrette themes into a more compact set of five goals that reflected statewide priorities as conveyed in the *Vision for Success* and by *Guided Pathways*.

Subsequently, during a vigorous brainstorming discussion, these five draft goals were examined, analyzed, and reconfigured by the full DWPC to ensure these strategic goals were targeting the most critical educational and institutional priorities of the District and the two colleges. Later that same month, during a day-long retreat, DWPC members worked together to further clarify these strategic plan goals by identifying desired outcomes, objectives, measurable targets, and data sources for each goal. Goals and objectives were also reviewed to ensure alignment with district-wide initiatives previously identified by the Board of Trustees. In the weeks that followed, the DWPC continued to focus on the results of their retreat discussion to refine their proposed goals and objectives resulting in the four strategic goals and their objectives.

DISTRICT-WIDE STRATEGIC PLAN GOALS

ENSURE	GOAL 1: Ensure student equity in access and achievement
TRANSFORM	GOAL 2: Transform lives through learning and achievement
ENGAGE	GOAL 3: Engage with the community in economic prosperity, civic events, and cultural activities
OPTIMIZE	GOAL 4: Optimize our institutional design and structure with a student-centered focus

EMP DIVISIONAL AND PROGRAM ASSESSMENT

Concurrent with the development and refinement of goals for the District-Wide Strategic Plan, Saddleback College Division Deans and Directors were asked to examine the current state and future direction of their programs. An essential element of the EMP is the evaluation and assessment of existing instructional service programs, student services, and college-wide initiatives and the exploration of potential new programs. This review helps provide an understanding of the strengths, opportunities, and needs for programs currently in place, and help set the foundation for developing new program areas.

Building on the earlier program and unit assessments conducted in Phase I of the EMSP planning process, each division was provided with program assessment tables and growth projections, which had been developed by the EMSP consultant working with SOCCCD planning and research staff. The methodology for developing the data used in the divisional/program assessments and for college and division growth forecasts are described in the introduction to Chapter IV.

This quantitative data, along with a set of questions, was used to provide an informed basis for thinking about the current state and future of their respective divisions. The leadership of each division provided descriptive and analytical overviews of their programs drawing upon this data as well as their understanding and perspectives. This process generated an in-depth, up to date description of each division and an informed portrayal of the challenges and opportunities facing each division as well as what was envisioned as the future direction of the division. These form the substance of the education programs and services presented in the final chapter of this EMP.

RELATION TO STATE INITIATIVES

In recent years, the California Community Colleges system has launched numerous statewide initiatives to improve successful outcomes for students in every community college across the state. The development of the Education Master Plan, along with the District-Wide Strategic Plan and the rest of the EMSP, was an opportunity for SOCCCD, Saddleback College and Irvine Valley College to continue their ongoing efforts to fully align with both the goals and spirit of these initiatives profiled below.

VISION FOR SUCCESS

Released in September 2017, the *Vision for Success* established a vision for improving the performance of the California community college system. The purpose is to ensure the community college system is fulfilling its ultimate aim to help students complete their educational goals. It does this by adopting six student outcome goals that clearly define priorities and a focus for the system as a whole:

- Goal 1 – Completion: Increase the number of students earning credentials by at least 20 percent
- Goal 2 – Transfer: Increase the number of students who transfer by 35 percent
- Goal 3 – Unit Accumulation: Reduce average units accumulated by students who complete degrees to 79
- Goal 4 – Workforce: Increase the number of students who get jobs in their field of study to 69 percent
- Goal 5 – Equity: Reduce equity gaps among underrepresented students by 40 percent over five years and eliminate the gaps in 10 years -
- Goal 6 – Regional Equity: Fully close regional achievement gaps by 2026-27 through faster improvements among colleges located in regions with the lowest educational attainment of adults

Vision for Success is the foundational statewide initiative for ensuring positive outcomes for students entering the community college system. The other initiatives are aligned with the *Vision for Success* as they were designed to help make its goals a reality.

GUIDED PATHWAYS

Guided Pathways is the primary vehicle for achieving the *Vision for Success* goals. It is a framework designed to help students reach their goals by creating highly structured, crystal clear roadmaps that lead to defined educational or career objectives. *Guided Pathways* also integrates support services in ways that make it easier for students to get the help they need during every step of their community college experience. The *Guided Pathways* framework consists of four major pillars:

- Create clear curricular pathways to employment and further education
- Help students choose and enter their pathway
- Help students stay on their path
- Ensure that learning is happening with intentional outcomes

AB 705

AB 705 is a bill signed by the Governor on October 13, 2017, that took effect on January 1, 2018. The bill requires that a community college district or college maximize the probability that a student will enter and complete transfer-level coursework in English and math within a one year timeframe and use, in the placement of students into English and math courses, one or more of the following: high school coursework, high school grades, and high school grade point average.

AB 19: CALIFORNIA PROMISE PROGRAM

AB 19, the California Promise Program, authorizes colleges to waive enrollment fees for one year for all first-time, full-time students. Previously only students who could meet certain criteria qualified for the enrollment waiver program formerly known as the Board of Governors Fee Waiver.

STUDENT EQUITY AND ACHIEVEMENT (SEA) PROGRAM

The Student Equity and Achievement (SEA) program eliminated separate funding for three categorical programs – Student Success and Support Programs (SSSP), Basic Skills Initiative, and Student Equity. It integrates the three programs into the single SEA program to advance the system-wide goal of achievement for all students with an emphasis on eliminating achievement gaps for students from traditionally underrepresented groups.

STUDENT CENTERED FUNDING METRICS (SCFF)

The Student-Centered Funding Formula (SCFF) was introduced in the 2018-19 budget. In prior fiscal years, enrollment was the traditional driver of community college funding, but many students who entered community college never completed a degree or certificate or transfer, or it took them a long time to do so. The new SCFF is in part, a performance-based funding formula that reflects the degree to which students in each college are successfully achieving their educational and career outcomes. Discretionary funds are to be allocated to community college districts based on three calculations:

- A base allocation, which largely reflects enrollment.
- A supplemental allocation based on the numbers of students receiving a College Promise Grant, students receiving a Pell Grant, and students covered by AB 540.
- A student success allocation based on outcomes that include the number of students earning associate degrees and credit certificates, the number of students transferring to four-year colleges and universities, the number of students who complete transfer-level math and English within their first year, the number of students who complete nine or more career education units, and the number of student who have attained the regional living wage.

AB 288: DUAL ENROLLMENT

AB 288 establishes the College and Career Access Pathways (CCAP) partnerships to facilitate the development and promotion of K-12 and community college dual enrollment programs. It helps advanced high school students to begin college early, and by doing so, it saves both students and the state time, money, and scarce educational resources. It also improves college readiness skills for those students academically underprepared for college-level course work and by doing so, helps a broader range of students transition from high school to college, particularly those from backgrounds for which a college education was not a given.

CHAPTER 2 COMMUNITY AND REGIONAL CONTEXT

The Environmental Scan collected background information and qualitative and quantitative data to inform the development of the three interrelated components of the Education Master and Strategic Plan (EMSP), which include the SOCCCD District-Wide Strategic Plan and the Education Master Plans for Irvine Valley and Saddleback Colleges.³ This section summarizes the external trends identified during the Environmental Scan—including



changing population demographics and employment projections—which play a role in the development of the Education Master and Strategic Plan, and in determining the future direction of programs, facilities, faculty and staff, support services for students, communications and outreach, and financial resources. Certain district-wide internal trends, such as college enrollments and student outcomes, are discussed in this chapter. Internal trends and data specific to Saddleback College are presented in Chapter 3.

KEY FINDINGS AND IMPLICATIONS

DEMOGRAPHIC TRENDS

AN AGING WORKFORCE AND POPULATION

- The growth of adult residents in older age groups will drive most of Orange County's population growth over the next few decades, with substantial growth among seniors aged 75 and older.
- Increasing retirements among older adult workers will provide more job opportunities for younger workers.
- The number of adults of working age (25 to 64 years old) in the region is expected to be flat in the coming decades.

DECLINING SCHOOL AGE ENROLLMENT

- Orange County's school-age enrollments are projected to decline sharply by 2025, mirroring larger statewide trends following declines in birthrates after the Great Recession.
- There will be 40,000 fewer K-12 enrollments in Orange County in 2027 than there were in 2017, a loss of nearly nine percent of school-age students.

³ More detailed information from the Environmental Scan is available in the Education Master Plans for Irvine Valley College and Saddleback College.

GROWING ETHNIC DIVERSITY CONTINUES TO SHAPE THE REGION

- Southern California will be a majority Latinx/Hispanic region by 2025.⁴
- In Orange County, currently, one-third of residents are Latinx/Hispanic and 20 percent are of Asian descent. By 2060, 40 percent of the population will be Latinx/Hispanic, and 25 percent will be Asian.

HIGH COST OF LIVING

- Median home values and gross rents in the South Orange County Community College District Service Area are higher than the Orange County median values.
- Transportation costs amount to 25 percent of the average Orange County resident's monthly budget.

EMPLOYMENT

- Employment in the SOCCCD Service Area is projected to grow by nearly 17 percent, with 100,000 new jobs expected by 2035.
- Healthcare services firms employ the most workers in Orange County; within the South Orange County Community College District, more people are employed in Professional and Technical Services occupations.

DEMOGRAPHIC IMPLICATIONS FOR COMMUNITY COLLEGES

- Declines in regional school enrollments and high school graduation rates may lead to fewer college-age student enrollments at local institutions.
- Growing older adult populations may lead to an expansion in healthcare services and related fields.
- Retirements among older workers in middle-skill professions offer opportunities for community college students.
- SOCCCD and other colleges will need to plan for a mix of academic programs and support services that appropriately meet the diverse needs of older and non-traditional students, such as adult learners in need of re-training for new career paths, or increased community education classes for seniors.

REGIONAL INDUSTRY AND EMPLOYMENT TRENDS

SIGNIFICANT INDUSTRIES IN SOUTHERN CALIFORNIA AND ORANGE COUNTY

- In Southern California, growth in the Health Care sector over the next decade is expected to create an additional 330,000 jobs in the region. The Logistics sector (Transportation and Warehousing) is projected to grow by 22 percent, adding 81,000 jobs. Hospitality (Accommodation and Food Services) will grow by 15 percent, about 113,000 new jobs.
- Orange County employment growth projections mirror some of the broader regional trends, with Health Care, Hospitality, and Administrative Support Services sectors projected to grow the most over the next decade.
- Key industry clusters in Orange County and Southern California include information technology, digital media, and data analytics; biotech, including bioscience research, biopharmaceuticals, and medical device manufacturing; health care services; and professional and technical services.

⁴ In this case, Southern California refers to the region governed by the Southern California Association of Governments, commonly referred to as SCAG. This includes Los Angeles, Orange, Riverside, San Bernardino and parts of Imperial and Ventura Counties.

- The region is also a hotbed for action sports companies and has large and growing tourism and hospitality industries.

EMERGING INDUSTRIES IN ORANGE COUNTY

- Emerging industries in the region include those connected to the green economy and businesses involved in the integration of IT and healthcare.

GROWING OPENINGS IN MIDDLE-SKILL JOBS

- Nearly a third of all new job openings in the coming years will require “middle skills,” education, and training beyond a high school diploma: such as associate’s degrees or certification awards, occupational licensing, or apprenticeship opportunities.
- By 2025, the state of California is likely to face a shortage of more than a million workers with some postsecondary training.
- Retirements will lead to increased numbers of openings in middle-skill jobs.

THE CHANGING NATURE OF WORK

- The advances of tech-infused workplaces require workers who understand how to use technology and data, and who are flexible and adaptable as industries and work evolves.

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT DEMOGRAPHICS AND TRENDS

ENROLLMENT

- The number of students at SOCCCD (by headcount) has declined 11 percent since 2009.
- District-wide enrollments have declined by 8,000 (6.6 percent) between 2009 and 2017, and by 1,900 (1.7 percent) since 2013.
- SOCCCD total FTES has experienced slight increases in Fall 2016 and declines in Fall 2015 and Fall 2017 but has remained relatively flat in the period between Fall 2009 and Fall 2017, averaging 12,490 full-time equivalent students during this time.

STUDENT DEMOGRAPHICS

- Ninety percent of students live within the community college district; two percent of the student body qualify for AB 540 status.
- Both schools are experiencing an increase in enrollment among older adults and high school age students.
- There has been a rise in enrollments among students of Asian and mixed descent at both schools between 2013 and 2017. Both have seen declines among African American students.

EDUCATIONAL GOALS

- Most students who enroll at Saddleback College or Irvine Valley College have plans to transfer to four-year schools.
- Ten percent of South Orange County Community College District students say they are enrolled in career training; another twenty percent have personal development educational goals.

INSTRUCTION METHODS

- The number of SOCCCD students taking online classes has grown 26 percent since 2013.
- Twenty percent of students take classes via multiple methods of instruction.
- Rates of retention and success are improving among online students, though success rates still fall below traditional classroom outcomes.

STUDENT OUTCOMES

- Students across the District perform above the statewide average when looking at the completion rates of students, those who complete a degree or certificate, and/or transfer to another school within six years of their initial enrollment.
- Student cohort persistence rates have grown between 2008 and 2012 class cohorts, and completion rates are well above statewide averages.
- Among many students of color, those who enroll already prepared for college are more likely to complete their programs of study.

DEGREES AND AWARDS

- Saddleback College and Irvine Valley College collectively offer more than 220 associate degrees and nearly 200 certificate awards.
- Eighteen of the top 25 degrees among students who graduate from SOCCCD (nearly 75 percent) are offered by both colleges.
- In 2017, students at both schools needed an average of at least 8.5 semesters to complete their degree or certificate awards.

TRANSFERS

- Transfer rates have grown significantly at both schools, up more than 20 percent from 2013 to 2017.
- Nearly half of all SOCCCD students who transfer to four-year institutions attend University of California or California State University schools.

OUTREACH SUMMARY

Members of the South Orange County Community College District community, including students, administrators, faculty, staff, and residents of the SOCCCD Service Area, have shared ideas for the future directions of the District and the upcoming Educational Master and Strategic Plan through a series of focus groups, interviews, and an online questionnaire.

METHODOLOGY

This environmental scan makes extensive use of data collected from a variety of sources. We used current and historical demographic and economic data from the U.S. Census American Community Survey and the Bureau of Labor Statistics to look at and compare the South Orange County Community College District Service Area, Orange County, and the Southern California region. Both the Southern California Association of Governments (SCAG) and the California Department of Finance, provide projection estimates of future population and employment growth. K-12 enrollment and graduation data and projections are provided by the California Department of Education and California Department of Finance. Industry and employment data were gathered through EMSI and BLS, and from the Orange County Business Council. Student and college-level data were provided by SOCCCD through the inFORM data warehouse; some institution-level data and statewide community college data were collected through the California Community College's Chancellor's Office Data Mart, IPEDS and NCES.

It is important to note that the population and employment growth projections and trends will be impacted by ongoing changes in the economy and the reactions that employers, colleges, consumers, and others have overtime to those changes. This information serves as a direction toward future planning but will need to be updated on an ongoing basis to remain relevant to evolving trends.

SERVICE AREA AND REGIONAL POPULATION TRENDS

The next section describes the cities within the South Orange County Community College District Service Area, looks at the District's relationship to the region, and examines projections for regional population growth through the coming decades.

SERVICE AREA POPULATIONS

- At least 83 percent of students enrolled at South Orange County Community College District live within the District's Service Area (see Table 2.1 below).
- One in five students (20 percent) from the South Orange County Community College District live in the City of Irvine (see Figure 2.1).
- More than 11 percent of SOCCCD students are residents of Mission Viejo, the second-largest concentration of SOCCCD students among Orange County cities.

REGIONAL POPULATION TRENDS

- South Orange County Community College District's population (975,000 people) represents about one-third of the total population of Orange County of nearly 3.2 million people (see Table 2.2).
- Within the SOCCCD Service Area, more than one-fourth of residents live in the City of Irvine; the next largest cities include Mission Viejo (10 percent of service area residents), Newport Beach (9 percent), and Lake Forest and Tustin (8 percent each) (see Table 2.4).

REGIONAL POPULATION PROJECTIONS

- Orange County population projections by the Southern California Association of Governments (SCAG) estimate that an additional 150,000 people will be living in the county by 2035, or a growth of about five percent from 2020 to 2035 (see Table 2.4).
- The greater SCAG region, which encompasses Orange, Los Angeles, Riverside, and San Bernardino counties and parts of Ventura and Imperial counties, is estimated to grow 12 percent, or 2.4 million people, between 2020 and 2035. Much of this growth will be in Riverside and San Bernardino Counties, where some city populations are projected to grow as much as 50 percent.⁵

SERVICE AREA POPULATION PROJECTIONS

- The South Orange County Community College District Service Area is projected to grow at a similar rate (four percent) over this period (2020 to 2035), with total growth of approximately 39,000 new residents (see Table 2.4).
- Nearly all the SOCCCD Service Area's projected growth is estimated to take place in the City of Irvine, which may grow by 15 percent between 2020 and 2035, adding an estimated 38,600 people to its population (see Table 2.5).
- Most other cities in the South Orange County Community College District Service Area are projected to have only slight gains or no gains in population over this period.

⁵ Southern California Association of Governments, Socio Economic Library: Adopted 2012 RTP Growth Forecast, accessed April 2019 from <http://gisdata.scag.ca.gov/Pages/SocioEconomicLibrary.aspx>

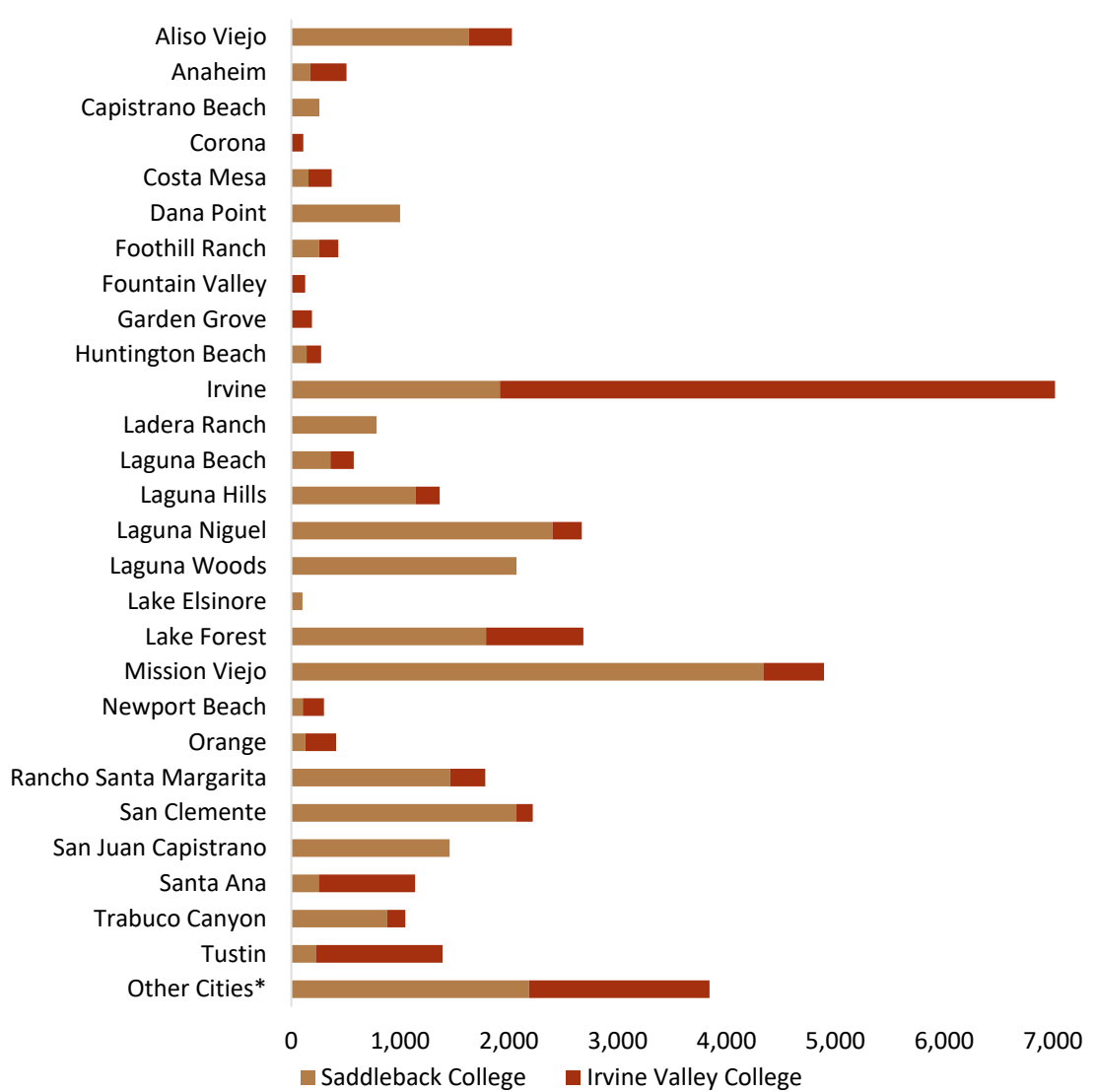
TABLE 2.1: SOCCCD AND COLLEGE ENROLLMENT BY CITY, FALL 2017

City	SOCCCD Total	
	Student Count	Student Percent
Aliso Viejo	2,026	5%
Anaheim	506	1%
Capistrano Beach	257	0.6%
Corona	109	0.3%
Costa Mesa	370	0.9%
Dana Point	999	2%
Foothill Ranch	432	1%
Fountain Valley	127	0.3%
Garden Grove	190	0.5%
Huntington Beach	274	0.6%
Irvine	8,615	20%
Ladera Ranch	783	2%
Laguna Beach	574	1%
Laguna Hills	1,363	3%
Laguna Niguel	2,668	6%
Laguna Woods	2,069	5%
Lake Elsinore	102	0.2%
Lake Forest	2,683	6%
Mission Viejo	4,894	11%
Newport Beach	299	0.7%
Orange	411	1%
Other Cities	3,843	9%
Rancho Santa Margarita	1,782	4%
San Clemente	2,218	5%
San Juan Capistrano	1,454	3%
Santa Ana	1,137	3%
Trabuco Canyon	1,047	2%
Tustin	1,389	3%
SOCCCD Service Area Total	35,552	83%
All Cities Served	42,621	100.00%

Note(s): "Other Cities" is a grouping of cities with under 100 students. Rows highlighted in blue represent cities that fall within SOCCCD's Service Area.

Source: SOCCCD inFORM Data Warehouse

FIGURE 2.1: SOCCCD ENROLLMENT BY CITY, FALL 2017



Note(s): "Other Cities" is a grouping of cities with under 100 students.

Source: SOCCCD inFORM Data Warehouse

TABLE 2.2: COUNTY AND SOCCCD POPULATIONS, 2017

Region	Population	Percent of County
SOCCCD	973,197	31%
Orange County	3,155,816	-

Note: SOCCCD population totals do not include unincorporated community population counts due to data unavailability.

Source: US Census ACS 5-Year Estimates, 2013-2017

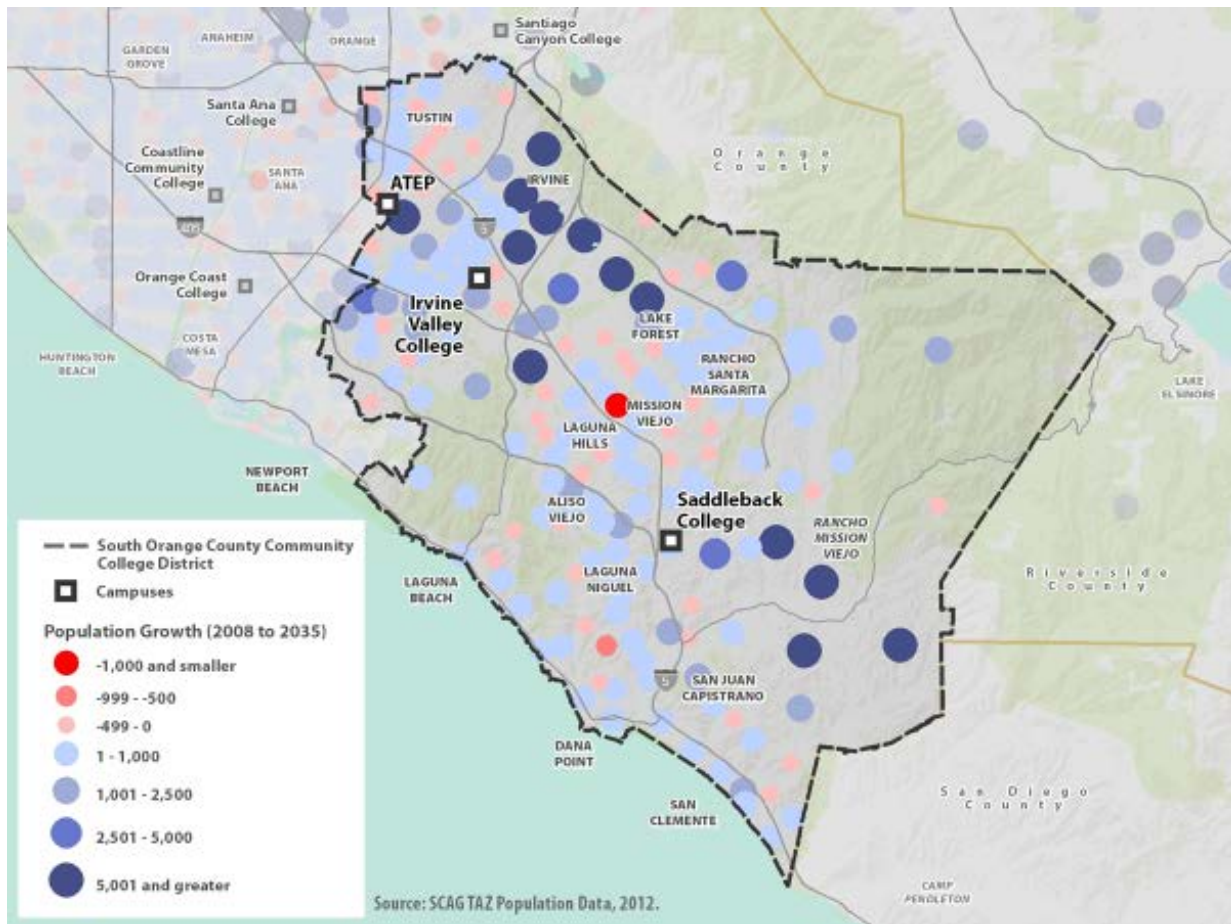
TABLE 2.3: SOCCCD SERVICE AREA POPULATION, 2017

City	Population	Percent of Service Area Population
Aliso Viejo	50,691	5%
Dana Point	34,028	4%
Irvine	256,877	26%
Laguna Beach	23,224	2%
Laguna Hills	31,235	3%
Laguna Niguel	65,429	7%
Laguna Woods	16,314	2%
Lake Forest	81,812	8%
Mission Viejo	96,535	10%
Newport Beach	86,793	9%
Rancho Santa Margarita	49,078	5%
San Clemente	65,226	7%
San Juan Capistrano	35,948	4%
Tustin	80,007	8%
SOCCCD Service Area	973,197	100%

Note: Does not include unincorporated areas due to data unavailability.

Source: US Census ACS 5-Year Estimates, 2013-2017

FIGURE 2.2: DISTRICT PROJECTED POPULATION GROWTH, 2008 TO 2035



Source: SCAG Socio-Economic Library, Adopted 2012 Growth Forecast

SADDLEBACK COLLEGE EDUCATION MASTER PLAN 2020-2030

TABLE 2.4: REGION, COUNTY, AND DISTRICT POPULATION GROWTH PROJECTIONS, 2008 TO 2035

Region	2008	2020	2035	Percent Change, 2020 to 2035	Total Change, 2020 to 2035
SOCCCD	890,800	1,001,700	1,041,600	4%	39,900
Orange County	2,989,500	3,266,200	3,421,100	5%	154,900
Los Angeles County	9,778,000	10,404,000	11,353,000	9%	949,000
Riverside County	2,128,000	2,592,000	3,324,000	28%	732,000
San Bernardino County	2,016,000	2,268,000	2,750,000	21%	482,000
SCAG Region	17,895,000	19,663,000	22,091,000	12%	2,428,000

Source: SCAG Socio-Economic Library, Adopted 2012 Growth Forecast

TABLE 2.5: POPULATION GROWTH PROJECTIONS FOR CITIES IN SOCCCD, 2008 TO 2035

City	2008	2020	2035	Percent Change, 2020 to 2035	Total Change, 2020 to 2035
Aliso Viejo	47,200	51,500	51,000	-1%	-500
Dana Point	33,400	35,900	36,200	0.8%	300
Irvine	203,600	265,600	304,200	15%	38,600
Laguna Beach	22,700	23,500	23,400	-0.4%	-100
Laguna Hills	30,300	32,100	32,000	-0.3%	-100
Laguna Niguel	62,700	65,700	65,200	-0.8%	-500
Laguna Woods	16,200	17,000	16,900	-0.6%	-100
Lake Forest	77,200	88,100	87,400	-0.8%	-700
Mission Viejo	93,200	96,600	97,000	0.4%	400
Newport Beach	84,200	88,700	90,300	2%	1,600
Rancho Santa Margarita	47,800	49,500	49,000	-1%	-500
San Clemente	63,200	68,100	68,300	0.3%	200
San Juan Capistrano	34,400	38,100	37,800	-0.8%	-300
Tustin	74,700	81,300	82,900	2%	1,600
SOCCCD Total	890,800	1,001,700	1,041,600	4%	39,900

Source: SCAG Socio-Economic Library, Adopted 2012 Growth Forecast

REGIONAL DEMOGRAPHICS: AGE

This next section looks at the age demographics of the population within Orange County and the South Orange County Community College District Service Area, as well as regional and service area projections for growth or decline by age cohort in the coming decades. Like most of Southern California, Orange County and the SOCCCD Service Area populations are growing older, and the number of school-age children is in a precipitous decline. Families are leaving the area as well, as many are priced out of local housing opportunities.⁶ These changes have implications for college enrollments and the regional economy.

CURRENT POPULATION DEMOGRAPHICS

- School-age children (those from 5 to 17 years old) make up about 16 percent of the South Orange County Community College District Service Area population and the broader Orange County population as well (see Table 2.6 below).
- About nine percent of residents in the Service Area and Orange County are in the traditional college-age cohort (18 to 24 years old), while 54 percent are working-age adults.
- Seniors, those 65 and older, make up about 15 percent of the population in the SOCCCD Service Area, and approximately 14 percent of Orange County's population.

DECLINING K-12 ENROLLMENTS

- An approaching "cliff" in K-12 student enrollments projected in the next decade may lead to a similar decline in enrollments at community colleges among traditional college-age students, as Orange County loses more than 40,000 school-age children by 2027 (see Figure 2.3).⁷

BY 2060 IN ORANGE COUNTY⁸

- The population of school-age children is expected to continue to decline, a trend that will mirror similar declines across the region and the state (see Figure 2.4).
- The proportion of college-age residents to the whole population will be like what it is today, decreasing by less than one percent.
- Growth in the working-age adult population, those between the ages of 25 and 64, will also be flat (two percent growth).
- Retirees and older adults will grow substantially, especially among those 75 years of age and older.
- Retirees and seniors will become nearly one-third of the county's population by 2060 (see Figure 2.5).

ADDITIONAL AGE-RELATED IMPLICATIONS FOR THE REGION

- Demand for childcare and education occupations may wane with fewer young and school-age children.
- Growth can be anticipated in industries and occupations related to healthcare and others which cater to senior populations.
- Retirements will lead to increased numbers of openings, many in middle-skill jobs.

⁶ Orange County Business Council, Orange County Workforce Indicators Report, 2019, p.21, <https://www.ocbc.org/research/workforce-indicators-report/>

⁷ California Department of Finance, Projected California Public K-12 Graded Enrollment by County by Year, 2018 Series

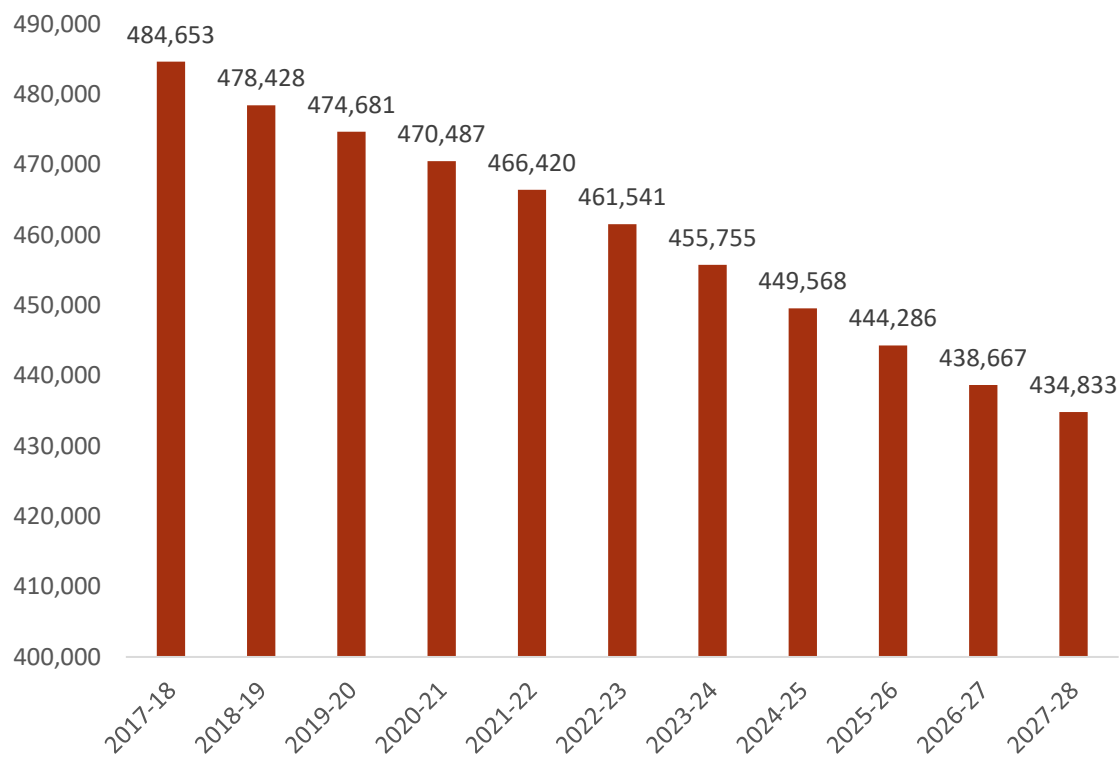
⁸ Southern California Association of Governments, Orange County Economic Report, 2018, p.9, http://economy.scag.ca.gov/Economy%20site%20document%20library/2018_EconomicReportOC.pdf

TABLE 2.6: DISTRICT AND COUNTY POPULATION BY AGE GROUP, 2017

Age Group	SOCCCD	Percent of SOCCCD	Orange County	Percent of Orange County
Under 5 years	54,808	6%	188,952	6%
5 to 17 years	153,280	16%	527,815	17%
18 to 24 years	87,874	9%	306,891	10%
25 to 64 years	530,871	55%	1,705,713	54%
65 years and older	146,364	15%	426,445	14%

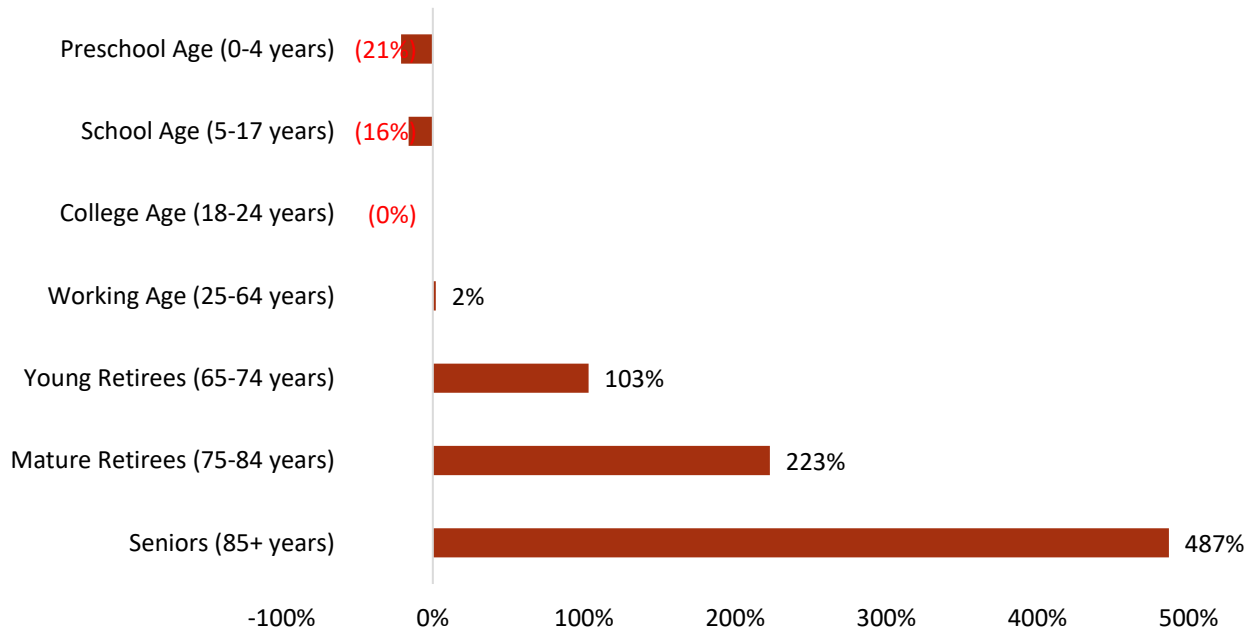
Source: US Census ACS 5-Year Estimates, 2013-2017

FIGURE 2.3: PROJECTED K-12 ENROLLMENT, ORANGE COUNTY, 2017-2027



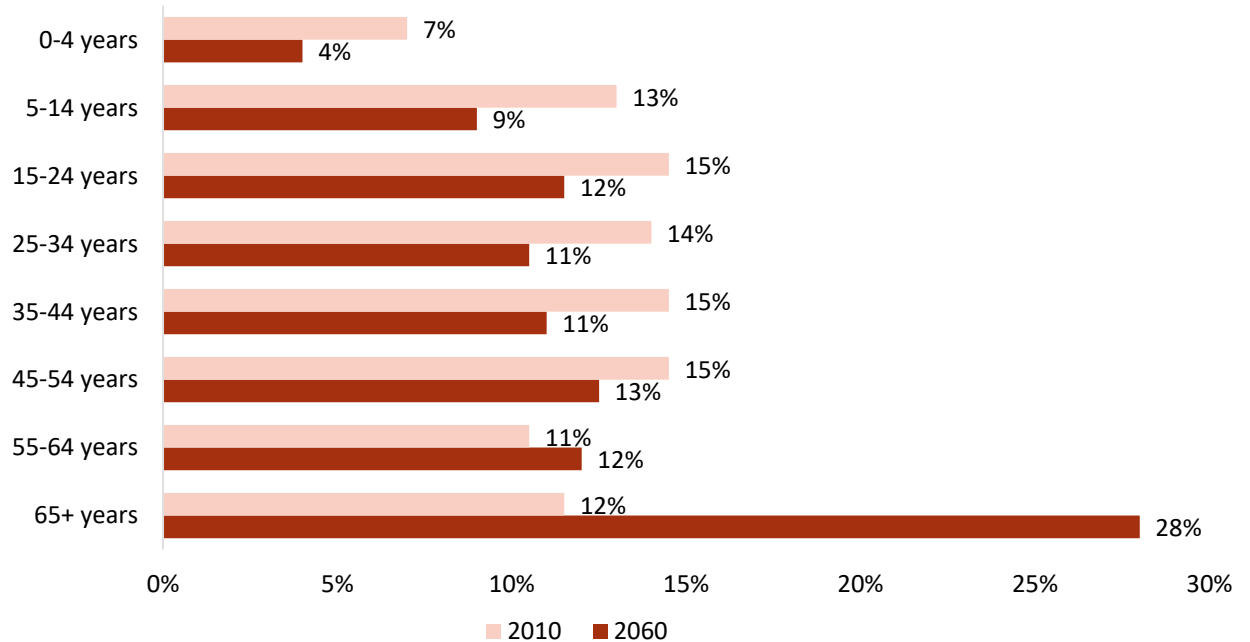
Source: California Department of Finance

FIGURE 2.4: ORANGE COUNTY PROJECTED POPULATION CHANGE BY AGE, 2010 TO 2060



Source: SCAG County Economic Report, 2018

FIGURE 2.5: ORANGE COUNTY PROJECTED POPULATION AGE GROUP, 2010 AND 2060



Source: Orange County Business Council Workforce Indicators Report, 2019

REGIONAL DEMOGRAPHICS: RACE AND ETHNICITY

Alongside changes in age, Orange County continues to grow in its ethnic diversity. Entrepreneurs and highly educated workers “with global connections” provide important economic advantages and cultural assets to the region, but many new immigrants, residents, and their children are in need of training programs and support.⁹ Expanding access to English language programs, for example, will help guarantee a steady supply of workers with basic skills in reading and writing to fill a growing number of job openings expected as older workers retire.

CURRENT POPULATION DEMOGRAPHICS

- More than half of residents in Orange County are Asian, or Latinx (of any race); only two in five identify as white (see Table 2.7).
- While the South Orange County Community College District Service Area holds a similar ratio of Asian residents as the County population, nearly 60 percent of its residents are white.
- The SOCCCD Service Area has only about half the rate of Latinx residents as the County as a whole.
- Asian residents constitute over 40 percent of the population in the city of Irvine; 41 percent of residents in Tustin and 36 percent in San Juan Capistrano are Latinx (see Table 2.8).

REGIONAL PROJECTIONS BY RACE AND ETHNICITY

- In Orange County, the proportion of white residents will continue to decline over the coming decades; estimates from SCAG estimates project a ten percentage point decrease from 2010 to 2060 (see Figure 2.6).¹⁰
- By 2060, Latinx residents will represent nearly 40 percent of the population of Orange County, and nearly one in four residents will be Asian.

TABLE 2.7: SERVICE AREA, DISTRICT AND COUNTY POPULATION BY RACE/ETHNICITY GROUP, 2017

Race	SOCCCD	Orange County
White (alone)	58%	41%
African American (alone)	2%	2%
Hispanic or Latinx (of any race)	18%	34%
Asian (alone)	19%	20%
American Indian / AK Native (alone)	0.2%	0.2%
Native HI / Pacific Islander (alone)	0.2%	0.3%
Some other race (alone)	0.2%	0.2%
Two or more races	4%	3%

Source: US Census ACS 5-Year Estimates, 2013-2017

⁹ Southern California Association of Governments, Orange County Economic Report, 2018, p.9, http://economy.scag.ca.gov/Economy%20site%20document%20library/2018_EconomicReportOC.pdf

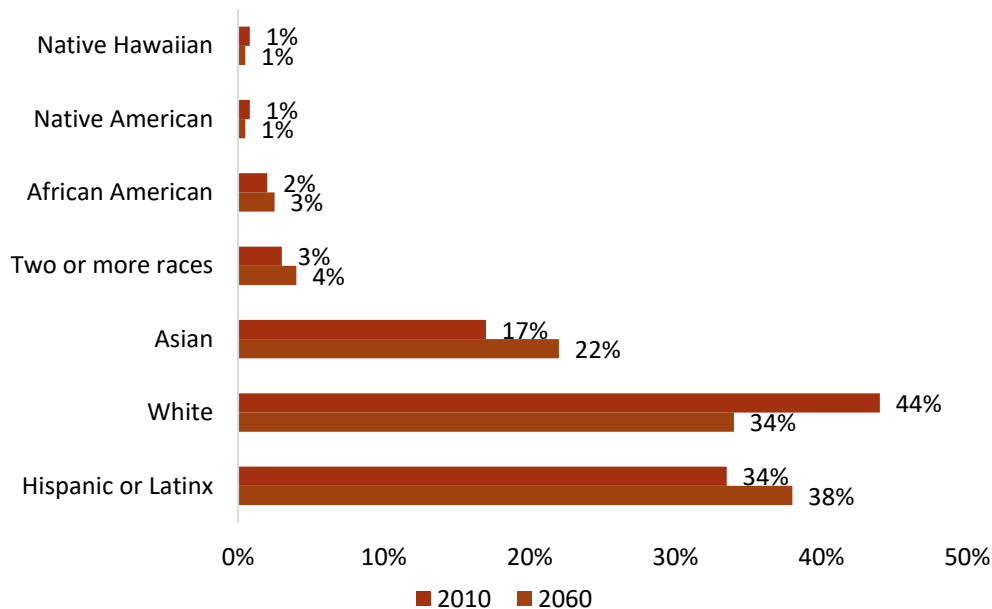
¹⁰ Southern California Association of Governments, Orange County Economic Report, 2018, p.10, http://economy.scag.ca.gov/Economy%20site%20document%20library/2018_EconomicReportOC.pdf

TABLE 2.8: SOCCCD CITIES POPULATION BY RACE/ETHNIC GROUP, 2017

City	White (alone)	African American (alone)	Hispanic or Latinx (of any race)	Asian (alone)	Am Indian/ Alaska Native (alone)	Native Hawaiian /Pacific Islander (alone)	Some other race (alone)	Two or more races
Aliso Viejo	60%	2%	18%	15%	0.4%	0.1%	0.2%	4%
Dana Point	76%	2%	16%	3%	0.3%	0.0%	0.2%	2%
Irvine	42%	2%	10%	42%	0.1%	0.2%	0.2%	5%
Laguna Beach	82%	1%	8%	5%	0.1%	0.4%	0.4%	3%
Laguna Hills	59%	2%	21%	14%	1%	0.5%	0.0%	3%
Laguna Niguel	66%	2%	17%	10%	0.1%	0.2%	0.1%	4%
Laguna Woods	76%	0.4%	4%	18%	0.0%	0.0%	0.1%	1%
Lake Forest	54%	2%	25%	15%	0.4%	0.2%	0.2%	4%
Mission Viejo	67%	1%	17%	10%	0.2%	0.1%	0.1%	4%
Newport Beach	81%	1%	8%	8%	0.2%	0.1%	0.1%	2%
Rancho Santa Margarita	63%	2%	20%	10%	0.0%	0.1%	0.3%	4%
San Clemente	73%	1%	18%	4%	0.1%	1%	0.2%	3%
San Juan Capistrano	57%	0.1%	36%	3%	0.4%	0.2%	1%	2%
Tustin	30%	2%	41%	22%	1%	0.3%	0.1%	3%
SOCCCD Service Area	58%	2%	18%	19%	0.2%	0.2%	0.2%	4%

Source: US Census ACS 5-Year Estimates, 2013-2017

FIGURE 2.6: ORANGE COUNTY PROJECTED POPULATION BY RACE/ETHNIC GROUP, 2010 AND 2060



Source: SCAG County Economic Report, 2018

EDUCATIONAL ATTAINMENT AND COLLEGE PREPAREDNESS

The South Orange County Community College District Service Area and Orange County have high levels of advanced educational attainment, with the proportion of residents with bachelor's degrees or higher reaching 65 percent in several cities in the Service Area. And while SOCCCD's Service Area also has a greater proportion of residents who have completed high school than the county, there are parts of the region where residents have lower than average levels of basic educational attainment.

Lack of literacy and language proficiency are among the most serious barriers to entry into the labor market and career progression.¹¹ Regardless of industry, English-language and communication skills are essential factors for success in school and the workplace. Employers want workers with soft skills, critical thinking capabilities, and an adaptable mindset - something that many students learn and get to practice in baccalaureate programs, but may not access in high school or vocational training settings.

High school dropout rates, the number of students who are English Language Learners (ELLs), and the proportion of high school students who graduate prepared for college-level classes are all key outcome measures that can help determine whether a region is properly preparing its students for college study and work.¹²

For students who do earn associate's degrees or higher, there is a wage premium in many important and growing sectors of the economy. In an analysis of key Orange County industry sectors by the Orange County Business Council, community college graduates, on average, made nearly 60 percent more than their peers with only a high school degree. Five years later, they made 100 percent more than peers with just a high school education.¹³

The sections below look at the educational outcomes of residents in the Service Area and Orange County, including high school graduation rates, college preparedness and eligibility, and postsecondary degree attainment.

EDUCATIONAL ATTAINMENT

- Residents of the South Orange County Community College District Service Area have higher rates of educational attainment than Orange County as a whole. Only 85 percent of residents in all of Orange County have completed high school, while 94 percent of SOCCCD residents have a high school degree (see Table 2.9 below).
- More than half of SOCCCD Service Area residents (55 percent) hold a bachelor's degree or higher, while less than 40 percent of Orange County residents have a bachelor's or advanced degrees.
- The cities of Irvine, Laguna Beach, and Newport Beach have the highest rates of residents with bachelor's degrees or higher (65 to 67 percent), while Tustin and San Juan Capistrano have the lowest rates of bachelor's degree holders (41 percent and 37 percent, respectively) (see Table 2.10).

¹¹ See for example Wrigley et al, *The Language of Opportunity: Expanding Employment Prospects for Adults with Limited English Skills*, The Center for Law and Social Policy, 2003, <https://www.clasp.org/sites/default/files/public/resources-and-publications/files/0150.pdf>

¹² Orange County Business Council, *Orange County Workforce Indicators Report*, 2019, p.28, <https://www.ocbc.org/research/workforce-indicators-report/>

¹³ Orange County Business Council, *Orange County Workforce Indicators Report*, 2019, p.37, <https://www.ocbc.org/research/workforce-indicators-report/>

- San Juan Capistrano, Aliso Viejo, and Mission Viejo have some of the highest levels of associate degree attainment with no additional education-- from 12 to 17 percent (See Figure 2.8).
- There may be a high demand for community college education in areas north of Lake Forest and around ATEP, where there is a high level of high school graduates and a low level of residents with associate's degrees (See Figure 2.7 and 2.8 below).
- Parts of Irvine and Tustin, which have the lowest rates of educational attainment beyond high school in the District, may be key concentrations of potential students for associate's or other postsecondary degrees (See Figure 2.9).

HIGH SCHOOL DROPOUT RATES

- Orange County has some of the lowest dropout rates in California and has been consistently below the statewide average (see Figure 2.10 below).
- Among South Orange County Community College District Service Area high school feeder districts, dropout rates were below one percent in the 2016-2017 school year.¹⁴ In other parts of the county, more students struggle to complete high school.

ENGLISH LANGUAGE LEARNERS

- Nearly one in four students in Orange County are English Language Learners (ELL), a rate higher than in other Southern California counties and higher than the California statewide average (see Figure 2.11).
- At Irvine and Newport-Mesa Unified School Districts, one in five students are ELLs (see Figure 2.12).
- The most common languages, other than English, spoken by students in Orange County schools include Spanish (32.6 percent), Vietnamese (5.3 percent), Korean, (1.9 percent), and Mandarin (1.5 percent).¹⁵

COLLEGE ELIGIBILITY

Among SOCCCD feeder schools, California Department of Education data shows that Laguna Beach, Capistrano, and Irvine Unified School Districts lead all Orange County districts in the percentage of high school students who meet English and math benchmarks in SAT scores. Most SOCCCD feeder districts have performance rates above 70 percent (see Figure 2.13).

- More than half of all Orange County high school graduates were eligible for entrance into the University of California and California State University systems in 2016-2017.¹⁶
- In Orange County, nearly all ethnic groups outpace the statewide average among UC and CSU eligibility. However, Native American, Latinx, and African American students have the least college readiness among Orange County students—approximately 40 percent of students from these backgrounds are prepared upon graduation for college (see Figure 2.14).

¹⁴ Orange County Business Council, Orange County Workforce Indicators Report, 2019, p. 30, <https://www.ocbc.org/research/workforce-indicators-report/>

¹⁵ California Department of Education, Orange County Language Group Data, 2018-19

¹⁶ California Department of Education, Graduates Meeting UC/CSU Entrance Requirements, 2009-17

TABLE 2.9: SERVICE AREA, DISTRICT, AND COUNTY EDUCATIONAL ATTAINMENT BY PERCENT, 2017

Region	Less than a high school degree	High school degree or higher	Bachelor's degree or higher
SOCCCD	5%	94%	55%
Orange County	13%	85%	39%

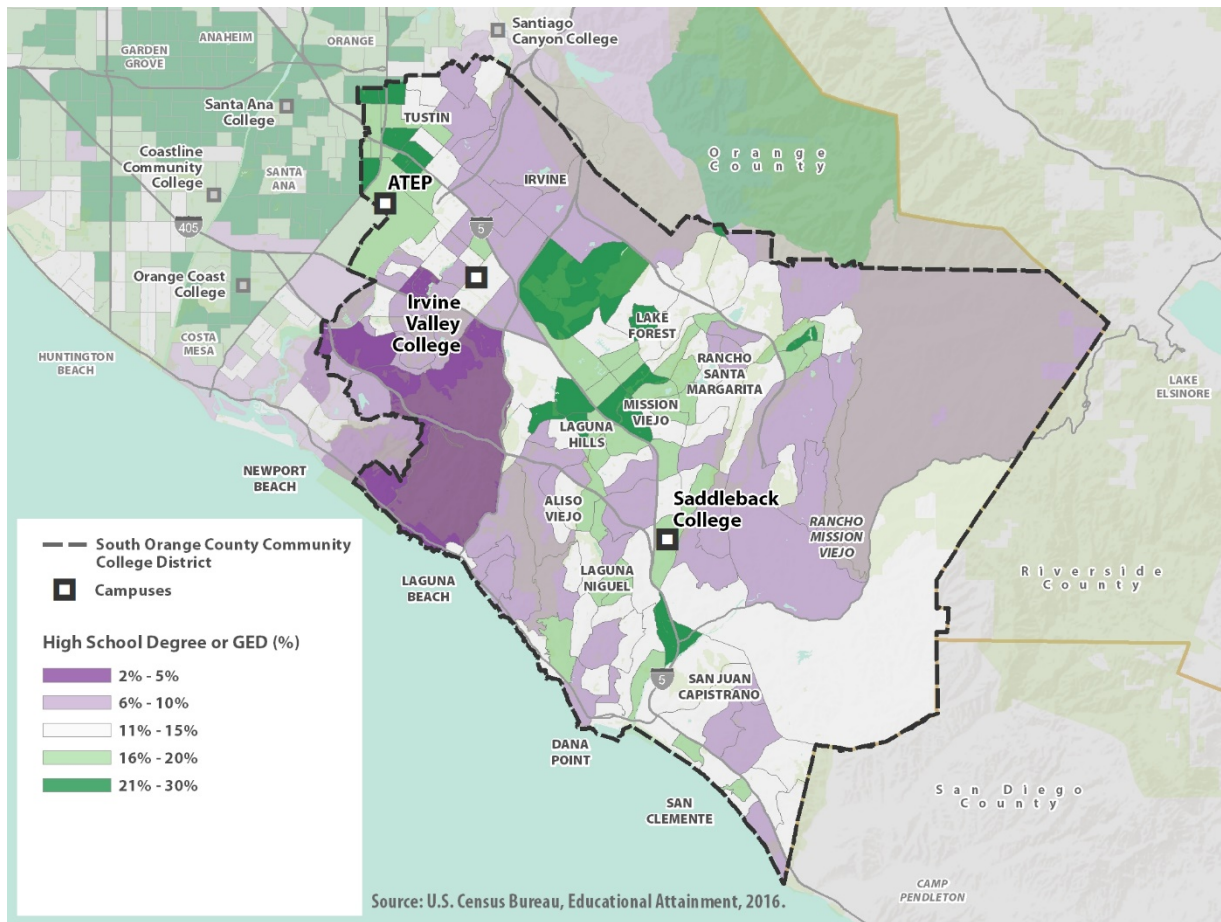
Source: US Census ACS 5-Year Estimates, 2013-2017

TABLE 2.10: EDUCATIONAL ATTAINMENT, CITIES IN SOCCCD, 2017

City	Less than a high school degree	High school degree or higher	Bachelor's degree or higher
Aliso Viejo	3%	96%	56%
Dana Point	5%	94%	49%
Irvine	3%	96%	67%
Laguna Beach	3%	97%	65%
Laguna Hills	7%	92%	49%
Laguna Niguel	4%	96%	53%
Laguna Woods	4%	95%	44%
Lake Forest	6%	92%	45%
Mission Viejo	4%	94%	47%
Newport Beach	2%	98%	66%
Rancho Santa Margarita	4%	96%	50%
San Clemente	5%	95%	49%
San Juan Capistrano	13%	84%	37%
Tustin	13%	85%	41%
SOCCCD Service Area	5%	94%	55%

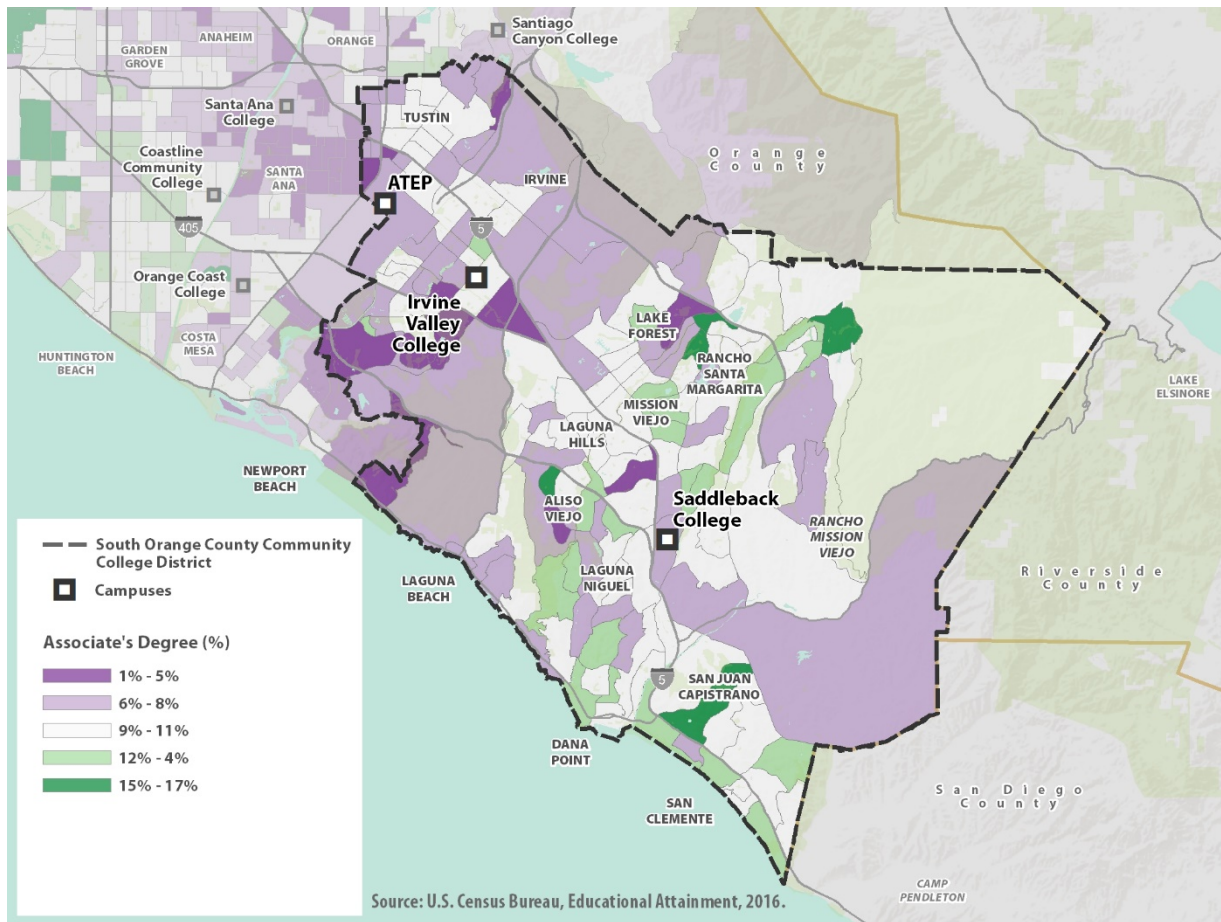
Source: US Census ACS 5-Year Estimates, 2013-2017

FIGURE 2.7: HIGH SCHOOL DEGREE OR GED ONLY, SOCCCD, 2016



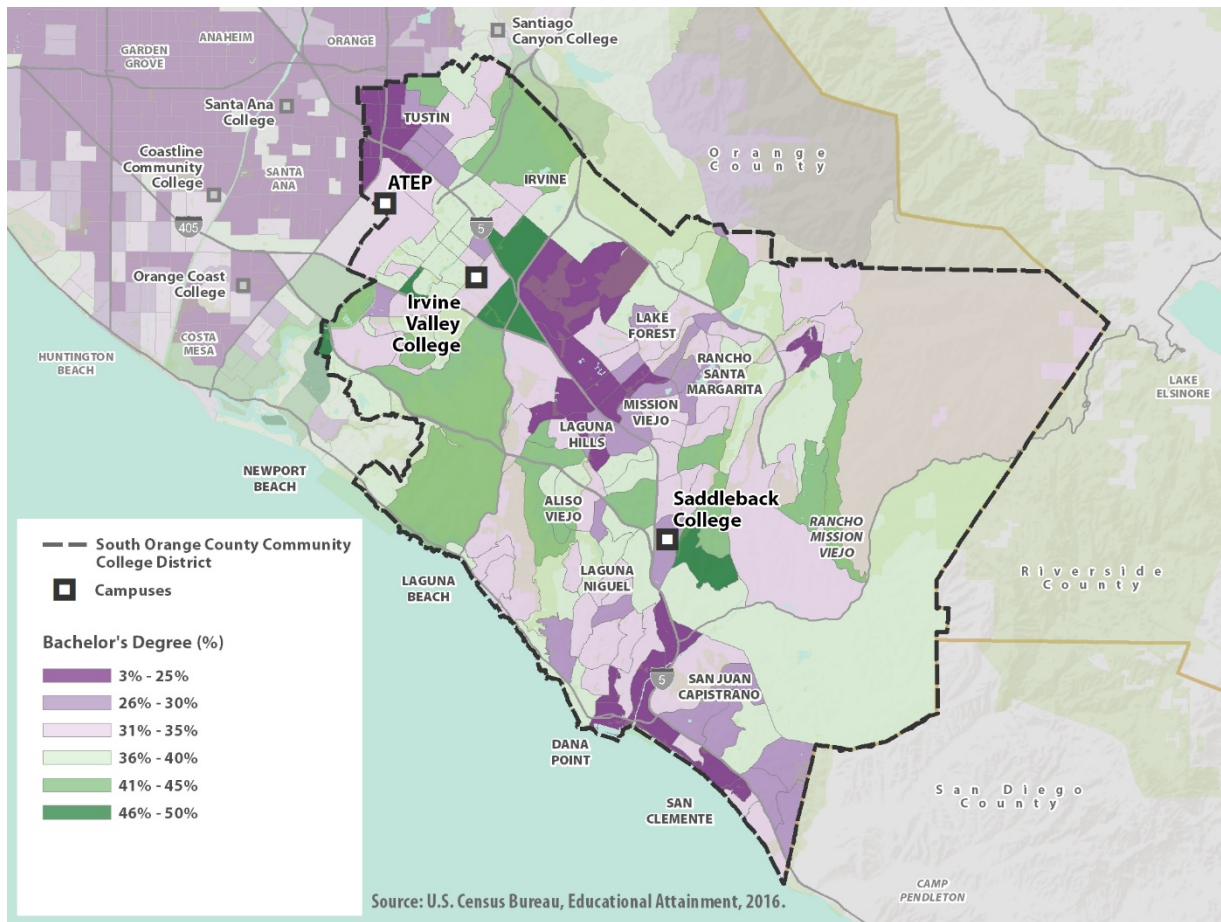
Source: US Census

FIGURE 2.8: ASSOCIATE DEGREE ONLY, SOCCCD, 2016



Source: US Census

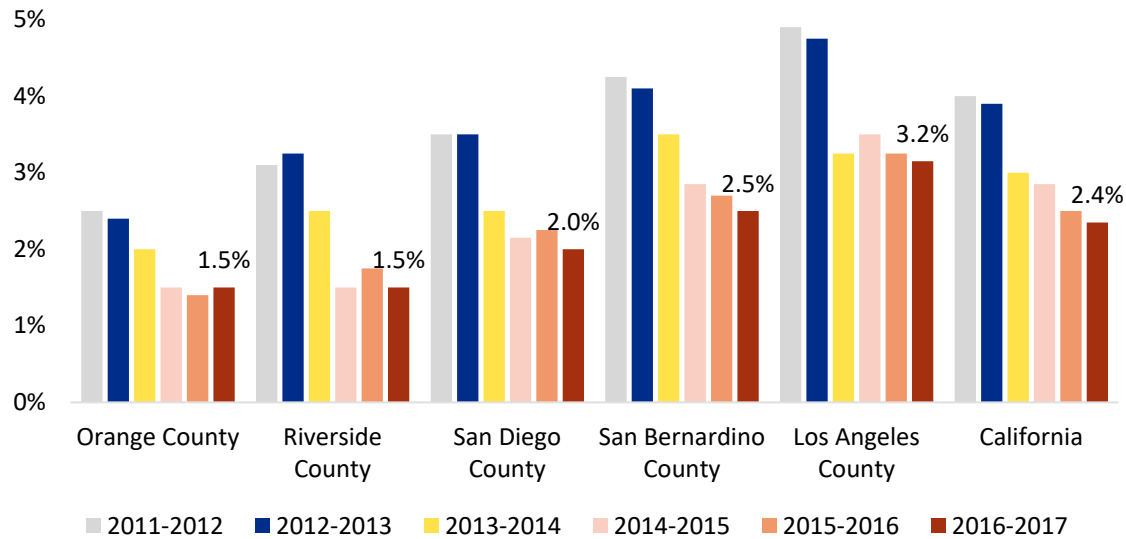
FIGURE 2.9: BACHELOR'S DEGREE OR HIGHER, SOCCCD, 2016



Source: US Census

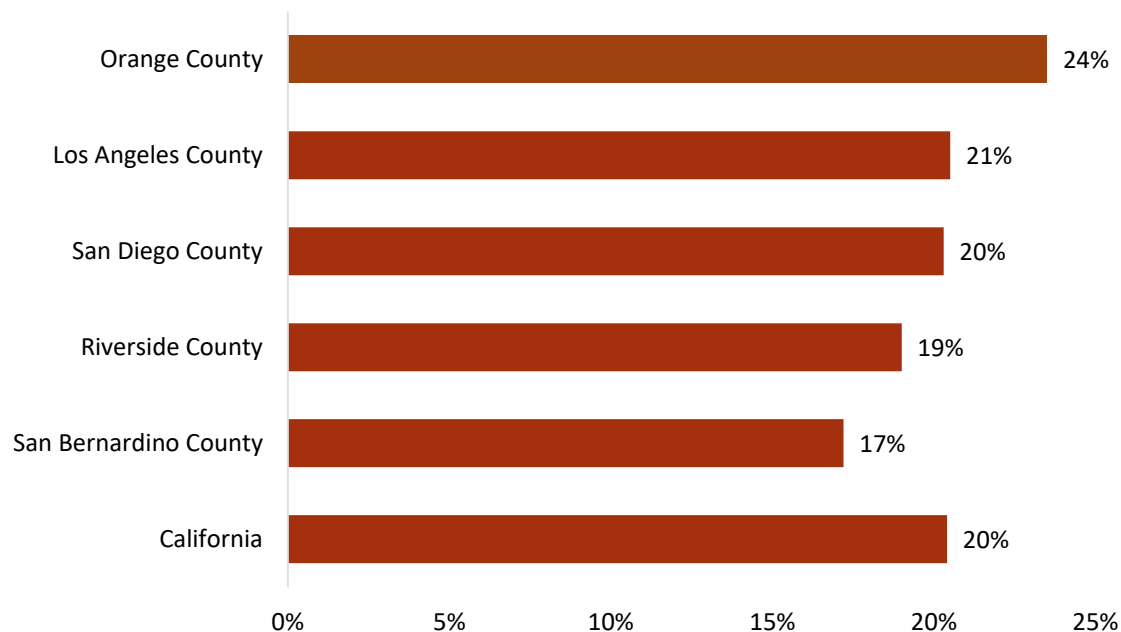
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FIGURE 2.10: HIGH SCHOOL DROPOUT RATES (GRADES 9-12), SOUTHERN CALIFORNIA COUNTIES, 2011-12 TO 2016-17 SCHOOL YEARS



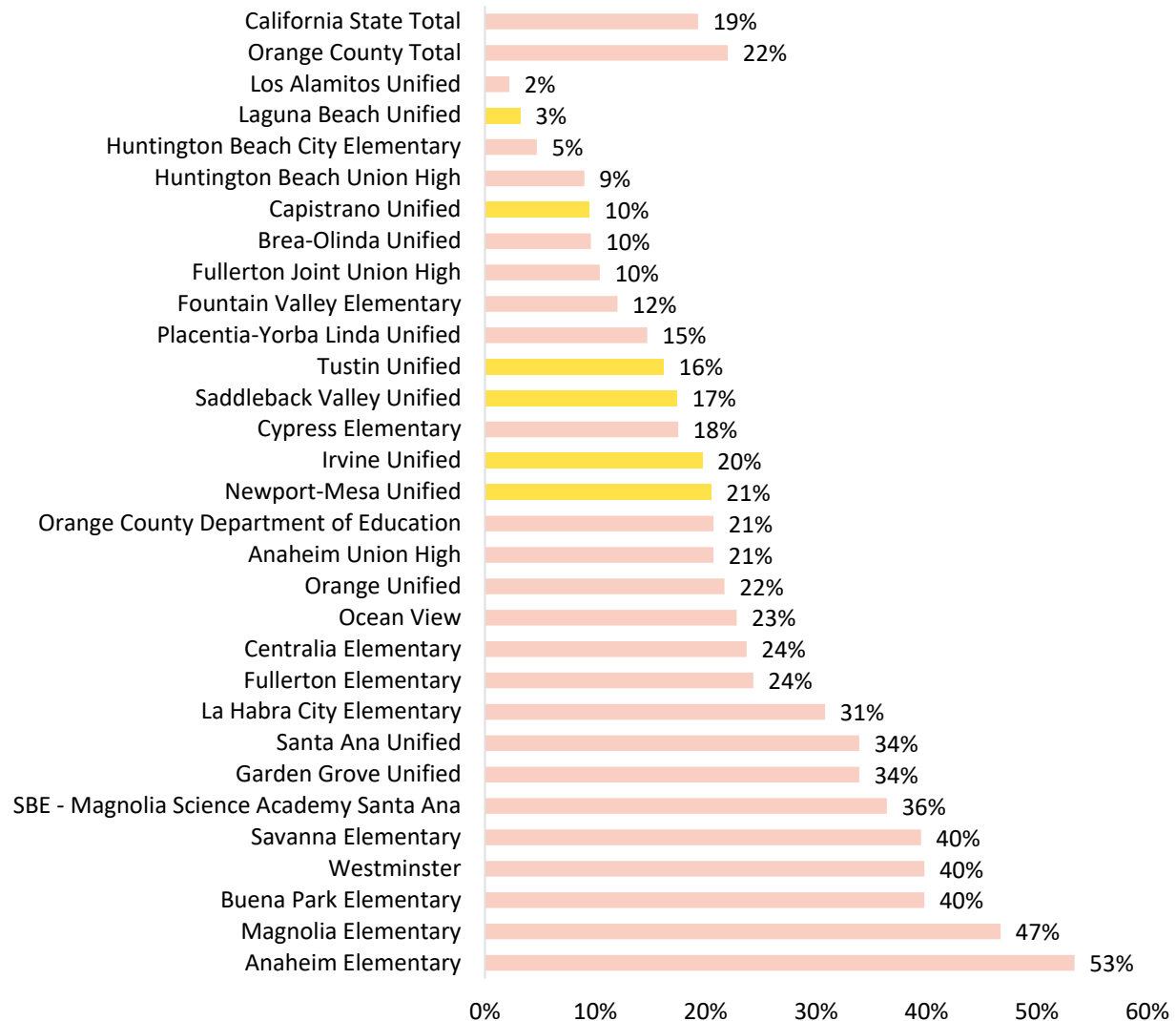
Source: California Department of Education and Orange County Business Council

FIGURE 2.11: ENGLISH LANGUAGE LEARNERS AS PERCENT OF TOTAL K-12 ENROLLMENT, SOUTHERN CALIFORNIA COUNTIES, 2018



Source: California Department of Education and Orange County Business Council

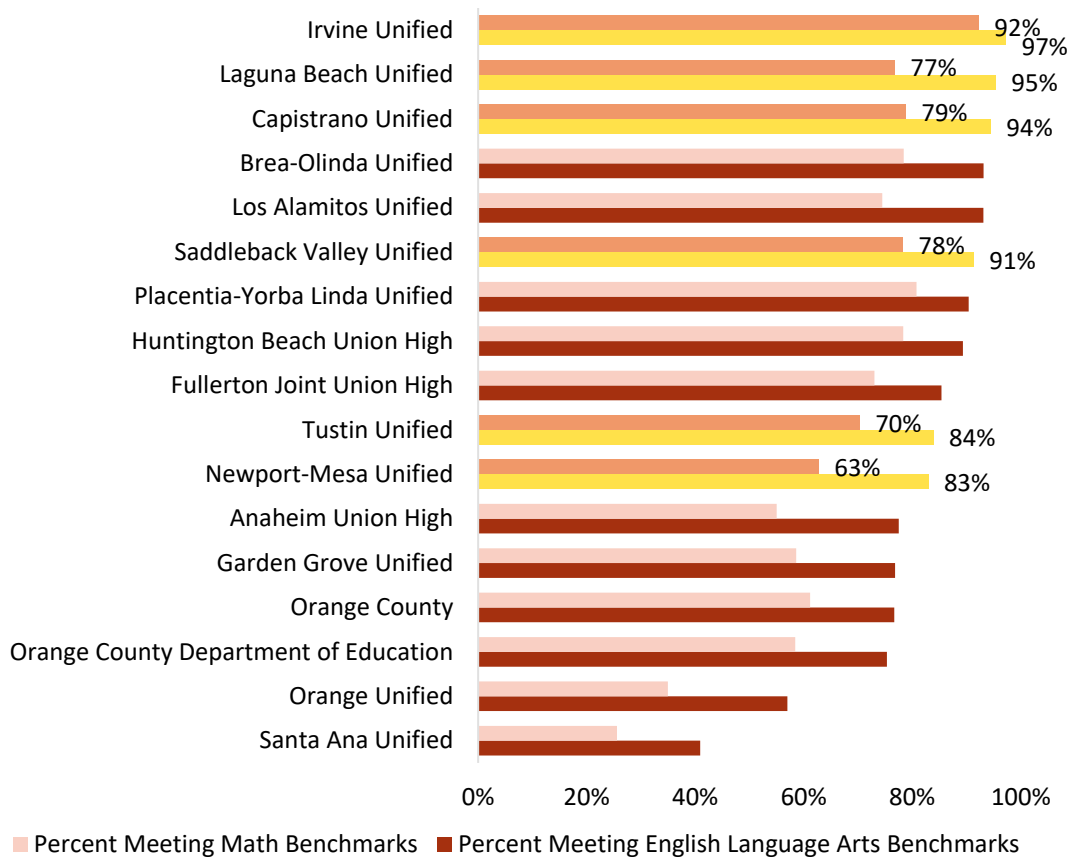
FIGURE 2.12: ENGLISH LANGUAGE LEARNERS AS PERCENT OF TOTAL K-12 ENROLLMENT, ORANGE COUNTY
HIGH SCHOOL DISTRICTS, 2018-19 SCHOOL YEAR



Note: Yellow highlights refer to SOCCCD feeder district schools.

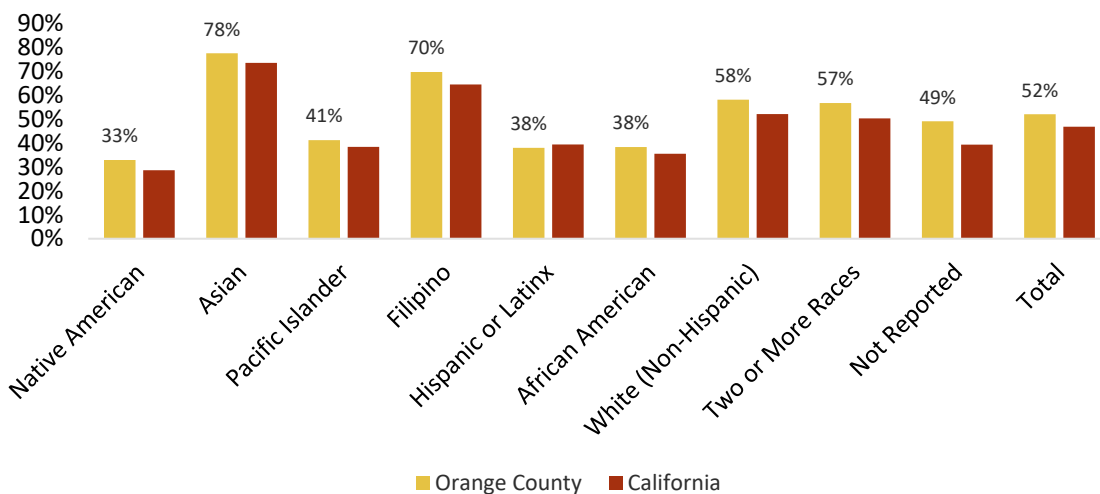
Source: California Department of Education

FIGURE 2.13: STUDENTS MEETING ENGLISH LANGUAGE ARTS AND MATH BENCHMARKS IN ORANGE COUNTY BY SCHOOL DISTRICT, 2016-2017 SCHOOL YEAR



Note: Yellow highlights refer to SOCCCD feeder district schools.
Source: California Department of Education, DataQuest

FIGURE 2.14: UC/CSU ELIGIBLE HIGH SCHOOL GRADUATES IN ORANGE COUNTY AND CALIFORNIA, 2016-2017 SCHOOL YEAR



Source: California Department of Finance and Orange County Business Council

HOUSEHOLDS, INCOME, AND POVERTY

Income and poverty levels within communities often correlate with educational attainment rates, as these determine the capacity of families to afford the expense and time required to attend and complete high school, college, and other educational studies. This section describes the income and related living characteristics of households in Orange County and the SOCCCD Service Area.

Residents in South Orange County Community College District tend to pay more for housing, whether they rent or own their homes, than in Orange County as a whole. Some cities with the highest rents, such as Irvine, also have some of the highest rates of residents living below poverty. Both median household incomes and home values in SOCCCD are higher than those across Orange County and statewide.

Connected to housing affordability are transportation costs, usually a household's second-largest expense. In Orange County, households spend nearly 25 percent of their incomes on transportation, an average annual cost of more than \$14,000.¹⁷

The rising costs of living in Orange County and the broader Southern California region are forcing many lower-income residents and families to look for more affordable housing opportunities farther away from metropolitan centers. This puts residents farther away from work and school and adds additional time and cost burdens on families experiencing increased transportation costs and longer commutes.

HOUSEHOLD CHARACTERISTICS

- The South Orange County Community College District has fewer average people per household (2.6) than Orange County (3.0 people per household) and the California statewide average (also 3.0 people per household) (see Table 2.11 below).
- Tustin, Laguna Hills, San Juan Capistrano, and Lake Forest have an average household size (2.9 to 3.0 people per household) closest to the County and California average household size of 3.0 people (see Table 2.12).

INCOME AND POVERTY

- SOCCCD median household income of \$97,891 is considerably higher than the Orange County average of \$81,851, and much higher than the statewide average of \$67,169 (see Table 2.11).
- The SOCCCD Service Area has a lower percentage of households living in poverty (9 percent) compared to all of Orange County (12 percent), and California statewide rates (15 percent).
- Tustin and Irvine have higher rates of residents living below the poverty line, than Orange County rates (Table 2.12).
- Laguna Woods has the lowest median household income and the fewest people per household among cities in the South Orange County Community College District. It also has the lowest median home values and rents in the District (Table 2.12 and Table 2.14).

HOME VALUES AND RENTAL COSTS

- Median home values are six percent higher and rental costs 18 percent higher in South Orange County Community College District cities than in Orange County; SOCCCD median home values and rents are nearly 50 percent higher than statewide values and rents (see Table 2.13).
- Median rent in the city of Irvine, which has some of the highest rates of renters in the District, is more than \$2,110 per month. This is on par with rents in SOCCCD communities with the highest median home values, such as Newport Beach and Laguna Beach (see Table 2.14).

¹⁷ The Center for Neighborhood Technology, Orange County H+T Fact Sheet, accessed March 2019 from htaindex.cnt.org

TABLE 2.11: DISTRICT HOUSEHOLD SIZE, MEDIAN INCOME, AND PERCENT LIVING BELOW POVERTY, 2017

Region	Total Households	Average Persons Per Household	Median Household Income	Percent of Residents Living Below Poverty Level
SOCCCD	363,412	2.6	\$97,891	9%
Orange County	1,024,976	3.0	\$81,851	12%
California	12,888,128	3.0	\$67,169	15%

Source: US Census ACS 5-Year Estimates, 2013-2017

TABLE 2.12: SOCCCD SERVICE AREA HOUSEHOLD SIZE, MEDIAN INCOME, AND PERCENT LIVING BELOW POVERTY, 2017

City	Total Households	Average Persons Per Household	Median Household Income	Percent of Residents Living Below Poverty Level
Aliso Viejo	18,661	2.7	\$106,353	5%
Dana Point	14,616	2.3	\$90,310	8%
Irvine	92,869	2.7	\$95,573	13%
Laguna Beach	10,485	2.2	\$117,586	7%
Laguna Hills	10,368	3.0	\$99,797	9%
Laguna Niguel	25,075	2.6	\$99,206	7%
Laguna Woods	11,251	1.5	\$40,837	11%
Lake Forest	27,965	2.9	\$96,963	7%
Mission Viejo	33,833	2.8	\$107,988	5%
Newport Beach	37,971	2.3	\$119,379	6%
Rancho Santa Margarita	17,339	2.8	\$106,939	4%
San Clemente	24,565	2.6	\$101,843	6%
San Juan Capistrano	12,229	2.9	\$81,730	11%
Tustin	26,185	3.0	\$73,567	14%
SOCCCD Service Area	363,412	2.6	\$97,891	9%

Source: US Census ACS 5-Year Estimates, 2013-7

TABLE 2.13: DISTRICT HOUSING TENURE, MEDIAN HOME VALUE, AND GROSS RENT, 2017

Region	Owner-occupied Units	Renter-occupied Units	Median Home Value	Median Gross Rent
SOCCCD	61%	39%	\$825,100	\$1,998
Orange County	57%	43%	\$620,500	\$1,693
California	55%	46%	\$443,400	\$1,358

Source: US Census ACS 5-Year Estimates, 2013-2017

TABLE 2.14: SOCCCD SERVICE AREA HOUSING TENURE, MEDIAN HOME VALUE, AND GROSS RENT, 2017

City	Owner-occupied Units	Renter-occupied Units	Median Home Value	Median Gross Rent
Aliso Viejo	60%	40%	\$582,300	\$2,092
Dana Point	60%	40%	\$833,800	\$1,941
Irvine	48%	52%	\$753,400	\$2,114
Laguna Beach	63%	38%	\$1,570,700	\$2,191
Laguna Hills	71%	29%	\$649,700	\$1,906
Laguna Niguel	71%	30%	\$737,400	\$2,004
Laguna Woods	76%	24%	\$246,600	\$1,656
Lake Forest	69%	31%	\$585,100	\$1,846
Mission Viejo	78%	23%	\$640,800	\$2,123
Newport Beach	57%	43%	\$1,695,700	\$2,118
Rancho Santa Margarita	71%	29%	\$619,200	\$1,812
San Clemente	66%	34%	\$849,300	\$1,775
San Juan Capistrano	74%	26%	\$635,100	\$1,886
Tustin	48%	52%	\$585,700	\$1,696
SOCCCD Service Area	61%	39%	\$825,100	\$1,998

Source: US Census ACS 5-Year Estimates, 2013- 2017

REGIONAL EMPLOYMENT TRENDS

Employment in Orange County and the South Orange County Community College District Service Area is projected to grow over the next decades. Much of the job growth in Orange County is expected to take place in key parts of the SOCCCD Service Area.

The section below describes these trends and provides details about which industries, like Health Care and Professional Services, serve as key employment centers for SOCCCD and the region. Chapter 3, which follows below, presents in more detail, regional employment and industry trends in Southern California, Orange County, and in the SOCCCD Service Area.

COUNTY AND DISTRICT EMPLOYMENT RATES AND PROJECTIONS

- Approximately two-thirds of residents in the South Orange County Community College District who are 16 years of age and older, or about 1.7 million people, are employed or looking for work (see Table 2.15 below).
- The rate of labor force participation in SOCCCD, 66 percent, is the same as Orange County, and slightly higher than the statewide average of 63 percent of working-age adults.
- Among SOCCCD cities, labor force participation rates are highest in Aliso Viejo (76 percent) and Rancho Santa Margarita (75 percent), and lowest in Laguna Woods (22 percent) (see Table 2.16).
- Orange County is projected to add 150,000 jobs between 2020 and 2035 (see Table 2.17).
- Nearly half of those positions will be in the SOCCCD Service Area, which is projected to hold another 74,000 jobs by 2035.
- The cities of Irvine and Tustin, and the areas nearest ATEP will account for most of the new growth (93,000 jobs) in the District (see areas with dark green circles in Figure 2.15 and Table 2.18).

EMPLOYMENT BY INDUSTRY AND OCCUPATION

- Health Care Services firms employ the most workers in Orange County, approximately 201,000 people. In the South Orange County Community College District, 73,000 people work in Health Care Services fields (see Figure 2.16 and Table 2.19 below).
- The Professional and Technical Services (PTS) sector is the largest in SOCCCD, at more than 12 percent of all workers, followed by Health Care Services (11 percent).
- Related PTS and Health Services occupation groups with the most workers in the District include Business Operations and Financial Specialists, Computer Occupations, Personal Care Services Workers, and Health Practitioners (see Figure 2.17).
- Other key industry sectors in SOCCCD include hospitality, government, administrative and support services, retail, manufacturing, insurance, and finance sectors, which employ seven percent or more of workers in SOCCCD.

TABLE 2.15 : EMPLOYMENT STATUS, 2017

Region	Population 16 Years and Over	Population 16 Years and Over in Civilian Labor Force	
		Population	Percent of Population
SOCCCD	790,152	519,450	66%
Orange County	2,524,230	1,657,036	66%
California	30,910,058	19,485,061	63%

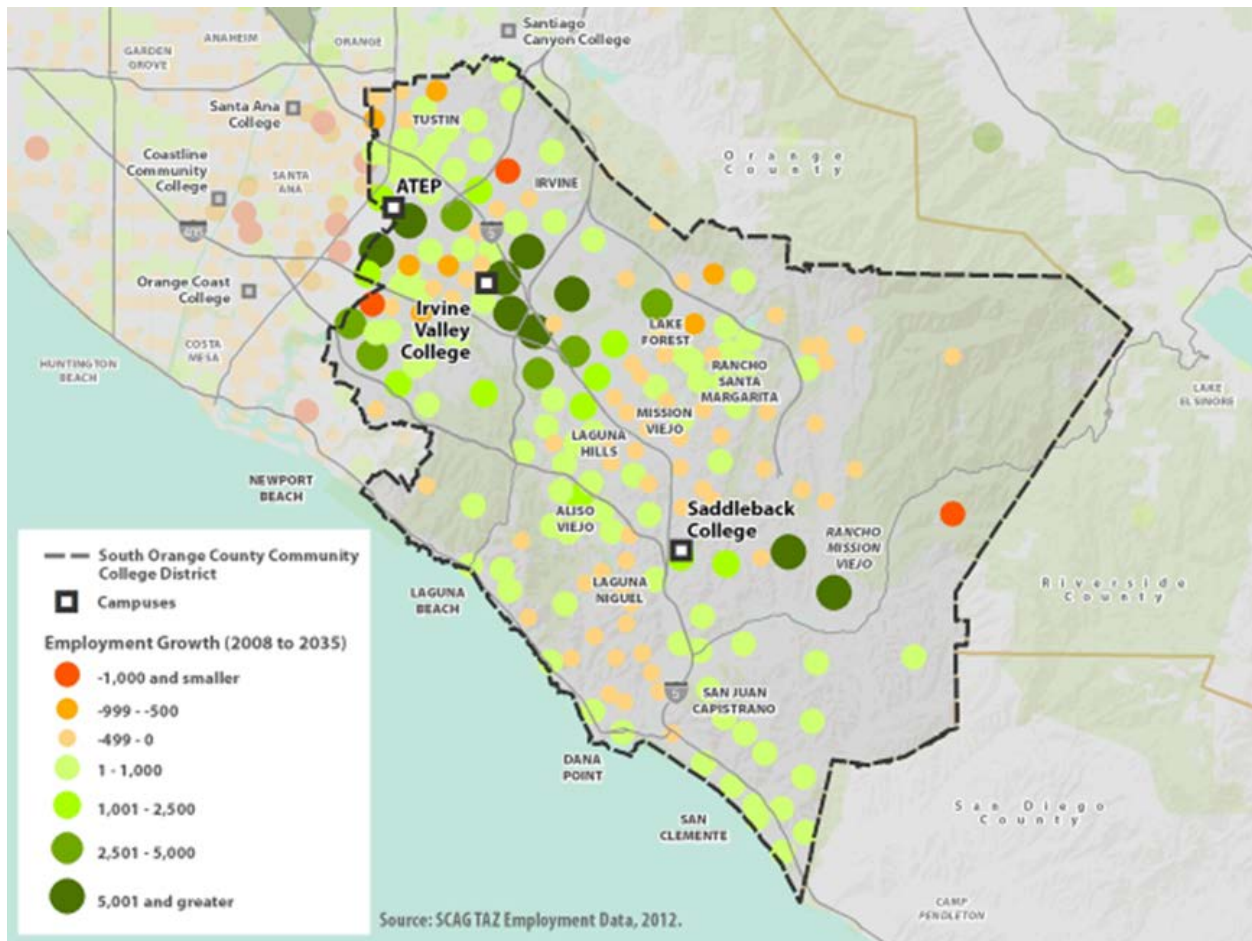
Source: US Census ACS 5-Year Estimates, 2013-2017

TABLE 2.16: EMPLOYMENT STATUS, SOCCCD SERVICE AREA, 2017

City	Population 16 Years and Over	Population 16 Years and Over in Civilian Labor Force	
		Population	Percent of Population
Aliso Viejo	39,000	29,766	76%
Dana Point	29,088	19,098	66%
Irvine	205,809	131,904	64%
Laguna Beach	19,753	12,557	64%
Laguna Hills	25,829	17,880	69%
Laguna Niguel	53,789	35,792	67%
Laguna Woods	16,303	3,545	22%
Lake Forest	65,982	47,031	71%
Mission Viejo	80,369	52,866	66%
Newport Beach	73,082	45,253	62%
Rancho Santa Margarita	37,774	28,388	75%
San Clemente	52,464	33,755	64%
San Juan Capistrano	28,720	17,390	61%
Tustin	62,190	44,225	71%
SOCCCD Service Area	790,152	519,450	66%

Source: US Census ACS 5-Year Estimates, 2013-2017

FIGURE 2.15: PROJECTED EMPLOYMENT GROWTH, 2008 TO 2035



Source: SCAG Socio Economic Library, Adopted 2012 Growth Forecast

SADDLEBACK COLLEGE EDUCATION MASTER PLAN 2020-2030

TABLE 2.17: COUNTY, DISTRICT SERVICE AREA EMPLOYMENT GROWTH PROJECTIONS, 2008-2035

Region	2008	2020	2035	Percent Change, 2020 to 2035	Total Change, 2020 to 2035
SOCCCD	579,000	601,600	675,600	12%	74,000
Orange County	1,624,400	1,626,100	1,779,100	9%	153,000

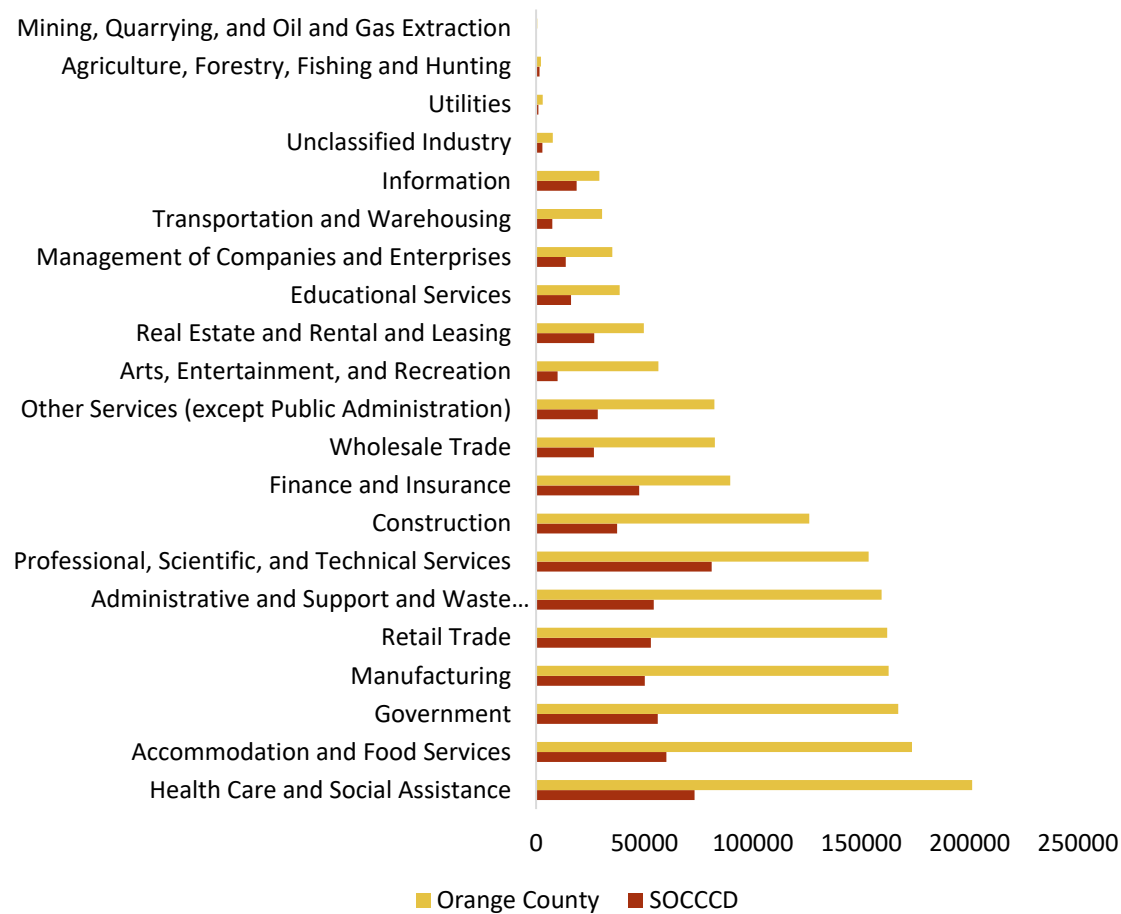
Source: SCAG Socio-Economic Library, Adopted 2012 Growth Forecast

TABLE 2.18: SOCCCD SERVICE AREA EMPLOYMENT GROWTH PROJECTIONS, 2008-2035

City	2008	2020	2035	Percent Change, 2020 to 2035	Total Change, 2020 to 2035
Aliso Viejo	17,200	19,600	19,700	0.5%	100
Dana Point	13,600	13,500	13,700	1%	200
Irvine	223,500	242,000	291,800	21%	49,800
Laguna Beach	14,000	14,000	14,100	0.7%	100
Laguna Hills	19,900	20,400	20,500	0.5%	100
Laguna Niguel	20,000	20,100	21,000	4%	900
Laguna Woods	5,500	6,200	6,700	8%	500
Lake Forest	44,500	40,600	45,800	13%	5,200
Mission Viejo	37,200	38,000	38,800	2%	800
Newport Beach	82,500	77,000	77,700	0.9%	700
Rancho Santa Margarita	17,700	16,300	16,600	2%	300
San Clemente	25,600	26,300	26,600	1%	300
San Juan Capistrano	15,700	15,700	15,800	0.6%	100
Tustin	42,100	51,900	66,800	29%	14,900
SOCCCD Service Area	579,000	601,600	675,600	12%	74,000

Source: SCAG Socio-Economic Library, Adopted 2012 Growth Forecast

FIGURE 2.16: EMPLOYMENT BY INDUSTRY, SOCCCD AND ORANGE COUNTY, 2018



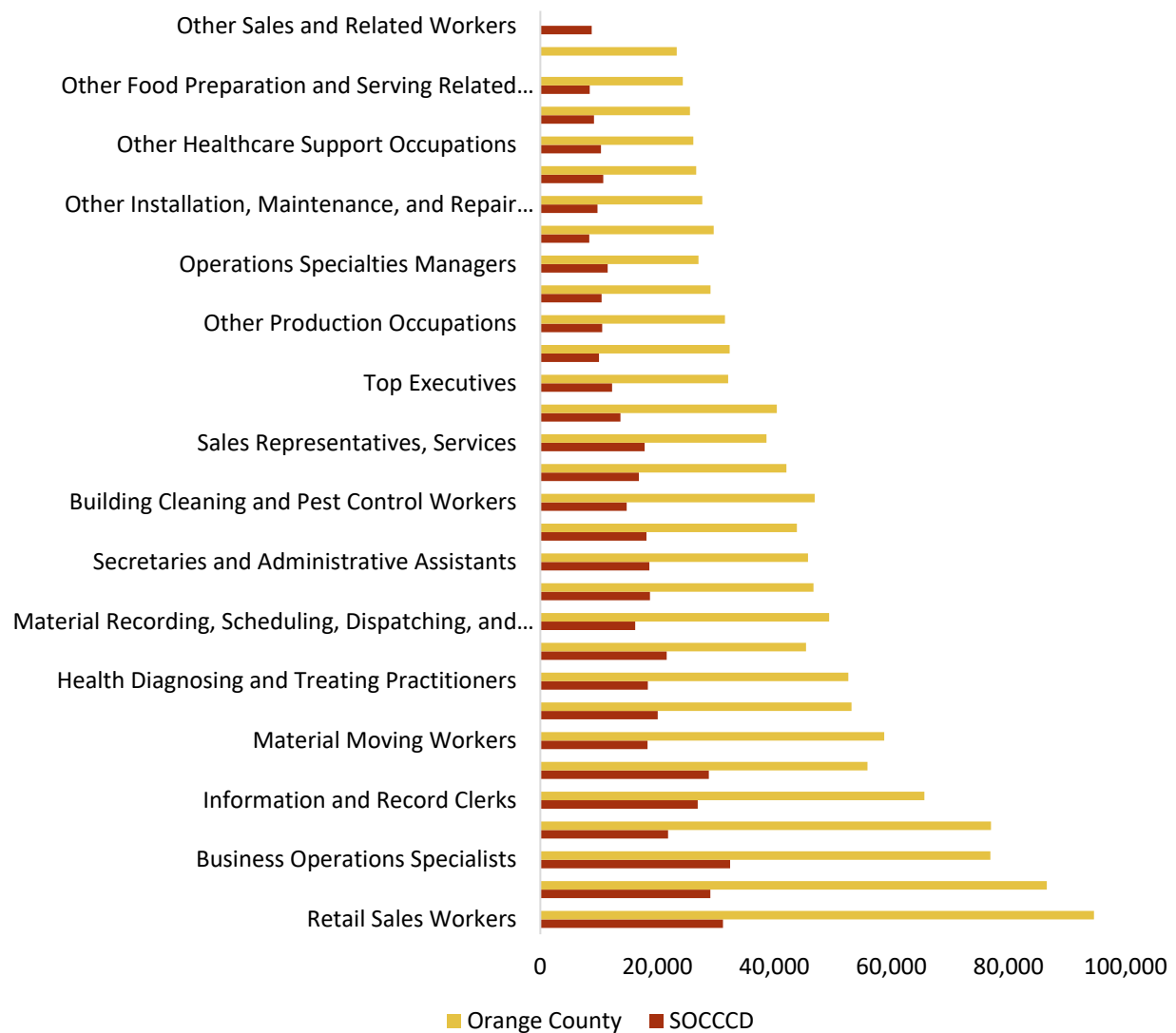
Source: EMSI, BLS QCEW

TABLE 2.19: EMPLOYMENT BY INDUSTRY, SOCCCD AND ORANGE COUNTY, 2018

Industry Sector	SOCCCD Employment	Percent of SOCCCD Employment	Orange County Employment	Percent of Orange County Employment
Professional, Scientific, and Technical Services	80,998	12%	153,362	9%
Health Care and Social Assistance	73,082	11%	201,108	11%
Accommodation and Food Services	60,097	9%	173,364	10%
Government	56,114	8%	167,055	9%
Administrative & Support and Waste Management & Remediation Services	54,281	8%	159,334	9%
Retail Trade	52,936	8%	161,951	9%
Manufacturing	50,147	8%	162,637	9%
Finance and Insurance	47,528	7%	89,545	5%
Construction	37,363	6%	125,979	7%
Other Services (except Public Administration)	28,410	4%	82,270	5%
Real Estate and Rental and Leasing	26,839	4%	49,678	3%
Wholesale Trade	26,663	4%	82,454	5%
Information	18,683	3%	29,182	2%
Educational Services	16,138	2%	38,562	2%
Management of Companies and Enterprises	13,674	2%	35,140	2%
Arts, Entertainment, and Recreation	9,893	2%	56,399	3%
Transportation and Warehousing	7,446	1%	30,415	2%
Unclassified Industry	2,928	0.4%	7,703	0.4%
Agriculture, Forestry, Fishing, and Hunting	1,603	0.2%	2,274	0.1%
Utilities	1,070	0.2%	3,047	0.2%
Mining, Quarrying, and Oil & Gas Extraction	88	0.0%	557	0.0%

Source: EMSI, BLS QCEW

FIGURE 2.17: TOP 30 OCCUPATION GROUPS IN SOCCCD AND ORANGE COUNTY, 2018



Source: EMSI, BLS QCE

TABLE 2.20: TOP 30 OCCUPATION GROUPS IN THE SOCCCD SERVICE AREA, 2018

Occupation Groups	2018 Resident Workers	2018 Jobs	2018 Net Commuters
Business Operations Specialists	22,748	32,435	9,687
Retail Sales Workers	23,540	31,200	7,660
Food and Beverage Serving Workers	19,889	29,045	9,156
Computer Occupations	18,452	28,795	10,343
Information and Record Clerks	17,999	26,890	8,891
Construction Trades Workers	15,828	21,826	5,998
Financial Specialists	14,946	21,589	6,643
Other Personal Care and Service Workers	15,358	20,066	4,708
Other Office and Administrative Support Workers	13,623	18,728	5,105
Secretaries and Administrative Assistants	12,828	18,634	5,806
Health Diagnosing and Treating Practitioners	12,991	18,355	5,364
Material Moving Workers	13,277	18,308	5,031
Financial Clerks	12,248	18,132	5,884
Sales Representatives, Services	12,300	17,817	5,517
Other Management Occupations	12,799	16,839	4,040
Material Recording, Scheduling, Dispatching, and Distributing Workers	12,285	16,197	3,912
Building Cleaning and Pest Control Workers	11,291	14,761	3,470
Cooks and Food Preparation Workers	9,805	13,688	3,883
Top Executives	8,537	12,262	3,725
Operations Specialties Managers	7,796	11,512	3,716
Engineers	7,144	10,750	3,606
Other Production Occupations	6,767	10,580	3,813
Health Technologists and Technicians	7,202	10,469	3,267
Other Healthcare Support Occupations	6,762	10,357	3,595
Preschool, Primary, Secondary, and Special Education School Teachers	9,467	10,027	560
Other Installation, Maintenance, and Repair Occupations	7,290	9,761	2,471
Sales Representatives, Wholesale and Manufacturing	6,492	9,162	2,670
Other Sales and Related Workers	7,347	8,768	1,421
Other Food Preparation and Serving Related Workers	5,639	8,441	2,802
Motor Vehicle Operators	7,279	8,362	1,083

Source: EMSI, BLS QCE

TABLE 2.21: TOP 30 OCCUPATION GROUPS IN ORANGE COUNTY, 2018

Occupation Groups	2018 Resident Workers	2018 Jobs	2018 Net Commuters
Retail Sales Workers	86,021	94,585	8,564
Food and Beverage Serving Workers	76,654	86,530	9,876
Construction Trades Workers	62,958	77,007	14,049
Business Operations Specialists	68,164	76,896	8,732
Information and Record Clerks	58,167	65,607	7,440
Material Moving Workers	54,906	58,754	3,848
Computer Occupations	48,654	55,888	7,234
Other Personal Care and Service Workers	55,077	53,165	(1,912)
Health Diagnosing and Treating Practitioners	46,156	52,615	6,459
Material Recording, Scheduling, Dispatching, and Distributing Workers	46,166	49,346	3,180
Building Cleaning and Pest Control Workers	40,336	46,883	6,547
Other Office and Administrative Support Workers	44,652	46,674	2,022
Secretaries and Administrative Assistants	41,627	45,733	4,106
Financial Specialists	40,878	45,404	4,526
Financial Clerks	39,141	43,832	4,691
Other Management Occupations	38,861	42,051	3,190
Cooks and Food Preparation Workers	37,412	40,396	2,984
Sales Representatives, Services	34,618	38,649	4,031
Preschool, Primary, Secondary, and Special Education School Teachers	32,299	32,345	46
Top Executives	28,412	32,094	3,682
Other Production Occupations	27,967	31,537	3,570
Motor Vehicle Operators	30,369	29,611	(758)
Health Technologists and Technicians	25,443	29,065	3,622
Other Installation, Maintenance, and Repair Occupations	25,827	27,672	1,845
Operations Specialties Managers	23,910	27,032	3,122
Engineers	22,779	26,623	3,844
Other Healthcare Support Occupations	22,333	26,147	3,814
Sales Representatives, Wholesale and Manufacturing	22,509	25,570	3,061
Other Food Preparation and Serving Related Workers	21,601	24,352	2,751
Metal Workers and Plastic Workers	19,533	23,317	3,784

Source: EMSI, BLS QCE

REGIONAL INDUSTRY TRENDS

This section builds upon the employment trends in the previous section, looking at the key industry sectors which drive the Orange County and regional economies, job growth projections in middle-skill occupations in these industries, and how these industries and occupations relate to programs of study at the South Orange County Community College District.

SOUTHERN CALIFORNIA REGIONAL CONTEXT

Several industry sectors, including Health Care Services, Entertainment, Professional and Technical Services, and Logistics and Transportation, provide large numbers of middle skill jobs in Southern California (see Figure 2.18 below). Many of these same sectors are projected to see substantial growth over the coming decade, thanks to rising demand for services to support older adult populations, the ongoing integration of tech into the workplace and the digitization of our daily lives, and the need to address large-scale issues such as climate change and antibiotic-resistant viruses.

These trends present both challenges and opportunities for community colleges to build training programs and curriculums which offer students the skills they need to work in the challenging careers of the present and participate in shaping the regional economy of the near future.

KEY INDUSTRIES AND MIDDLE-SKILL JOBS

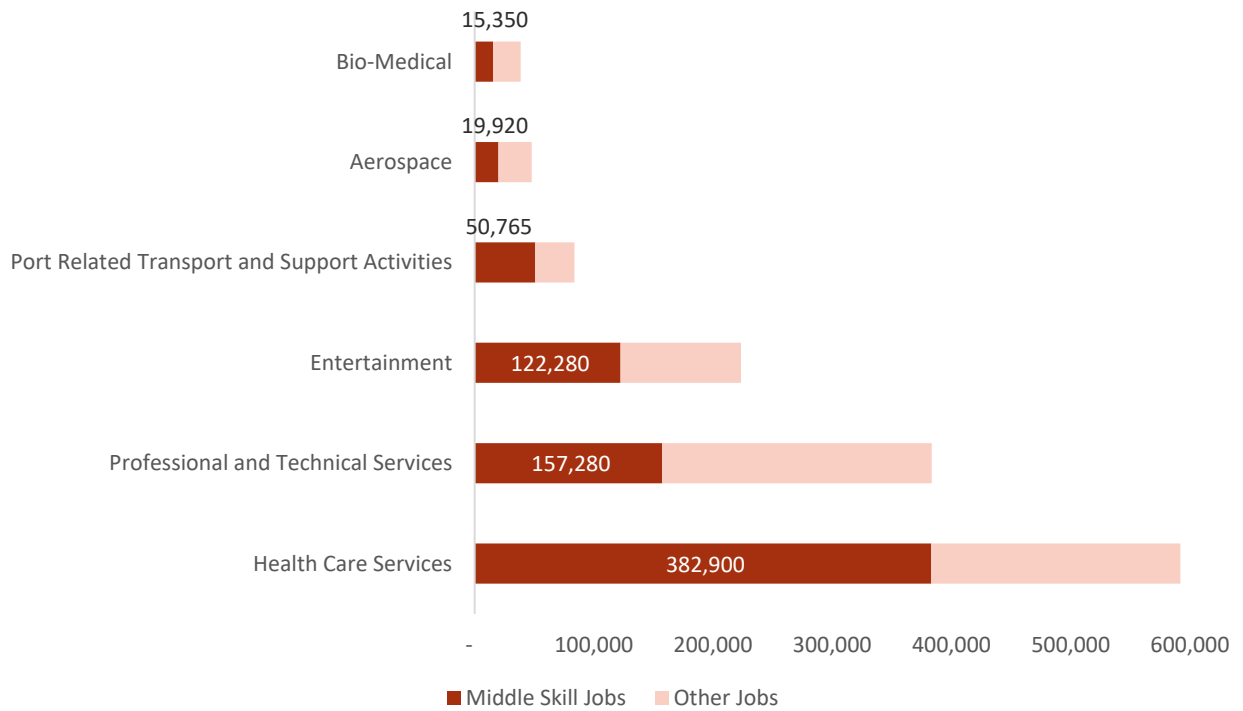
- In Health Care, the sector projected to grow the most over the next decade, two out of every three jobs are middle-skill positions.¹⁸
- The Professional Services sector, which includes occupations that provide specialized knowledge-based services such as advertising, accounting, financial and legal services, engineers, real estate, and business consulting, provides more than 150,000 middle-skill jobs in the Southern California region.

REGIONAL JOB GROWTH PROJECTIONS

- In Southern California, growth in Health Care Services over the next decade is expected to increase by nearly one third and provide an additional 330,000 jobs in the region (see Figure 2.19 and Figure 2.20). More than 200,000 of these may be middle-skill jobs.
- The Logistics sector (Transportation and Warehousing) is projected to grow by 22 percent, adding 81,000 jobs, while Hospitality (Accommodation and Food Services) will grow by 15 percent, about 113,000 new jobs.
- Construction, Educational Services, and Arts and Entertainment are also projected to grow in Southern California by 10 percent or more by 2028.

¹⁸ Center for Competitive Workforce, Initial Findings Report: L.A. & Orange County Community Colleges: Powering Economic Opportunity, Target Industries, <https://competitiveworkforce.la/initial-findings/>

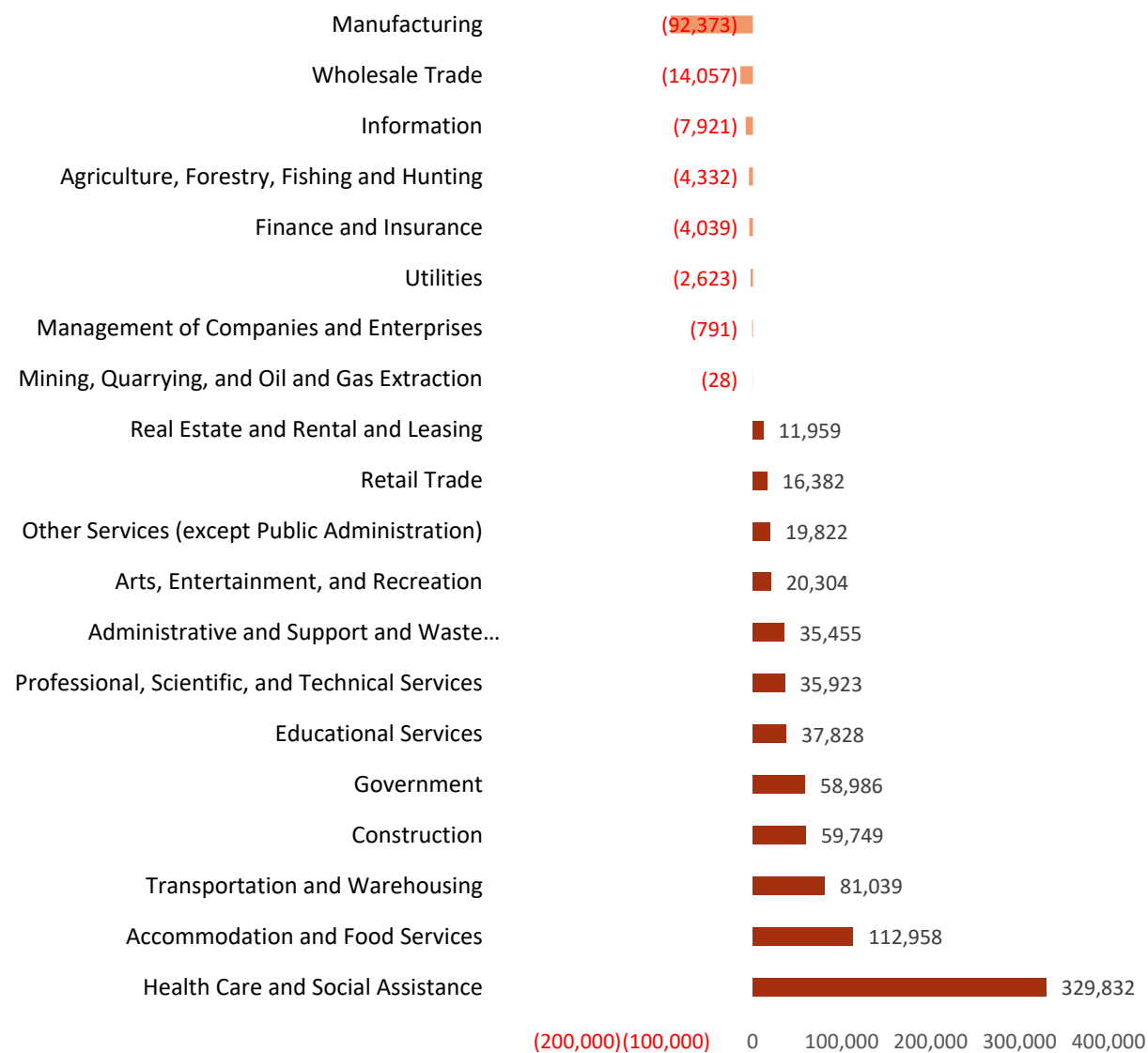
FIGURE 2.18: KEY INDUSTRY SECTORS AND TOTAL MIDDLE SKILL JOBS, SOUTHERN CALIFORNIA REGION, 2016



Note: Data for Southern California combines the four counties of Los Angeles, Orange, San Bernardino, and Riverside.

Source: Center for Competitive Workforce, 2019

FIGURE 2.19: SOUTHERN CALIFORNIA REGIONAL EMPLOYMENT GROWTH PROJECTIONS BY INDUSTRY SECTOR, 2018 TO 2028



Source: EMSI

TABLE 2.22: SOUTHERN CALIFORNIA REGIONAL EMPLOYMENT GROWTH PROJECTIONS BY INDUSTRY SECTOR, 2018 TO 2028

Industry Sector	2018 Jobs	2023 Jobs	2028 Jobs	Total Change, 2018 to 2028	Percent Change, 2018 to 2028
Health Care and Social Assistance	1,172,637	1,372,082	1,502,469	329,832	28%
Accommodation and Food Services	776,042	849,377	889,000	112,958	15%
Transportation and Warehousing	372,377	427,062	453,416	81,039	22%
Construction	471,830	509,297	531,579	59,749	13%
Government	1,066,519	1,102,240	1,125,505	58,986	6%
Educational Services	234,545	258,082	272,373	37,828	16%
Professional, Scientific, and Technical Services	566,929	589,901	602,852	35,923	6%
Administrative and Support and Waste Management and Remediation Services	592,584	616,321	628,039	35,455	6%
Arts, Entertainment, and Recreation	212,345	226,515	232,649	20,304	10%
Other Services (except Public Administration)	437,954	448,374	457,776	19,822	5%
Retail Trade	808,369	820,180	824,751	16,382	2%
Real Estate and Rental and Leasing	188,489	196,496	200,448	11,959	6%
Mining, Quarrying, and Oil and Gas Extraction	3,695	3,580	3,667	(28)	(1%)
Management of Companies and Enterprises	101,852	102,103	101,061	(791)	(1%)
Utilities	19,815	18,319	17,192	(2,623)	(13%)
Finance and Insurance	276,186	273,818	272,147	(4,039)	(1%)
Agriculture, Forestry, Fishing and Hunting	24,164	21,470	19,832	(4,332)	(18%)
Information	265,509	259,637	257,588	(7,921)	(3%)
Wholesale Trade	377,932	371,660	363,875	(14,057)	(4%)
Manufacturing	620,719	569,224	528,346	(92,373)	(15%)
Total Jobs	8,627,778	9,079,810	9,332,832	705,054	8%

Source: EMSI; Data for Southern California Region includes four counties of Los Angeles, Orange, San Bernardino, and Riverside

ORANGE COUNTY INDUSTRY AND JOB TRENDS

Orange County industry and employment growth projections mirror some of the broader regional trends, with Health Care, Hospitality, and Administrative Support Services sectors projected to grow the most over the next decade.

KEY AND EMERGING INDUSTRY CLUSTERS

- In Orange County, key industry clusters include health care and related services, IT, digital media and big data analytics, bioscience research, biopharmaceuticals and medical device manufacturing, and business and professional services.¹⁹
- The region is also a prime location for many action sports companies and has large and growing tourism and hospitality sectors.
- Emerging industry clusters include those connected to the growing green economy and businesses involved in the integration of IT and healthcare.
- Several manufacturing sub-sectors, including medical device manufacturing, apparel, electronics, computer, and aerospace manufacturing, are highly concentrated in Orange County (see Table 2.23 below).
- Tourism and hospitality firms, especially those related to amusement parks, are also concentrated in Orange County, as are a host of professional and business-related firms, such as those who specialize in real estate and financial services.

INDUSTRY GROWTH

- Health Care Services employment is projected to grow the most in Orange County, with nearly 57,000 new positions needed by 2028 (see Figure 2.21 and Table 2.24).
- Construction, Educational Services, Management Services, and Arts and Entertainment are also projected to achieve double-digit growth in Orange County by 2028.

EMPLOYMENT GROWTH

- Overall, operations managers and registered nurses will have the most openings over the next decade.
- In addition to nurses, those jobs which need community college education (either an associate degree or postsecondary certificate award) and are expected to have the most openings, include accounting clerks, teacher, medical, nursing and dental assistants, vocational nurses, auto techs and mechanics, and preschool teachers.
- Dental hygienists and paralegals are projected to have the most openings among jobs that require a terminal associate degree.

SOCCCD PROGRAMS AND GROWING OCCUPATIONS

- Both Saddleback and Irvine Valley Colleges have programs to prepare students for some of the highest projected middle-skill occupations, including bookkeeping and accounting, teacher assistants, pre-school teachers, and electrical and electronics engineering technicians.

SKILLS GAP

- Employers in key industries are finding it hard to fill job openings due to the growing skills gap among available workers.

¹⁹ Center for a Competitive Workforce, L.A. & Orange County Community Colleges: Powering Economic Opportunity, October 2017, p.4; Orange County Workforce Indicators Report, Orange County Business Council, 2019, p.49

- Community colleges can partner with businesses to expand career and technical training for key industry clusters, including IT, Construction, Hospitality & Tourism, and Healthcare, and help to prepare students to fill available and “hard to fill” middle-skill jobs.²⁰
- Employers need a workforce that understands how to use technology and data. They need workers who are flexible and adaptable as industries evolve and have problem-solving skills to help businesses maintain competitive advantage and create value.²¹ Community college programs need to prepare students for rapid changes in technology and provide students with skills they need to adapt to these changes.

TABLE 2.23: INDUSTRIES WITH THE HIGHEST CURRENT AND PROJECTED LOCATION QUOTIENTS, ORANGE COUNTY, 2018 AND 2028

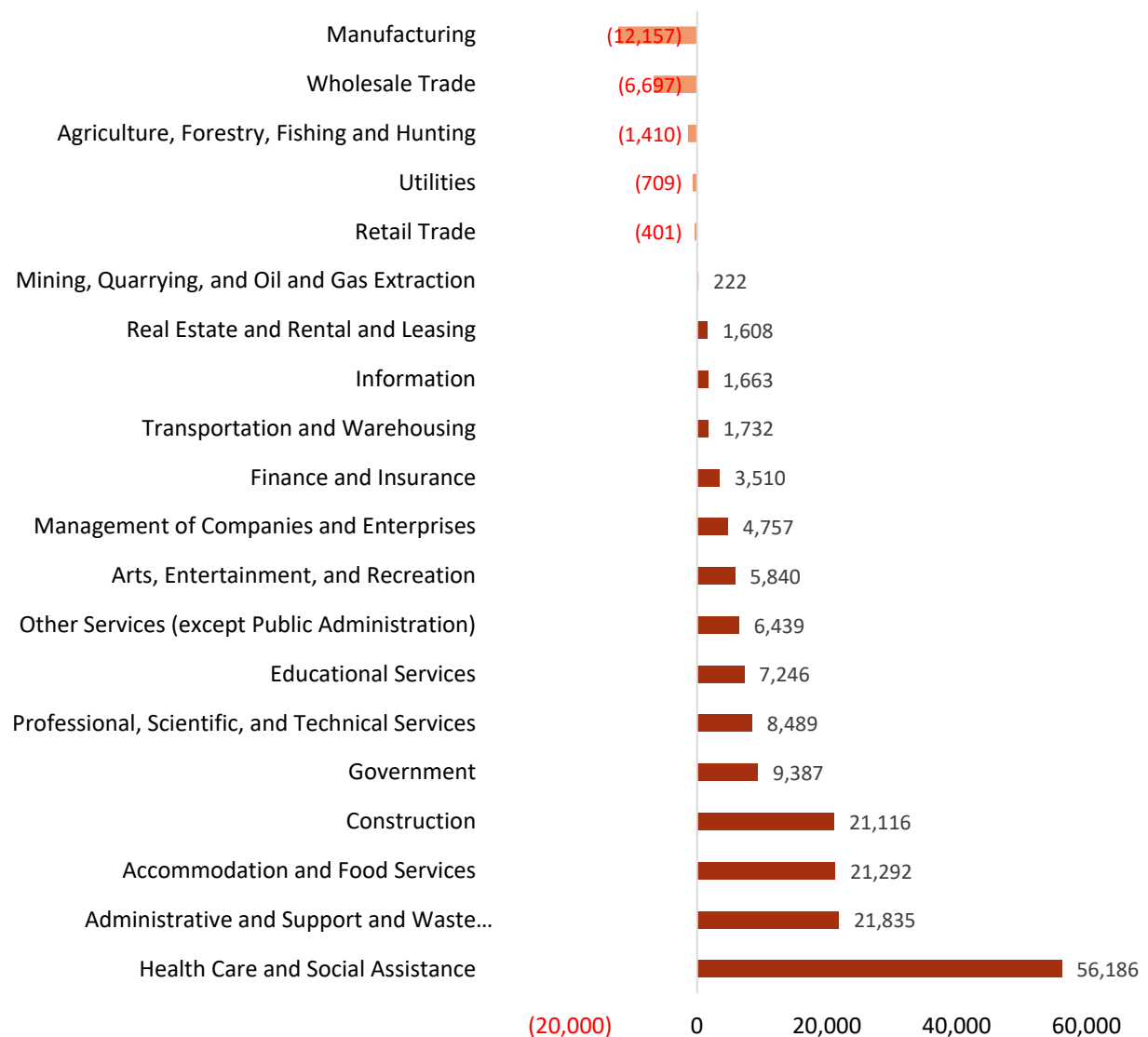
Industry	2018 Jobs	2028 Jobs	Percent Change	2018 LQ	2028 LQ	2018 Earnings Per Worker
Amusement Parks and Arcades	29,076	31,817	9%	11.85	11.83	\$36,562
Medical Equipment and Supplies Manufacturing	18,923	20,809	10%	5.26	5.51	\$102,797
Apparel Knitting Mills	632	283	(55%)	5.20	3.76	\$77,109
Audio and Video Equipment Manufacturing	1,067	882	(17%)	4.73	4.14	\$88,046
Land Subdivision	2,215	2,207	(0%)	4.20	4.65	\$152,462
Cut and Sew Apparel Manufacturing	4,470	3,522	(21%)	3.78	4.03	\$68,989
Unclassified Industry	7,703	10,015	30%	3.16	3.65	\$57,615
Semiconductor and Other Electronic Component Manufacturing	12,392	10,280	(17%)	2.99	2.67	\$119,496
Navigational, Measuring, Electromedical, and Control Instruments Manufacturing	13,438	11,819	(12%)	2.96	2.73	\$145,804
Manufacturing and Reproducing Magnetic and Optical Media	429	577	34%	2.71	4.51	\$148,071
Non-depository Credit Intermediation	17,830	20,970	18%	2.56	2.71	\$111,887
Electric Lighting Equipment Manufacturing	1,356	1,327	(2%)	2.54	2.52	\$82,561
Computer and Peripheral Equipment Manufacturing	4,401	3,624	(18%)	2.50	2.27	\$174,564
Activities Related to Credit Intermediation	8,278	9,977	21%	2.34	2.33	\$95,032
Offices of Real Estate Agents and Brokers	12,368	11,463	(7%)	2.32	2.27	\$112,152
Aerospace Product and Parts Manufacturing	12,491	13,434	8%	2.25	2.40	\$144,837
Drugs and Druggists' Sundries Merchant Wholesalers	5,709	6,047	6%	2.23	2.41	\$128,669
Apparel, Piece Goods, and Notions Merchant Wholesalers	3,904	3,825	(2%)	2.21	2.07	\$70,958
Activities Related to Real Estate	20,988	23,035	10%	2.21	2.01	\$69,981
Machine Shops; Turned Product; and Screw, Nut, and Bolt Manufacturing	8,752	8,365	(4%)	2.13	2.00	\$74,459

Source: EMSI

²⁰ Orange County Workforce Indicators Report, Orange County Business Council, 2019, p.35

²¹ Orange County Workforce Indicators Report, Orange County Business Council, 2019, p.9

FIGURE 2.20: ORANGE COUNTY EMPLOYMENT GROWTH PROJECTIONS BY INDUSTRY SECTOR, 2018 TO 2028



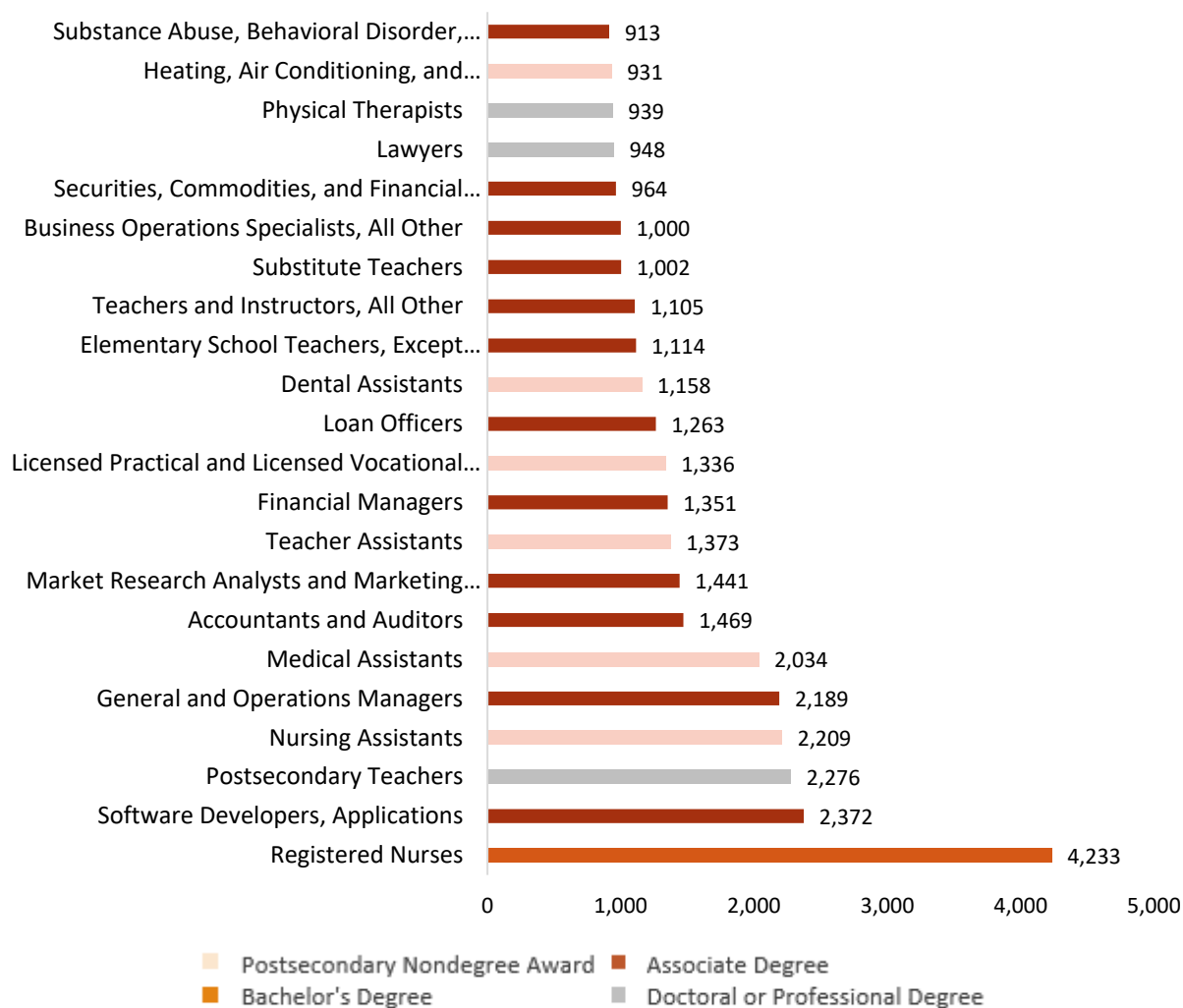
Source: EMSI

TABLE 2.24: ORANGE COUNTY EMPLOYMENT GROWTH PROJECTIONS BY INDUSTRY SECTOR, 2018 TO 2028

Industry Sector	2018 Jobs	2023 Jobs	2028 Jobs	Total Change, 2018 to 2028	Percent Change, 2018 to 2028
Health Care and Social Assistance	201,108	234,771	257,294	56,186	28%
Administrative and Support and Waste Management and Remediation Services	159,334	173,480	181,169	21,835	14%
Accommodation and Food Services	173,364	187,294	194,656	21,292	12%
Construction	125,979	139,220	147,095	21,116	17%
Government	167,055	172,743	176,442	9,387	6%
Professional, Science, and Technical Services	153,362	158,794	161,851	8,489	6%
Educational Services	38,562	43,088	45,808	7,246	19%
Other Services (except Public Administration)	82,270	86,190	88,709	6,439	8%
Arts, Entertainment, and Recreation	56,399	60,555	62,239	5,840	10%
Management of Companies and Enterprises	35,140	38,393	39,897	4,757	14%
Finance and Insurance	89,545	91,697	93,055	3,510	4%
Transportation and Warehousing	30,415	31,747	32,147	1,732	6%
Information	29,182	30,180	30,845	1,663	6%
Real Estate and Rental and Leasing	49,678	50,818	51,286	1,608	3%
Mining, Quarrying, and Oil and Gas Extraction	557	682	779	222	40%
Retail Trade	161,951	161,942	161,550	(401)	(0%)
Utilities	3,047	2,626	2,338	(709)	(23%)
Agriculture, Forestry, Fishing and Hunting	2,274	1,369	864	(1,410)	(62%)
Wholesale Trade	82,454	78,898	75,757	(6,697)	(8%)
Manufacturing	162,637	156,627	150,480	(12,157)	(7%)
Total Jobs	1,812,019	1,910,249	1,964,277	152,258	8%

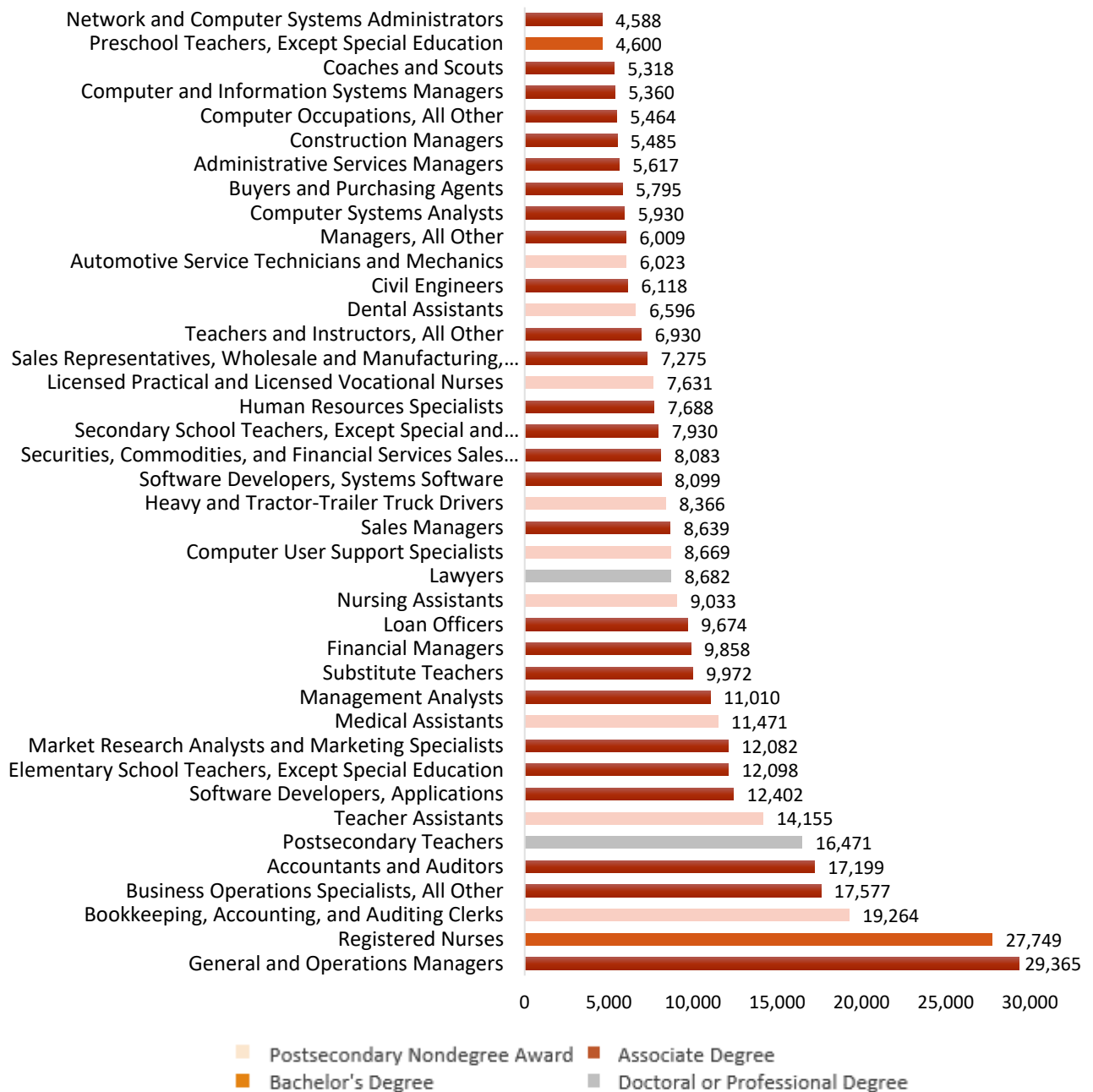
Source: EMSI

FIGURE 2.21: FASTEST GROWING JOBS BY EDUCATIONAL ATTAINMENT IN ORANGE COUNTY, 2018 TO 2028



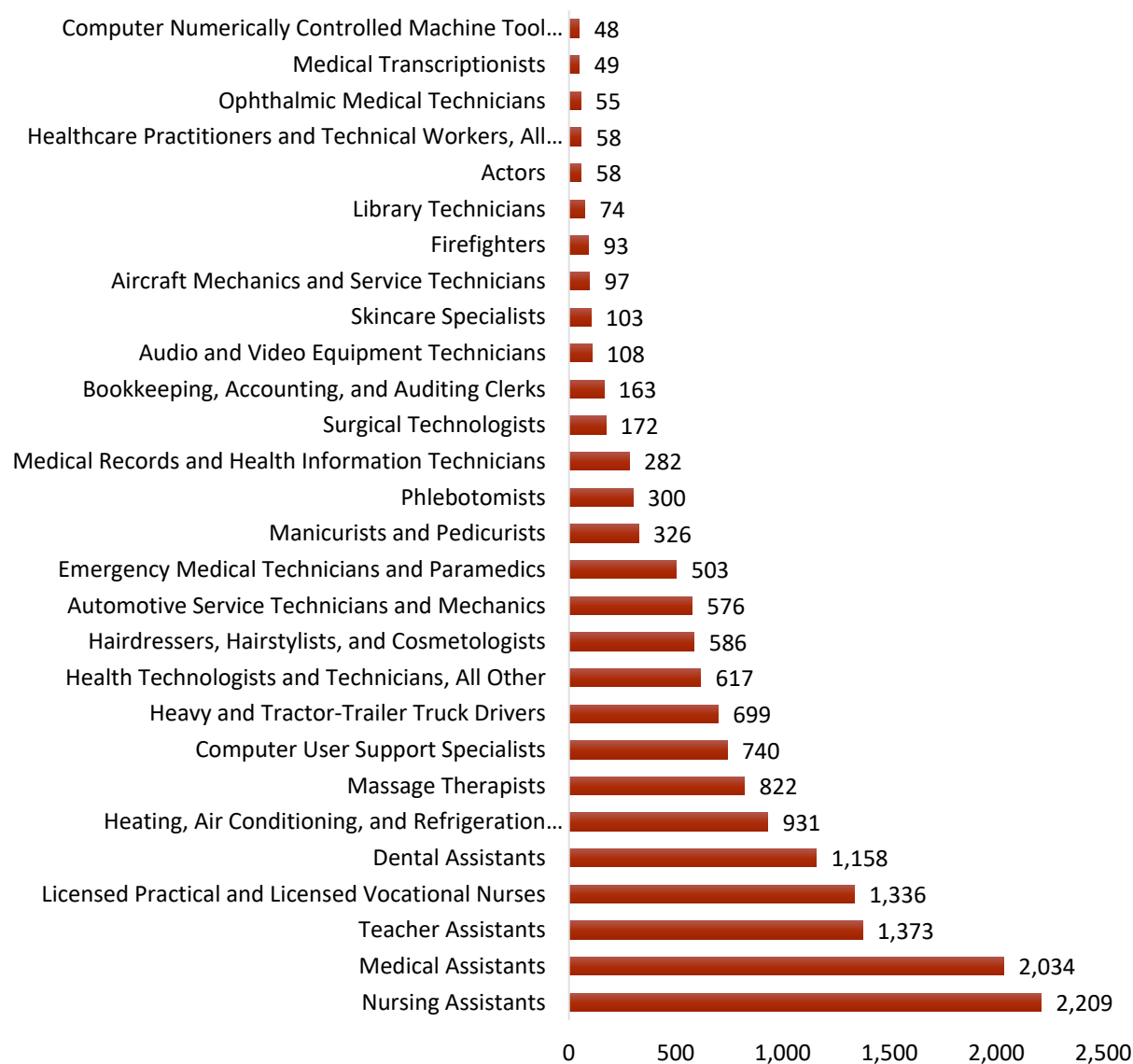
Source: QCEW Occupational Projections Data, EMSI

FIGURE 2.22: OCCUPATIONS WITH GREATEST EXPECTED NUMBER OF POSITIONS BY EDUCATIONAL ATTAINMENT IN ORANGE COUNTY, 2028



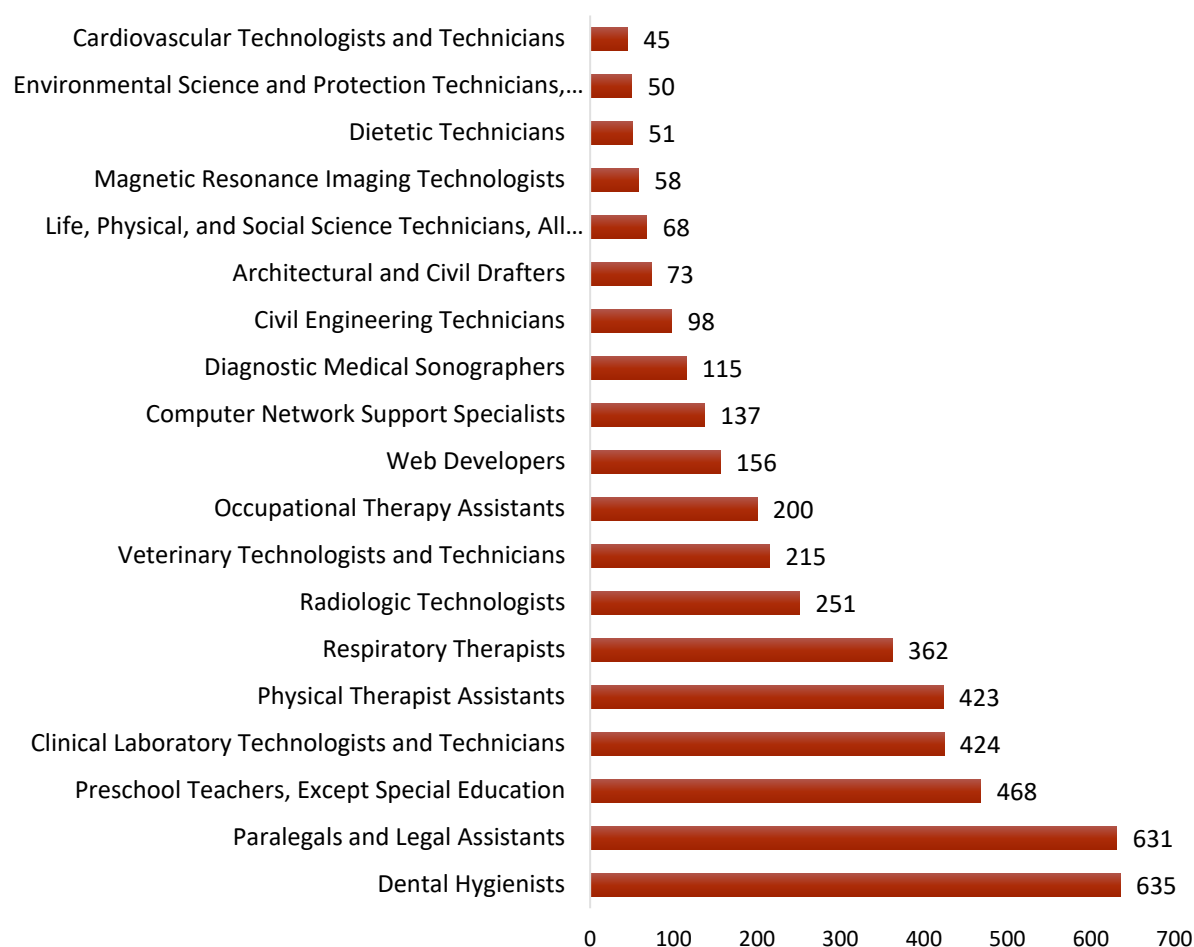
Source: QCEW Occupational Projections Data, EMSI

FIGURE 2.23: FASTEST GROWING JOBS IN ORANGE COUNTY REQUIRING POSTSECONDARY CERTIFICATION, 2018 TO 2028



Source: EMSI

FIGURE 2.24: FASTEST GROWING JOBS IN ORANGE COUNTY REQUIRING AA/AS DEGREE, 2018 TO 2028



Source: EMS

TABLE 2.25: TOP MIDDLE-SKILL JOBS BY PROJECTED OPENINGS RELATED TO SADDLEBACK COLLEGE PROGRAMS, 2018 TO 2028

Description	2018 - 2028 Change	2018 - 2028 Percent Change	2018 - 2028 Openings	Typical Entry-Level Education	Average Regional (Orange County) Program Completions, 2013 to 2017
Registered Nurses	4,245	18%	17,209	Associate degree	3,217
Medical Assistants	2,011	21%	13,032	Postsecondary nondegree award	2,201
Licensed Practical and Licensed Vocational Nurses	1,334	21%	6,252	Postsecondary nondegree award	1,489
Automotive Service Technicians and Mechanics	560	10%	5,867	Postsecondary nondegree award	396
Hairdressers, Hairstylists, and Cosmetologists	575	21%	4,134	Postsecondary nondegree award	1,075
Manicurists and Pedicurists	315	13%	3,277	Postsecondary nondegree award	1,972
Clinical Laboratory Technologists and Technicians	429	15%	2,306	Associate degree	1,001
Health Technologists and Technicians	615	26%	2,256	Postsecondary nondegree award	984
Emergency Medical Technicians and Paramedics	508	28%	1,744	Postsecondary nondegree award	1,008
Phlebotomists	306	26%	1,639	Postsecondary nondegree award	3
Medical Records and Health Information Technicians	276	15%	1,474	Postsecondary nondegree award	1,209
Computer, Automated Teller, and Office Machine Repairers	(215)	(15%)	1,283	Some college, no degree	40
Skincare Specialists	101	18%	795	Postsecondary nondegree award	1,501
Environmental Science and Protection Technicians, Including Health	49	10%	668	Associate degree	64
Barbers	43	15%	316	Postsecondary nondegree award	135
Healthcare Practitioners and Technical Workers, All Other	58	14%	281	Postsecondary nondegree award	945
Dietetic Technicians	50	19%	279	Associate degree	999
Sound Engineering Technicians	9	3%	265	Postsecondary nondegree award	28
Captains, Mates, and Pilots of Water Vessels	40	22%	242	Postsecondary nondegree award	8
Broadcast Technicians	(24)	(9%)	222	Associate degree	34
Forest and Conservation Technicians	6	7%	111	Associate degree	3
Ship Engineers	7	19%	55	Postsecondary nondegree award	8
Motorboat Operators	3	21%	20	Associate degree	8

Source: EMSI

TABLE 2.26: TOP MIDDLE-SKILL JOBS BY PROJECTED OPENINGS RELATED TO PROGRAMS OFFERED AT BOTH SOCCCD COLLEGES, 2018 TO 2028

Description	2018 - 2028 Change	2018 - 2028 Percent Change	2018 - 2028 Openings	Typical Entry-Level Education	2013 to 2017, Average Regional (Orange County) Program Completions
Bookkeeping, Accounting, and Auditing Clerks	18	0%	21,334	Some college, no degree	489
Teacher Assistants	1,456	11%	15,333	Some college, no degree	22
Preschool Teachers, Except Special Education	456	11%	4,693	Associate degree	1,394
Electrical and Electronics Engineering Technicians	(120)	(5%)	1,921	Associate degree	53
Web Developers	147	7%	1,704	Associate degree	1,755
Architectural and Civil Drafters	63	3%	1,617	Associate degree	137
Computer Network Support Specialists	124	6%	1,574	Associate degree	1,139
Actors	62	7%	967	Some college, no degree	287
Chemical Technicians	(2)	(0%)	905	Associate degree	1
Electrical and Electronics Repairers, Commercial and Industrial Equipment	(30)	(3%)	861	Postsecondary nondegree award	40
Engineering Technicians, Except Drafters, All Other	27	3%	844	Associate degree	27
Industrial Engineering Technicians	14	3%	417	Associate degree	37
Mechanical Engineering Technicians	8	2%	394	Associate degree	18
Electro-Mechanical Technicians	(14)	(4%)	280	Associate degree	20
Desktop Publishers	(14)	(13%)	103	Associate degree	24

Source: EMSI

TABLE 2.27: TOP MIDDLE-SKILL JOBS BY PROJECTED OPENINGS WITH NO RELATED SOCCCD PROGRAMS, 2018 TO 2028

Description	2018 - 2028 Change	2018 - 2028 Percent Change	2018 - 2028 Openings	Typical Entry-Level Education	2013 to 2017, Average Regional (Orange County) Program Completions
Nursing Assistants	2,198	32%	11,102	Postsecondary nondegree award	956
Heavy and Tractor-Trailer Truck Drivers	634	8%	9,161	Postsecondary nondegree award	224
Dental Assistants	1,150	21%	7,689	Postsecondary nondegree award	1,249
Computer User Support Specialists	703	9%	6,735	Some college, no degree	1,139
Massage Therapists	818	29%	4,082	Postsecondary nondegree award	1,354
Heating, Air Conditioning, and Refrigeration Mechanics and Installers	965	41%	3,702	Postsecondary nondegree award	160
Dental Hygienists	634	26%	2,282	Associate degree	1,054
Physical Therapist Assistants	436	57%	1,605	Associate degree	1,014
Respiratory Therapists	360	17%	1,413	Associate degree	1,075
Veterinary Technologists and Technicians	227	18%	1,292	Associate degree	955
Library Technicians	67	8%	1,273	Postsecondary nondegree award	15
Audio and Video Equipment Technicians	114	11%	1,141	Postsecondary nondegree award	99
Radiologic Technologists	251	19%	987	Associate degree	1,115
Surgical Technologists	173	23%	820	Postsecondary nondegree award	1,039
Occupational Therapy Assistants	205	52%	818	Associate degree	1,109
Firefighters	72	7%	777	Postsecondary nondegree award	0
Aircraft Mechanics and Service Technicians	76	9%	711	Postsecondary nondegree award	43
Computer Numerically Controlled Machine Tool Programmers, Metal and Plastic	41	7%	601	Postsecondary nondegree award	120
Medical Equipment Repairers	(11)	(2%)	519	Associate degree	75

SADDLEBACK COLLEGE EDUCATION MASTER PLAN 2020-2030

TOP MIDDLE-SKILL JOBS BY PROJECTED OPENINGS WITH NO RELATED SOCCCD PROGRAMS, 2018 TO 2028,
CONTINUED

Description	2018 - 2028 Change	2018 - 2028 Percent Change	2018 - 2028 Openings	Typical Entry-Level Education	2013 to 2017, Average Regional (Orange County) Program Completions
Tool and Die Makers	(19)	(4%)	472	Postsecondary nondegree award	0
Psychiatric Technicians	35	7%	420	Postsecondary nondegree award	987
Diagnostic Medical Sonographers	115	25%	377	Associate degree	1,02 9
Medical Transcriptionists	48	20%	355	Postsecondary nondegree award	943
Ophthalmic Medical Technicians	52	19%	282	Postsecondary nondegree award	0
Magnetic Resonance Imaging Technologists	59	16%	265	Associate degree	171
Radio, Cellular, and Tower Equipment Installers and Repairs	(6)	(2%)	254	Associate degree	0
Cardiovascular Technologists and Technicians	45	13%	228	Associate degree	987
Insurance Appraisers, Auto Damage	(76)	(25%)	218	Postsecondary nondegree award	0
Environmental Engineering Technicians	19	9%	207	Associate degree	3
Geological and Petroleum Technicians	13	7%	199	Associate degree	0
Agricultural and Food Science Technicians	1	1%	156	Associate degree	0
Electrical and Electronics Repairers, Powerhouse, Substation, and Relay	(41)	(22%)	144	Postsecondary nondegree award	349
Morticians, Undertakers, and Funeral Directors	14	14%	142	Associate degree	35
Wind Turbine Service Technicians	39	46%	138	Postsecondary nondegree award	1
Motorcycle Mechanics	(9)	(7%)	126	Postsecondary nondegree award	0
Respiratory Therapy Technicians	(52)	(29%)	118	Associate degree	1,09 2
Aerospace Engineering and Operations Technicians	8	8%	95	Associate degree	3
Avionics Technicians	8	8%	85	Associate degree	34

TOP MIDDLE-SKILL JOBS BY PROJECTED OPENINGS WITH NO RELATED SOCCCD PROGRAMS, 2018 TO 2028,
CONTINUED

Description	2018 - 2028 Change	2018 - 2028 Percent Change	2018 - 2028 Openings	Typical Entry-Level Education	2013 to 2017, Average Regional (Orange County) Program Completions
Nuclear Medicine Technologists	17	15%	79	Associate degree	943
First-Line Supervisors of Fire Fighting and Prevention Workers	8	14%	48	Postsecondary nondegree award	293
Radiation Therapists	16	26%	48	Associate degree	943
Nuclear Technicians	(2)	(5%)	43	Associate degree	0
Electrical and Electronics Installers and Repairers, Transportation Equipment	1	2%	42	Postsecondary nondegree award	385
Fire Inspectors and Investigators	4	18%	28	Postsecondary nondegree award	293
Air Traffic Controllers	1	4%	25	Associate degree	0
Commercial Divers	4	36%	16	Postsecondary nondegree award	956

Source: EMSI

CHAPTER 3 INSIDE THE COLLEGE (ENVIRONMENTAL SCAN)

This chapter focuses on demographic and related trends at Saddleback College. The sections which follow below, explore metrics such as enrollment trends, college preparedness, economic status, and completion rates to guide and inform future program and service development.

A note on terminology: Student enrollment is measured below in several ways.

- *Student headcount* refers to the actual number of students enrolled at each college.
- *Full-Time Equivalent Students (FTES)* is a calculation used by the State of California to determine college performance, productivity, and funding levels. It quantifies total student workload: one FTES is equivalent to approximately 525 hours of instruction over an academic term and can be generated from one full-time student or a combination of multiple part-time students.
- *Census enrollment (or duplicated headcount)* refers to student counts per every class section in each academic term. A count of all class enrollments is taken on the census day, often the last day students can drop or register for a class in that term period. Because students are counted in each class in which they are enrolled, a full-time student taking four classes will be counted four times, while a student enrolled in one class will be counted once.



ENROLLMENT TRENDS

STUDENT HEADCOUNT

- Between 2009 and 2017, student headcounts at Saddleback College have declined by 11 percent, or about 3,000 students (see Figure 3.1).
- Saddleback College has had near-flat headcounts for the last five academic years (2013 to 2017), an average of approximately 26,000 students from 2013 to 2017.

FULL-TIME EQUIVALENT STUDENTS (FTES)

- Saddleback College FTES has declined by about five percent (-425 FTES) between 2009 and 2017 (see Figure 3.2).
- From 2013 to 2017, Saddleback College FTES totals have declined 1.4 percent (-109 FTES).

CENSUS ENROLLMENT (DUPLICATED HEADCOUNT), TOTALS AND DIVISION HIGHLIGHTS

- Saddleback College experienced a decline of more than 9,200 class enrollments (almost 12 percent) from 2009 to 2014 (see Figure 3.3).
- Enrollments in Saddleback College's Online Education and Emeritus Institute divisions have increased by 27 percent and 17 percent, respectively, between 2013 and 2017 (see Figure 3.4 below). Saddleback College's Extended Learning division enrollments have more than tripled between 2015 and 2017 with the addition of the Adult Education program.
- Student Equity, Kinesiology, Counseling, Social and Behavioral Sciences and Liberal Arts divisions at Saddleback College have experienced the largest declines between 2013 and 2017.

STUDENT RESIDENCY AND HIGH SCHOOL HOME DISTRICTS

- Nearly 90 percent of students who attend Saddleback College are residents of communities within the South Orange County Community College District Service Area (see Figure 3.5 and Figure 3.6).
- About two percent of Saddleback College students qualify as AB 540 students.²²
- Capistrano Unified School District (USD) is the largest feeder high school for Saddleback College (42 percent of students who indicated this is their first-time in college) (see Figure 3.8).

STUDENT EDUCATIONAL GOALS, STATUS, AND CREDIT LOAD

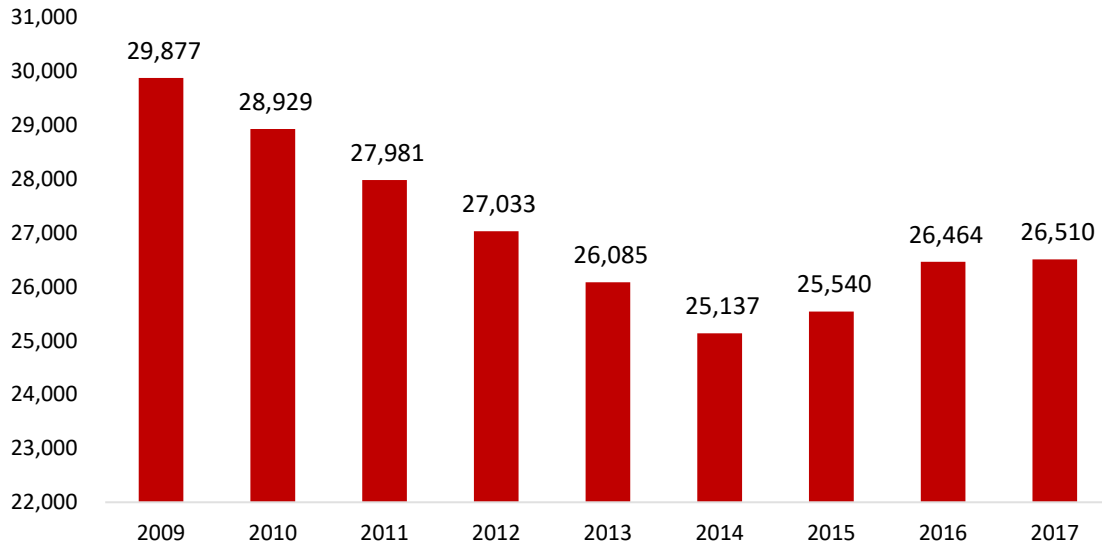
- Half of the students who enroll at Saddleback College expect to transfer to a four-year institution to complete their studies (see Figure 3.9).
- Seventy percent of students at Saddleback College are continuing students, enrolling for a second year or second semester of instruction (see Figure 3.10).
- Eleven percent of students at Saddleback College indicate this is the first time they are attending college.
- Dual enrollments have grown at both colleges: the number of dual-enrolled high school students has tripled at Saddleback College, from 164 students in 2013 to nearly 500 in 2017.
- Full-time students represent one-quarter of students at Saddleback College (see Figure 56). Part-time students constitute nearly half the student body.
- One in four students at Saddleback College, or about 27 percent, are noncredit students.

STUDENT HEADCOUNT BY METHOD OF INSTRUCTION

- The number of enrollments in internet-based classes has increased by 17 percent at Saddleback College (see Figure 3.11).
- Twenty percent of students at Saddleback College take classes via multiple methods of instruction.

²² AB 540 allows undocumented students and others considered non-residents to pay in-state tuition rates if they have attended high school in California for at least three years. See ab540.com

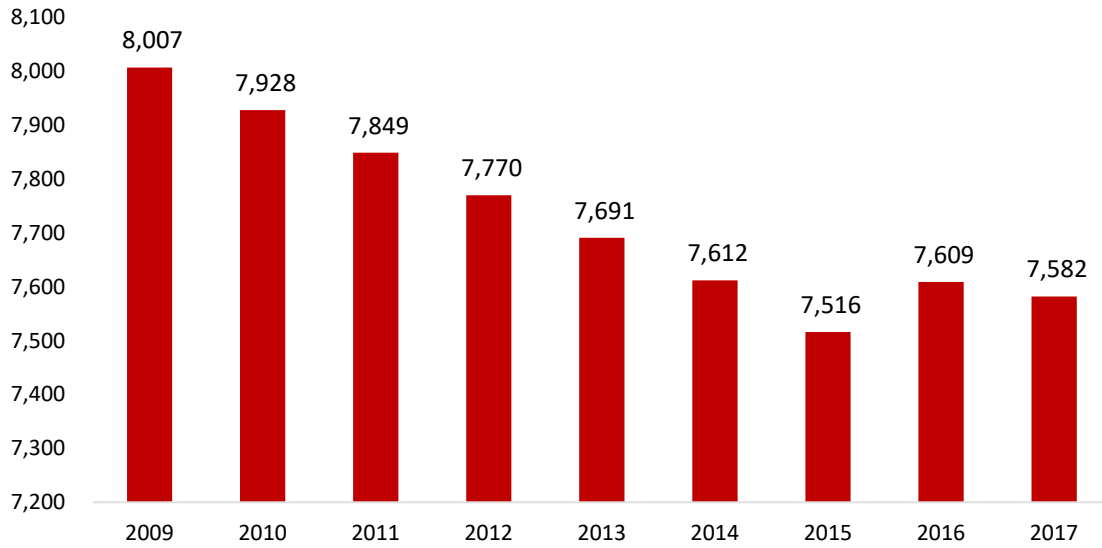
FIGURE 3.1: STUDENT HEADCOUNT, SADDLEBACK COLLEGE, FALL 2009 TO FALL 2017



Term	Saddleback College Student Headcount
Fall 2009	29,877
Fall 2010	28,929
Fall 2011	27,981
Fall 2012	27,033
Fall 2013	26,085
Fall 2014	25,137
Fall 2015	25,540
Fall 2016	26,464
Fall 2017	26,510

Source: SOCCCD inFORM Data Warehouse

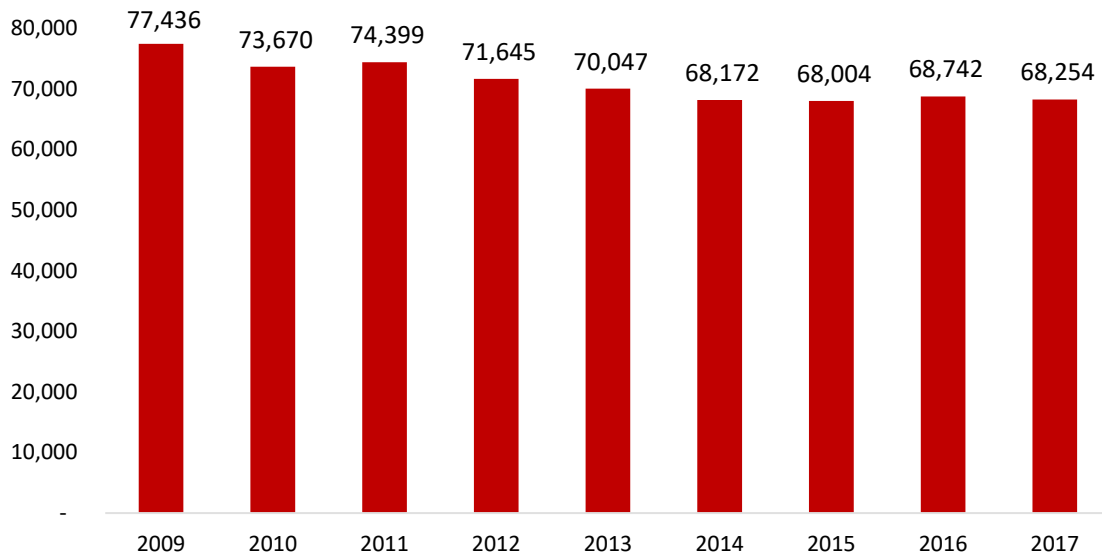
FIGURE 3.2: FULL-TIME EQUIVALENT STUDENTS (FTES), SADDLEBACK COLLEGE, FALL 2009 TO FALL 2017



Term	Saddleback College FTES
Fall 2009	8,007
Fall 2010	7,928
Fall 2011	7,849
Fall 2012	7,770
Fall 2013	7,691
Fall 2014	7,612
Fall 2015	7,516
Fall 2016	7,609
Fall 2017	7,582

Source: SOCCCD inFORM Data Warehouse

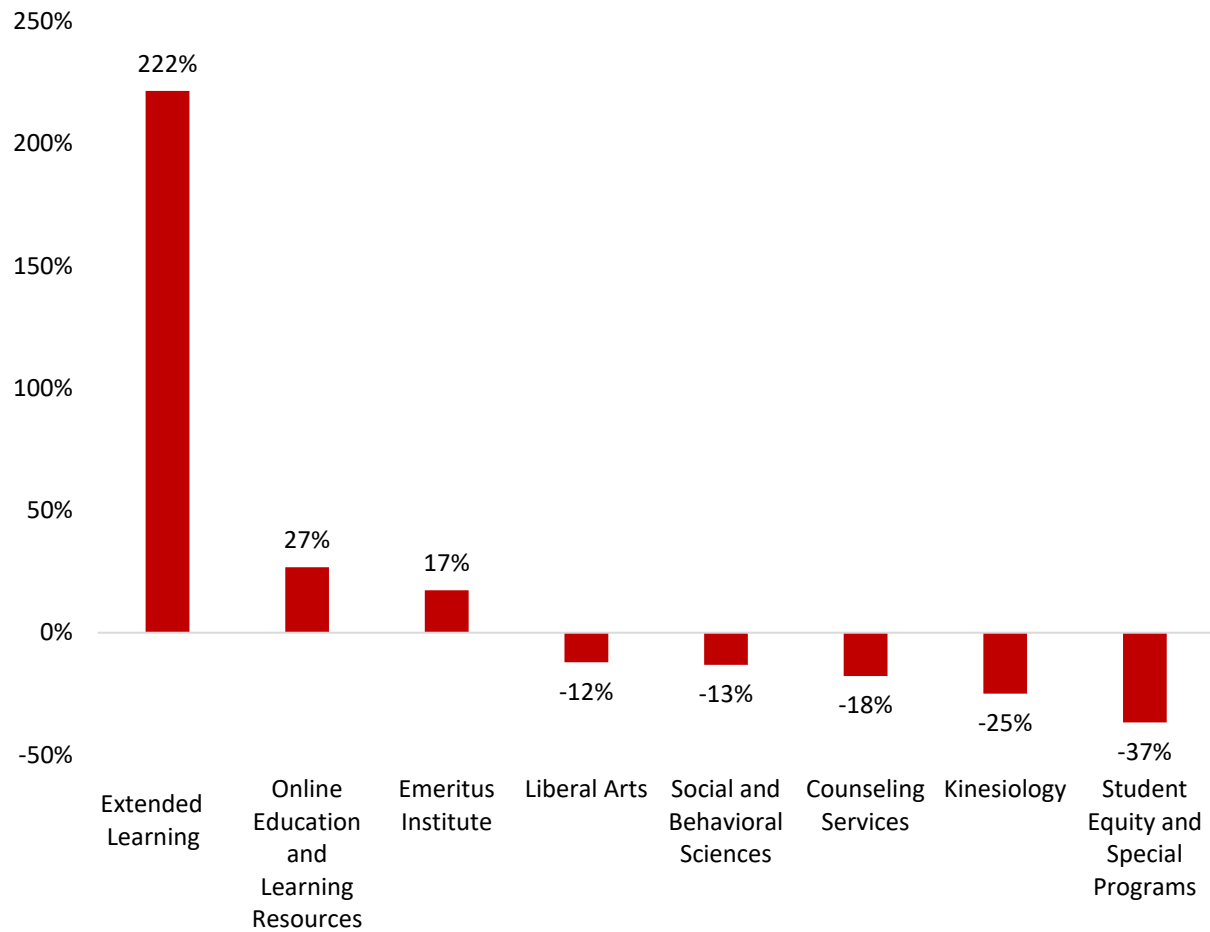
FIGURE 3.3: CENSUS ENROLLMENT (DUPLICATED HEADCOUNT), SADDLEBACK COLLEGE, FALL 2009 TO FALL 2017



Term	Saddleback College Census Enrollment
Fall 2009	77,436
Fall 2010	73,670
Fall 2011	74,399
Fall 2012	71,645
Fall 2013	70,047
Fall 2014	68,172
Fall 2015	68,004
Fall 2016	68,742
Fall 2017	68,254

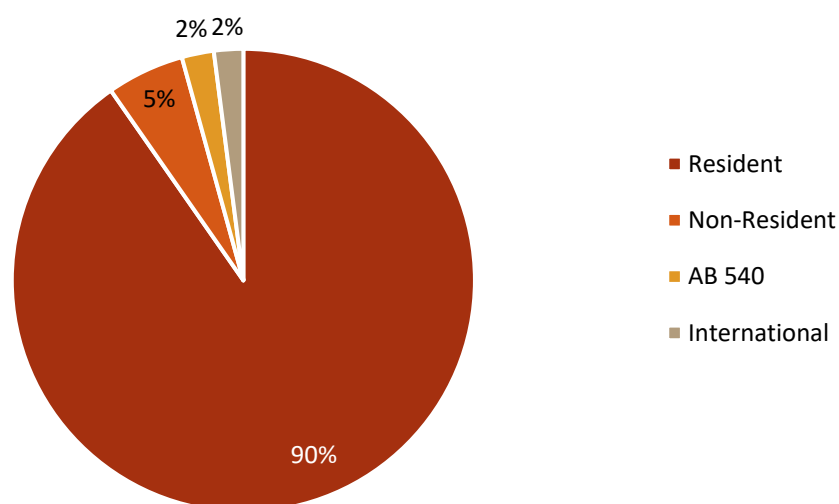
Source: SOCCCD inFORM Data Warehouse

FIGURE 3.4: LARGEST ENROLLMENT GROWTH/DECLINES BY DIVISION, SADDLEBACK COLLEGE, FALL 2013 TO FALL 2017



Source: SOCCCD inFORM Data Warehouse; analysis of enrollment data by division

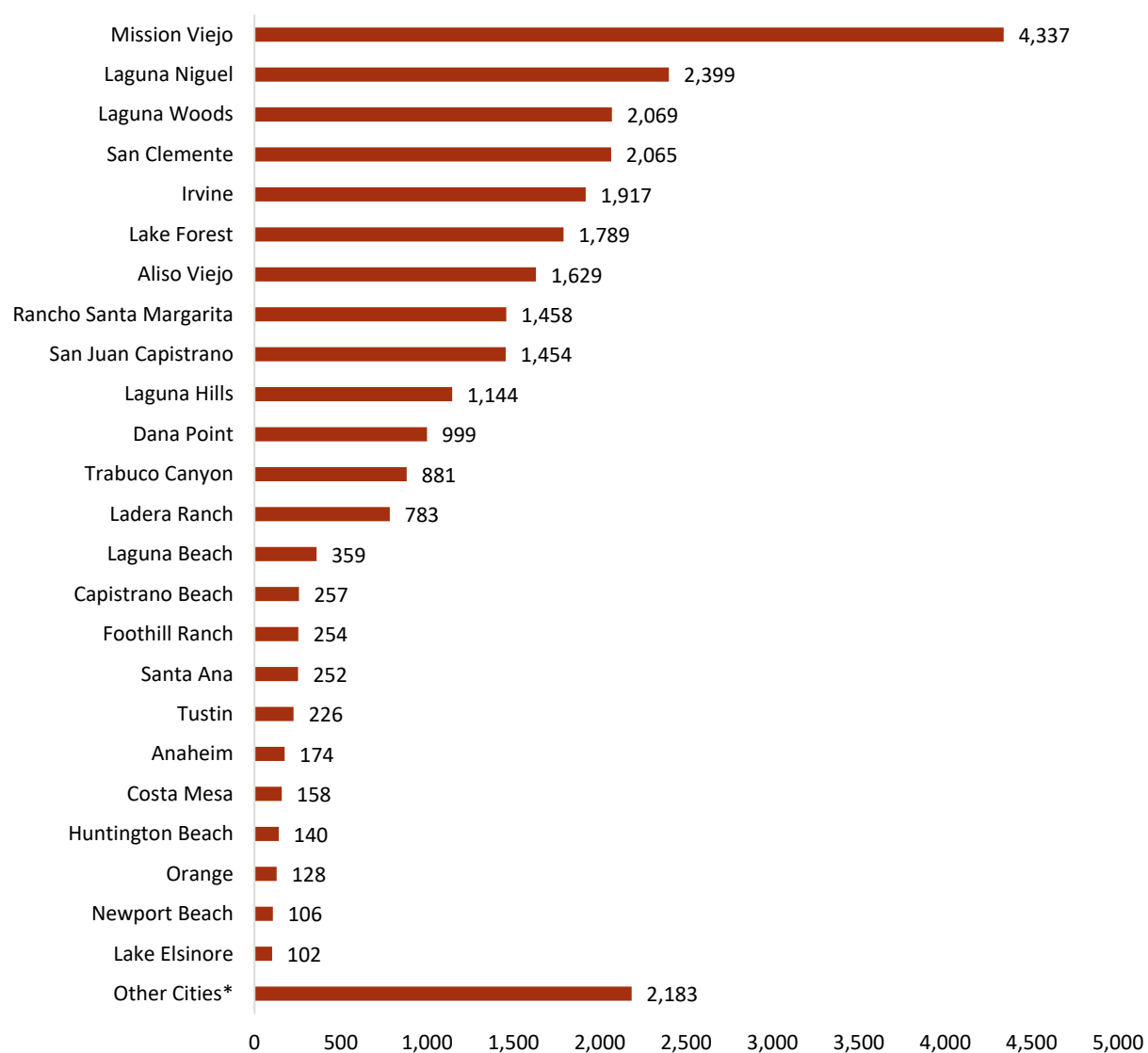
FIGURE 3.5: STUDENT HEADCOUNT BY RESIDENCY, SADDLEBACK COLLEGE, FALL 2017



Residency Type	Fall 2017 Count	Fall 2017 Percent
Resident	23,940	90%
Non-Resident	1,435	5%
AB 540	593	2%
International	542	2%
Total	26,510	100%

Source: SOCCCD inFORM Data Warehouse

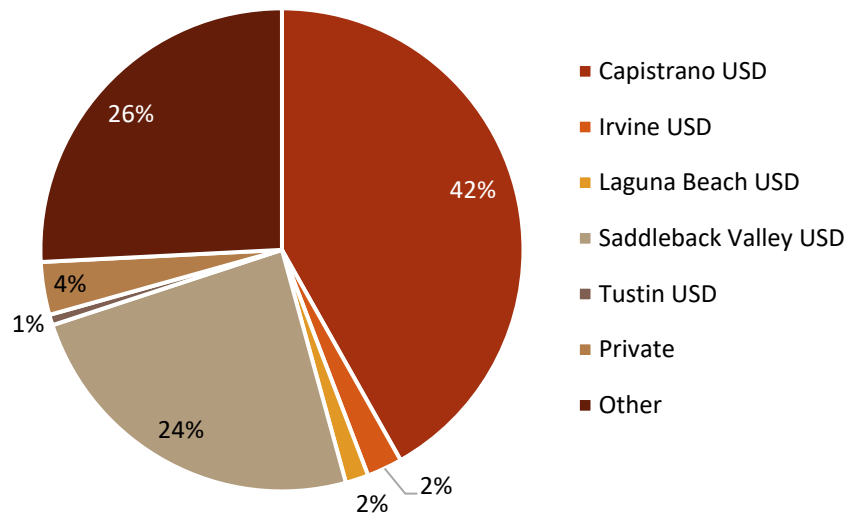
FIGURE 3.6: SADDLEBACK COLLEGE ENROLLMENT BY CITY, FALL 2017



Note(s): "Other Cities" is a grouping of cities with under 100 students.

Source: SOCCCD inFORM Data Warehouse

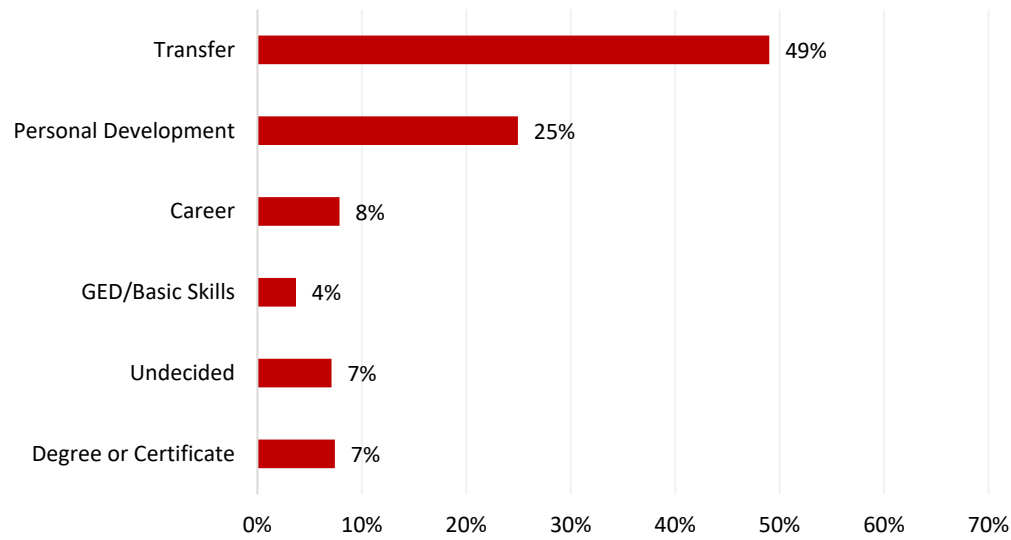
FIGURE 3.7: HIGH SCHOOL FEEDER DISTRICTS, SADDLEBACK COLLEGE, FALL 2017



High School District	Fall 2017 Count	Fall 2017 Percent
Capistrano USD	1,005	42%
Irvine USD	57	2%
Laguna Beach USD	37	2%
Saddleback Valley USD	582	24%
Tustin USD	17	0.7%
Private	85	4%
Other	620	26%
Total	2,403	100%

Source: SOCCCD inFORM Data Warehouse

FIGURE 3.8: STUDENT HEADCOUNT BY EDUCATIONAL GOALS, SADDLEBACK COLLEGE, FALL 2017

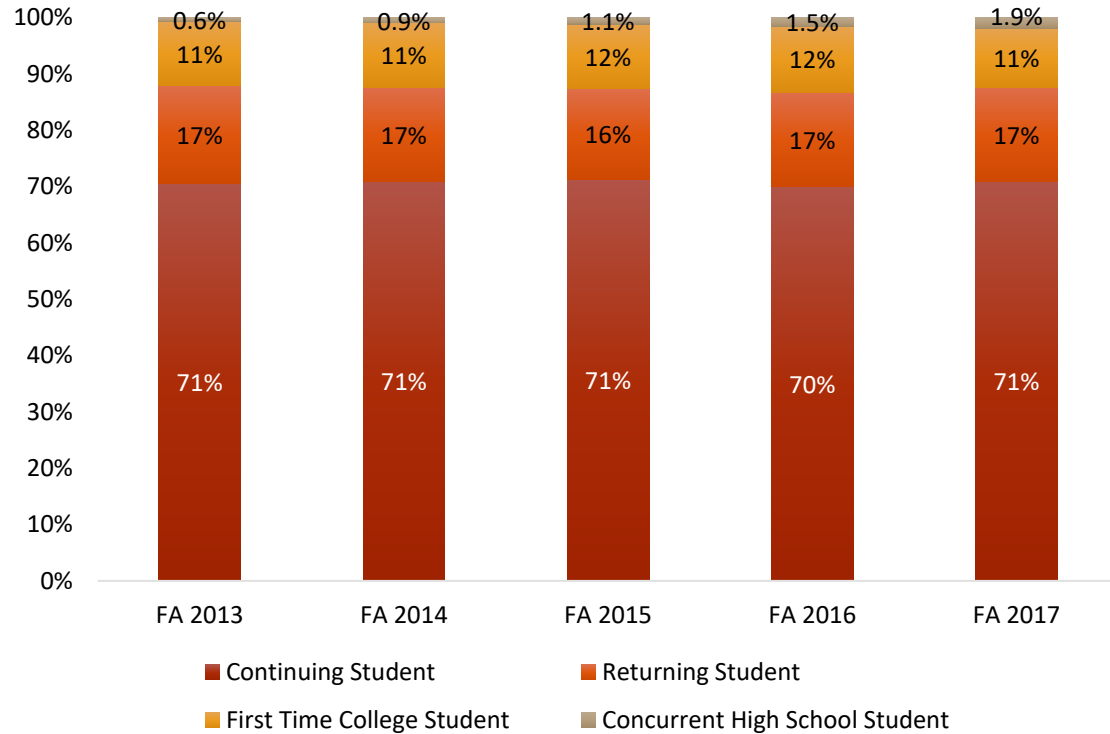


Educational Goals	Fall 2017 Count	Fall 2017 Percent
Transfer	12,992	49%
Personal Development	6,610	25%
Career	2,084	8%
Undecided	1,879	7%
GED/Basic Skills	978	4%
Degree or Certificate	1,967	7%
Total	26,510	100%

Source: SOCCCD inFORM Data Warehouse

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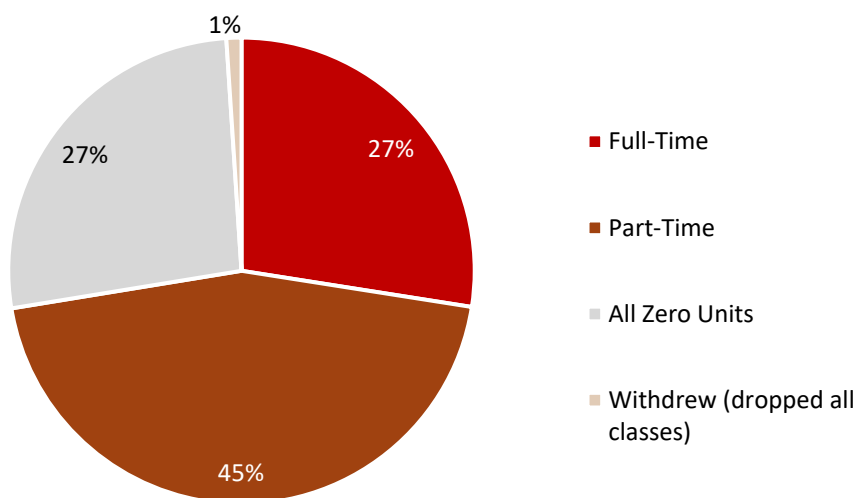
FIGURE 3.9: STUDENT HEADCOUNT BY STATUS, SADDLEBACK COLLEGE, FALL 2013 TO FALL 2017



Enrollment Status	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Continuing Student	18,425	17,845	18,214	18,530	18,790
Returning Student	4,504	4,174	4,097	4,441	4,426
First-time College Student	2,990	2,887	2,944	3,087	2,793
Concurrent High School Student	164	227	282	404	498
Other	2	4	3	2	3
Total	26,085	25,137	25,540	26,464	26,510

Source: SOCCCD inFORM Data Warehouse

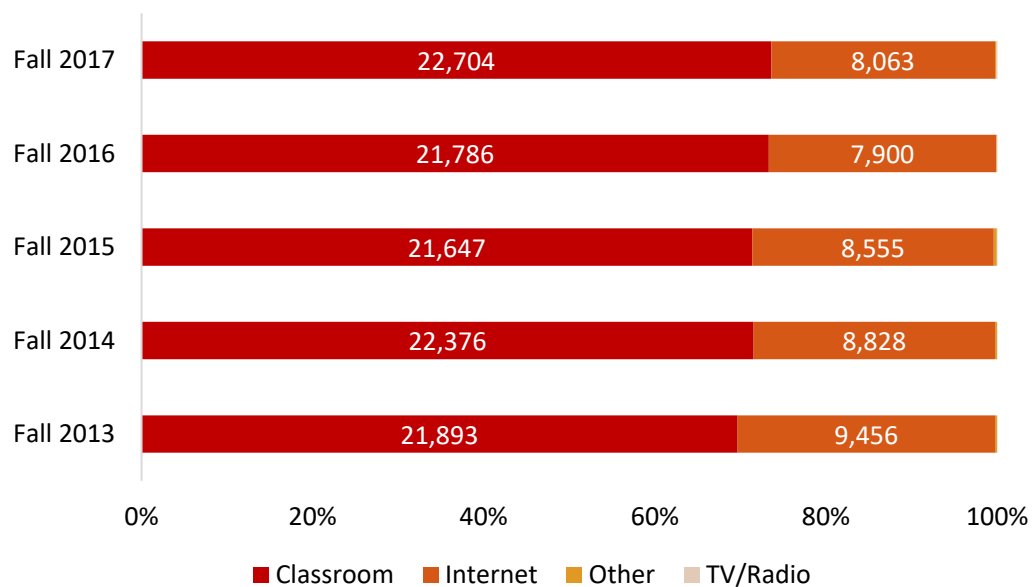
FIGURE 3.10: STUDENT HEADCOUNT BY CREDIT LOAD, SADDLEBACK COLLEGE, FALL 2017



Student Status	Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017	
Full-Time	7,772	30%	7,556	30%	7,419	29%	7,343	28%	7,285	28%
Part-Time	12,737	49%	12,085	48%	11,900	47%	12,021	45%	11,914	45%
All Zero Units	5,251	20%	5,215	21%	5,924	23%	6,824	26%	7,035	26%
Withdrew	325	1%	281	1%	297	1%	276	1%	276	1%
Total	26,085	100%	25,137	100%	25,540	100%	26,464	100%	26,510	100%

Source: SOCCCD inFORM Data Warehouse

FIGURE 3.11: STUDENT HEADCOUNT BY INSTRUCTION METHOD, SADDLEBACK COLLEGE, FALL 2013 TO FALL 2017



Instruction Method	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Classroom	22,704	21,786	21,647	22,376	21,893
Internet	8,063	7,900	8,555	8,828	9,456
Other	47	22	109	68	68
TV/Radio	38	20	20	18	16
Total	30,852	29,728	30,331	31,290	31,433

Source: SOCCCD inFORM Data Warehouse

AGE AND GENDER DEMOGRAPHICS OF STUDENTS

Saddleback College is experiencing similar trends in age as other community colleges in the region and across California, including slight declines among college-age students offset by growing numbers of high-school-age and older adult students. The next two sections describe the demographics of the Saddleback College student population, looking at age and gender below, and race, ethnicity, and first-generation status in the section which follows.

STUDENTS BY AGE

- Traditional college students (those ages 18 to 21 years old) make up about one third (34 percent) of students at Saddleback College (see Figure 3.12 below).
- Nearly one in four students at Saddleback College are 60 years of age or older.
- High school students (those under 18 years of age) represent three percent of students at Saddleback College.

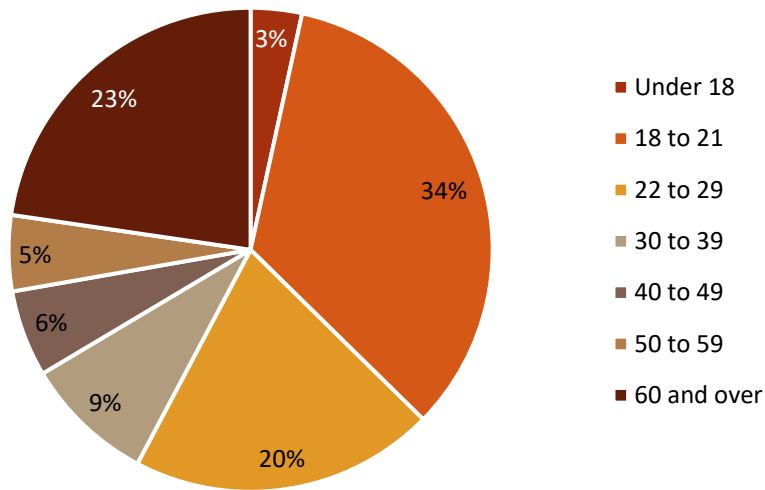
TRENDS AMONG AGE COHORT GROUPS

- Saddleback College is experiencing an increase in enrollments among older adults and high school students (see Figure 3.13).
- Between 2013 to 2017, the number of students at Saddleback College who are 60 years of age or older increased by nearly 900 students.
- Saddleback College has experienced declines in enrollments of students who are college-age (18 to 21 years old) (a loss of 500 students), and gains in enrollments, nearly 400 more, among students who are 22 to 29 years old.

STUDENTS BY GENDER

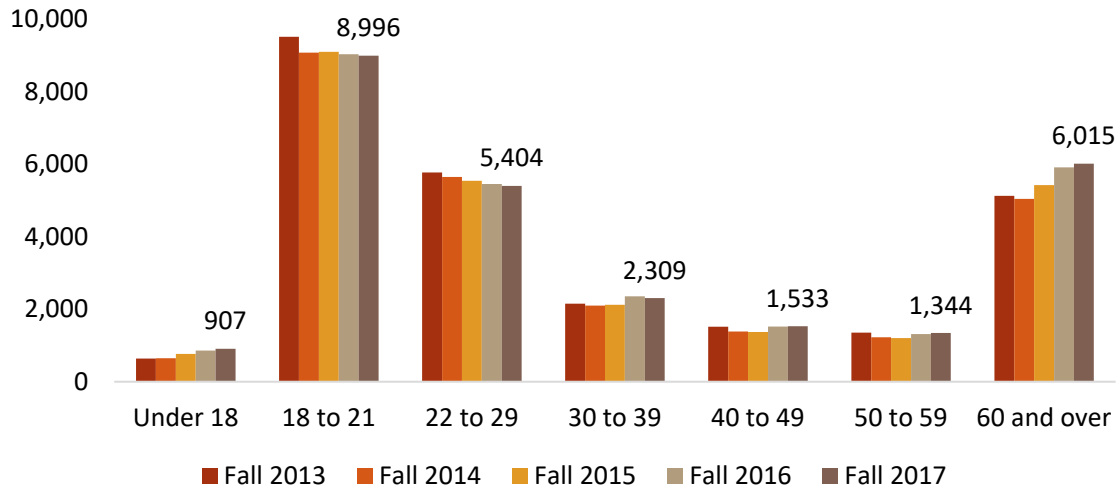
- Gender ratios at Saddleback College have remained relatively steady over the five years from 2013 to 2017 (see Figure 3.14). Women represent 60 percent of students at Saddleback.

FIGURE 3.12: AGE DISTRIBUTION AT SADDLEBACK COLLEGE, FALL 2017



Source: SOCCCD inFORM Data Warehouse

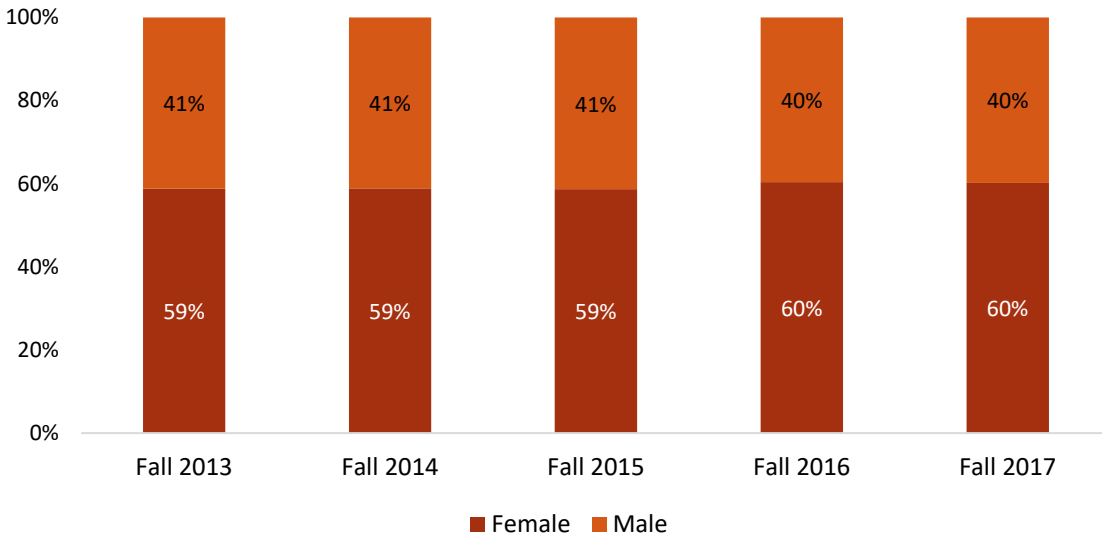
FIGURE 3.13: AGE DISTRIBUTION AT SADDLEBACK COLLEGE, FALL 2013 TO FALL 2017



Age Group	Fall 2013		Fall 2017	
	Number of Students	Percent of Student Body	Number of Students	Percent of Student Body
Under 18	638	2%	907	3%
18 to 21	9,518	36%	8,996	34%
22 to 29	5,775	22%	5,404	20%
30 to 39	2,152	8%	2,309	9%
40 to 49	1,517	6%	1,533	6%
50 to 59	1,355	5%	1,344	5%
60 and over	5,127	20%	6,015	23%
Total	14,152	100%	15,158	100%

Source: SOCCCD inFORM Data Warehouse

FIGURE 3.14: GENDER DISTRIBUTION OF STUDENTS AT SADDLEBACK COLLEGE, 2013 TO 2017



*Note: Data excludes students who decline to state gender.

Source: SOCCCD inFORM Data Warehouse

RACE, ETHNICITY, AND FIRST-GENERATION STUDENTS

Three-fourths of community college students in California are students of color. Nearly half are Hispanic/Latinx, and 14 percent are Asian. More than 40 percent of community college students statewide are in the first generation of their families to attend college.

Saddleback College has more white students than the state average. However, it also reflects the growing diversity of Orange County— as Asian and Hispanic/Latinx student populations are also growing at the college. Approximately 16% of the student population are first-generation college student. Among major ethnic groups at the school, nearly one-third of Latinx students and nearly one-fourth of Native Hawaiian or Pacific Islander students are in the first generation of their families to go to college.

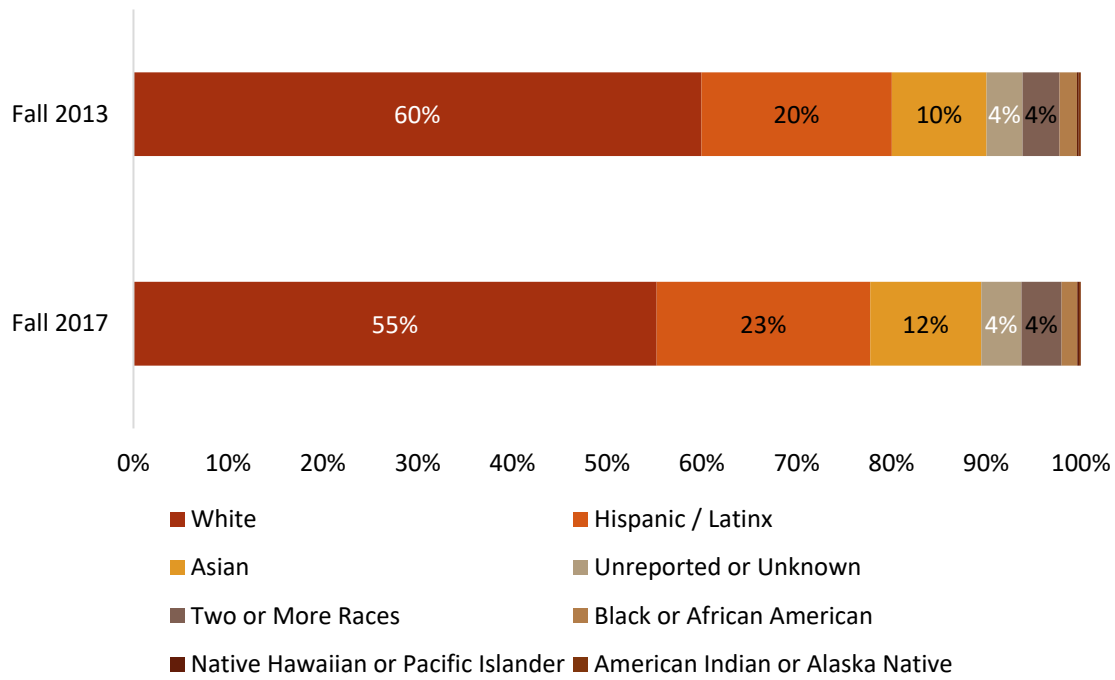
RACE AND ETHNICITY

- One in four students (about 23 percent) at Saddleback College identify as Hispanic/Latinx (see Figure 3.15).
- There has been a rise in enrollments among students of Asian, Latinx, and mixed descent between 2013 and 2017.
- African American enrollment at Saddleback has declined by approximately 40 students or 8.5 percent.

FIRST-GENERATION STUDENTS

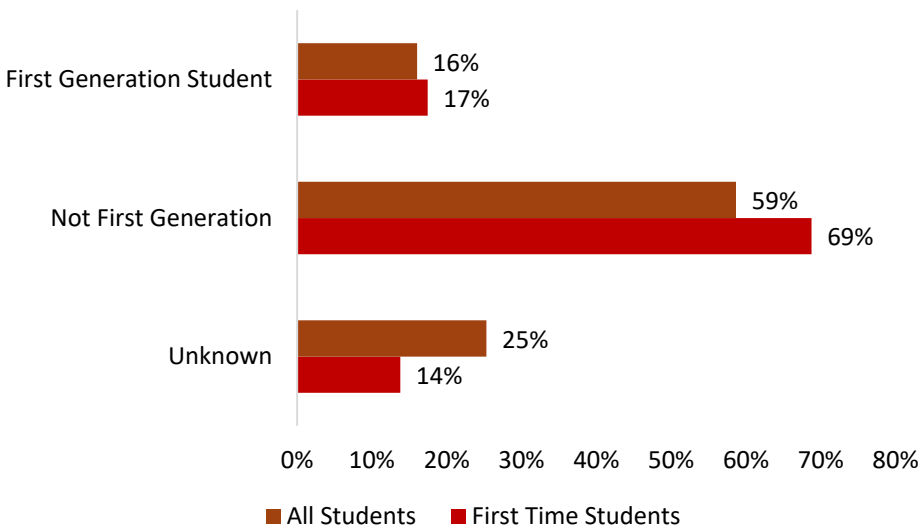
- One in six students at Saddleback College is a first-generation college student (see Figure 3.16).
- Twenty-eight percent of Hispanic/Latinx students at Saddleback College are first-generation college students (see Figure 3.17).
- Nearly one in five of both African American students and students of Native Hawaiian or Pacific Islander backgrounds at both colleges are first-generation students.

FIGURE 3.15: RACE AND ETHNICITY, SADDLEBACK COLLEGE, FALL 2013 AND FALL 2017



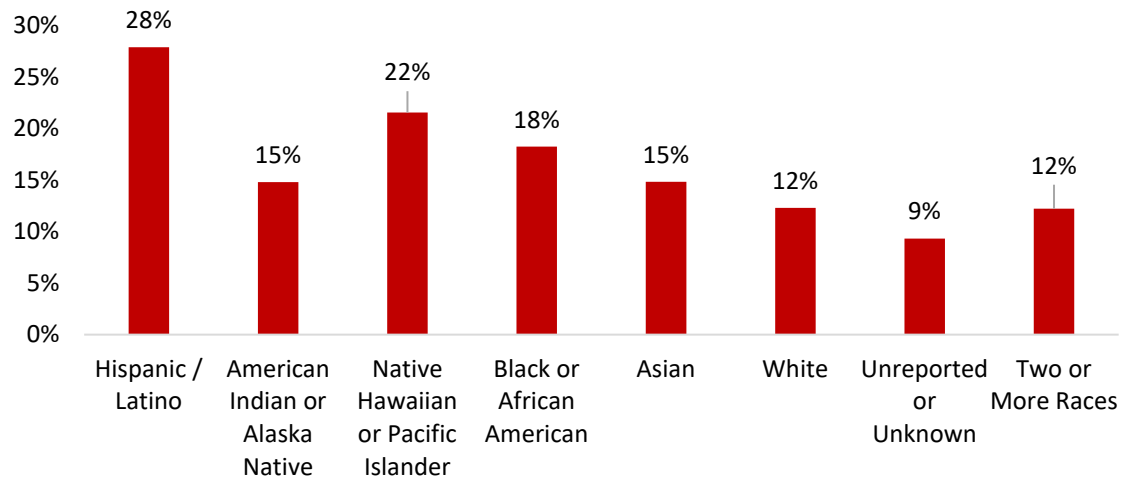
Source: SOCCCD inFORM Data Warehouse, IPEDS Ethnicity Categories

FIGURE 3.16: FIRST-GENERATION STUDENTS, SADDLEBACK COLLEGE, FALL 2017



Source SOCCCD inFORM Data Warehouse

FIGURE 3.17: FIRST GENERATION STUDENTS BY ETHNICITY, SADDLEBACK COLLEGE, FALL 2017



Source: SOCCCD inFORM Data Warehouse

ECONOMIC CHARACTERISTICS OF STUDENTS

Community colleges enroll students regardless of economic background and ability to pay. As an affordable and accessible option for education and training, community college creates opportunities for social mobility and improving prospects for increased earnings over one's lifetime.

A recent report by the Century Foundation found that most community college students come from families that have less income and wealth than those of students who attend private four-year colleges and universities.²³ Eighty percent of community college students in California work at least part-time.²⁴ Nearly half of all students receive some level of financial aid, including grants, work-study funding, and scholarships.²⁵ More than half of California community college students are considered "economically disadvantaged," and many experience additional barriers as first-generation students, foster youth, veterans, and/or immigrants.²⁶

ECONOMICALLY DISADVANTAGED STUDENTS

- Thirty-two percent of first-time students at Saddleback College qualify as economically disadvantaged (see Figure 3.18 below).

FINANCIAL AID

- The number of Saddleback students receiving Promise Grants and other awards has grown from 2013 to 2017 (see Figure 3.19).
- Thirty-eight percent of Saddleback College students received Promise Grants in 2017, which cover the cost of enrollment fees for Community College classes. This rate has declined slightly from a high of 45 percent in 2014 and is slightly lower than the rate of students who receive Promise Grants statewide (see Figure 3.20).
- The total aid amount of grant awards to students at Saddleback College has declined by \$1.7 million (about eight percent) between 2013 to 2017 (see Figure 3.21).
- Changes in grant aid totals make up most of the change in financial aid amounts over this period.

STUDENT EMPLOYMENT

- More than 60 percent of students at Saddleback both work and attend classes (see Figure 3.22).
- About one-third of students work at least 20 hours per week.
- At least one in five students at Saddleback work full- or nearly full-time (30 or more hours a week), and 12 percent of students work more than 40 hours per week, in addition to taking classes.

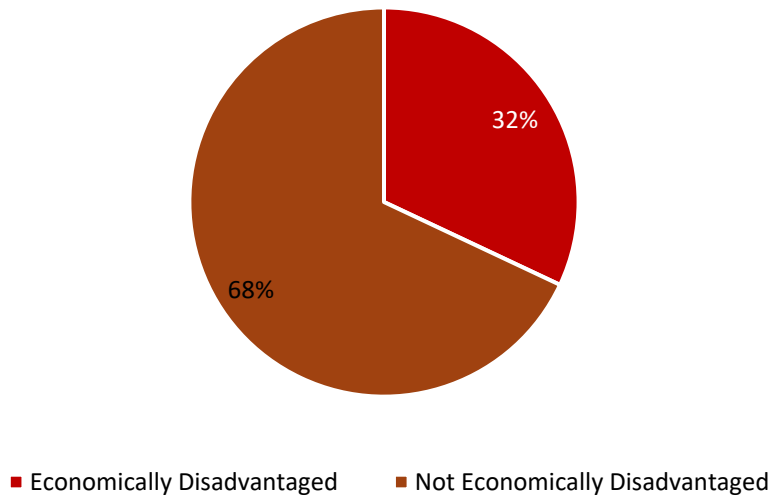
²³ The Century Foundation, Recommendations for Providing Community Colleges the Resources They Need, April 2019, p.8, https://production-tcf.imgix.net/app/uploads/2019/04/25171942/recommendation_commcollege_2019.pdf

²⁴ California Career Center, California Community College System, accessed October 2019 from <https://www.calcareercenter.org/Home/Content?contentID=205>

²⁵ California Community Colleges Chancellor's Office, Student Financial Assistance, accessed October 2019 from <https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Educational-Services-and-Support/Special-Populations/What-we-do/Student-Financial-Assistance-Programs>

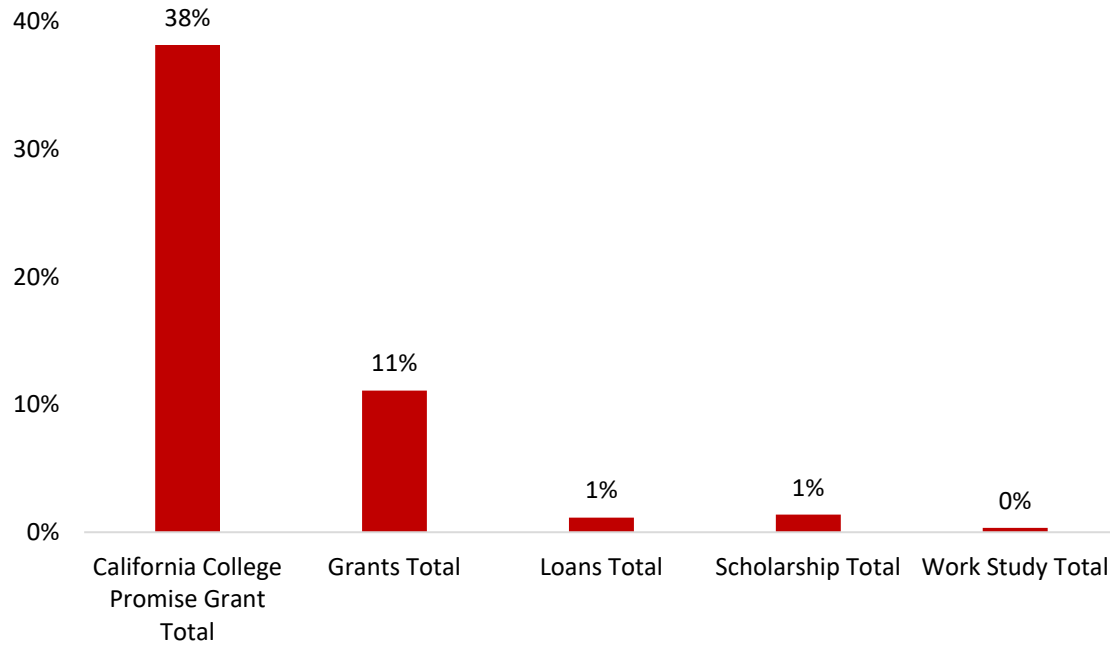
²⁶ Foundation for California Community Colleges, About the Colleges, <https://foundationccc.org/About-Us/About-the-Colleges>. The California Community Colleges Chancellor's Office defines students as "economically disadvantaged" if their personal or family income is below the poverty line, and/or they participate in at least one of the following public assistance programs including CalWORKS, SSI and General Assistance, or have received grants such as the Promise Grant or Pell Grants to pursue their education California Community Colleges, Specifications for the Carl D. Perkins Career and Technical Education Act of 2006, December 19, 2014, p.4.

FIGURE 3.18: ECONOMIC STATUS OF FIRST-TIME STUDENTS, SADDLEBACK COLLEGE, FALL 2016



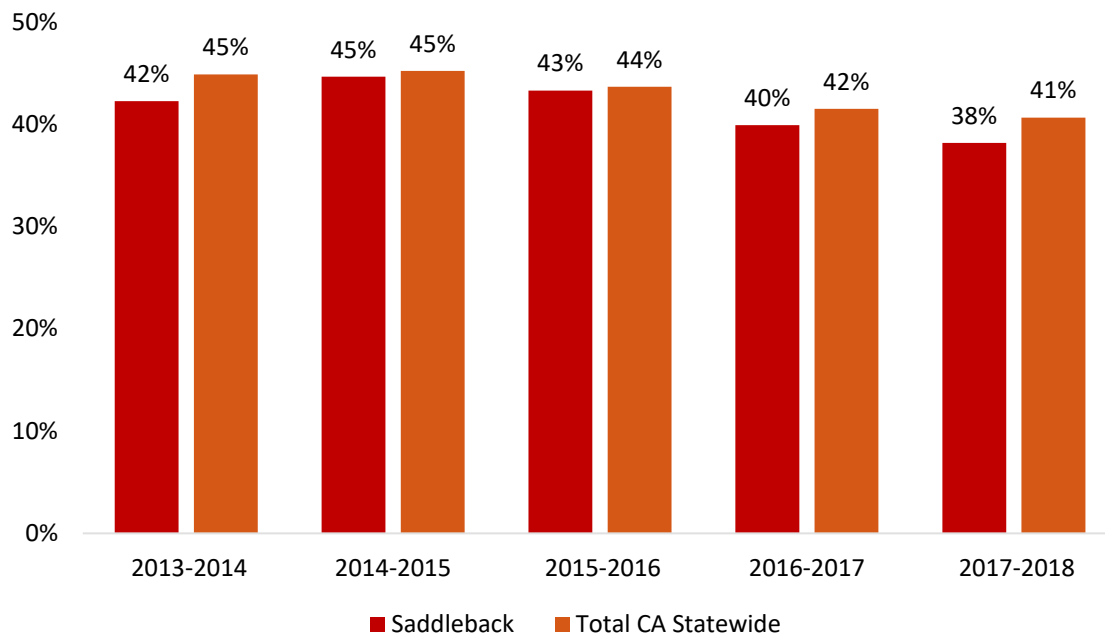
Source: SOCCCD inFORM Data Warehouse

FIGURE 3.19: PERCENT OF STUDENTS RECEIVING AID BY AWARD TYPE, SADDLEBACK COLLEGE, 2017-2018



Source: California Community Colleges Chancellor's Office

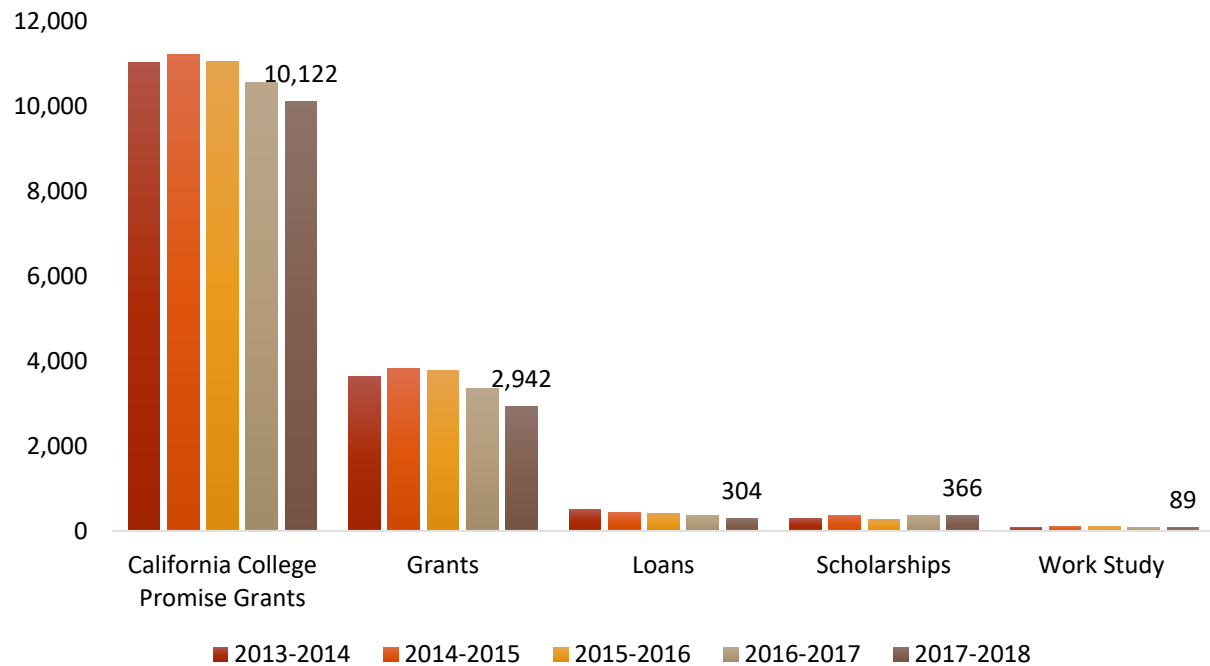
FIGURE 3.20: PERCENT OF STUDENTS AWARDED PROMISE GRANTS, SADDLEBACK COLLEGE AND CALIFORNIA STATEWIDE, SCHOOL YEARS 2013-2014 TO 2017-2018



Source: California Community Colleges Chancellor's Office

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FIGURE 3.21: STUDENTS RECEIVING FINANCIAL AID BY AWARD TYPE, SADDLEBACK COLLEGE, SCHOOL YEARS 2013-2014 TO 2017-2018



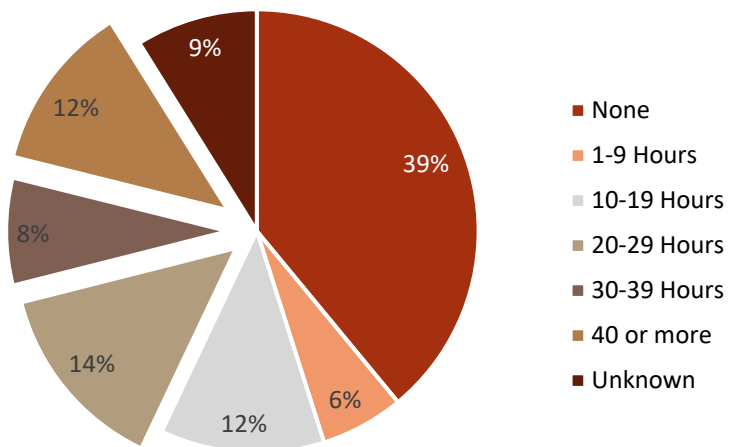
	2013-2014		2014-2015		2015-2016	
	Students Served	Aid Amount	Students Served	Aid Amount	Students Served	Aid Amount
CA College Promise Grants	11,025	\$7,767,081	11,225	\$7,902,353	11,057	\$7,898,174
Grants	3,635	\$13,116,532	3,833	\$14,203,479	3,784	\$14,606,538
Loans	501	\$2,672,604	442	\$2,521,420	406	\$2,280,198
Scholarship	292	\$390,954	373	\$588,770	268	\$489,010
Work Study	85	\$156,163	104	\$157,806	94	\$226,559
Saddleback Total*	11,173	\$24,103,334	11,439	\$25,373,828	11,240	\$25,500,479

	2016-2017		2017-2018	
	Students Served	Aid Amount	Students Served	Aid Amount
CA College Promise Grants	10,564	\$7,313,216	10,122	\$7,008,439
Grants	3,345	\$13,055,026	2,942	\$12,180,476
Loans	365	\$2,069,464	304	\$1,824,733
Scholarship	366	\$488,365	366	\$682,950
Work Study	82	\$231,209	89	\$543,444
Saddleback Total*	10,736	\$23,157,280	10,293	\$22,240,042

* Most students receive more than one type of aid award.

Source: California Community Colleges Chancellor's Office

FIGURE 3.22: WEEKLY STUDENT EMPLOYMENT HOURS, SADDLEBACK COLLEGE, FALL 2017



Source: SOCCCD inFORM Data Warehouse

COLLEGE READINESS

College readiness is a strong predictor of whether a new student will complete their educational program successfully. It refers to a set of skills, knowledge, and attributes that a student should possess to be ready to succeed in entry-level college courses, but in practice, it has not always been easy to assess in individual students. Placement exams have been a primary method used to assess college readiness among incoming first-year college students. Sixty percent of community college students do not pass placement exams in math and English and are directed to remedial classes before they can begin regular course work in those subjects.²⁷ This delays and often ends a student's educational progress. Studies show that for every remedial level course placement, a student's chances of completing college and transfer-level English and math classes declines.²⁸ Remedial placements exacerbate the achievement gap among low-income college students and students of color.

As a result of the passage of AB 705 in 2018, California community colleges are required to maximize the probability that all students will enter and complete-transfer level coursework in English and math within a one-year time frame. Instead of testing, students will be assessed for placement based upon high school coursework, grades, and grade point average, which are considered better predictors of college success.²⁹ Colleges are using co-requisite classes, tutoring, and other strategies to improve outcomes for students who may need additional assistance to advance in their studies. Early implementation at some colleges shows that success rates in transfer-level courses have remained stable and the share of students finishing these classes has risen. Outcomes have improved for students in every demographic group.³⁰

In the past, community colleges tracked first-time students assessed into basic skills English, math, and ESL classes and evaluated completion outcomes in these classes. Now, most students starting community college will begin their post-secondary careers in transfer-level English and math courses. The data we include below, looks at the recent historical performance of basic skills and transfer-level English and math completion among students before and after AB 705 was instituted. These data points will serve as the base from which to measure future English and math outcomes among students. We also include recent enrollments and sections counts for basic skills and transfer-level math and English classes, which show a decline in basic skills class sections and enrollments, and growth among transfer-level sections and enrollments.

BASIC SKILLS AND TRANSFER-LEVEL ENROLLMENTS

- Section counts among math and English basic skills classes have declined from a recent high of 37 and 67, respectively, in Fall 2016 to eight and two sections in Fall 2019 (see Figure 3.23).
- Basic Skills enrollments have experienced a similar decline, with only 209 enrollments in basic skills math in Fall 2019 and 47 in basic skills English (see Figure 3.25).
- In the last three fall terms, an additional 32 English and 20 math transfer-level sections have been added at Saddleback College (see Figure 3.24).

²⁷ Community College Research Center, Toward Better Course Placements: A Guide to Launching a Multiple Measures Assessment System, Teacher's College, Columbia University, July 2018, https://ccrc.tc.columbia.edu/media/k2/attachments/2018_Multiple_Measures_Guide_1.pdf

²⁸ California Acceleration Project, Changing Placement Policies, accessed October 2019 from <https://accelerationproject.org/Placement>

²⁹ Community College Research Center, Toward Better Course Placements, July 2018

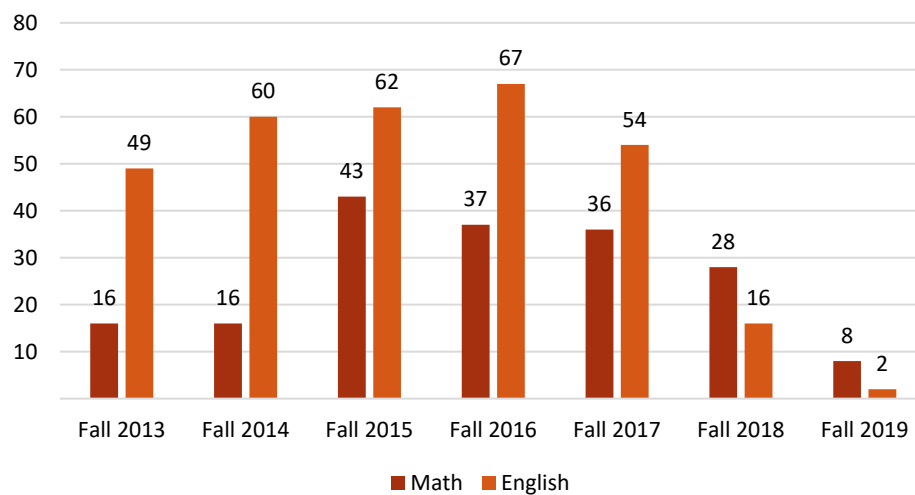
³⁰ Public Policy Institute of California, Remedial Education Reforms at California's Community Colleges: Early Evidence on Placement and Curricular Reforms, August 2018, p.3, <https://www.ppic.org/wp-content/uploads/remedial-education-reforms-at-californias-community-colleges-august-2018.pdf>

- There were 1,641 more enrollments in transfer-level classes in Fall 2019 than in Fall 2017 (see Figure 3.26).

TRANSFER-LEVEL COURSEWORK OUTCOMES

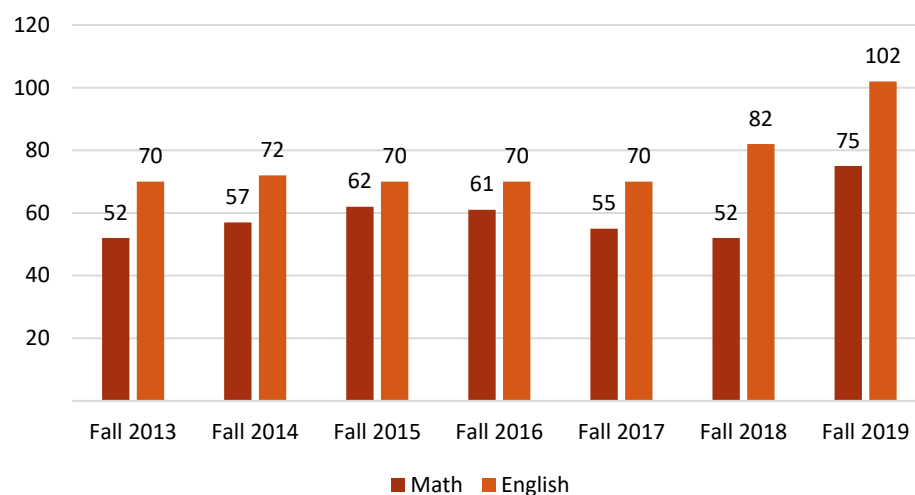
- Retention rates among students in transfer-level English courses at Saddleback College declined slightly over the past few fall terms to 88 percent in 2017; retention rates in transfer-level math classes have risen slightly, from 72 percent of students in 2013 to 75 percent in 2017 (see Figure 3.28).
- Three out of four students at Saddleback College (75 percent) passed their transfer-level English classes, and more than half (55 percent) succeeded in transfer-level math at the school in 2017.

FIGURE 3.23: BASIC SKILLS MATH AND ENGLISH SECTION COUNTS, SADDLEBACK COLLEGE, FALL 2013 TO FALL 2019



Source: SOCCCD inFORM Data Warehouse

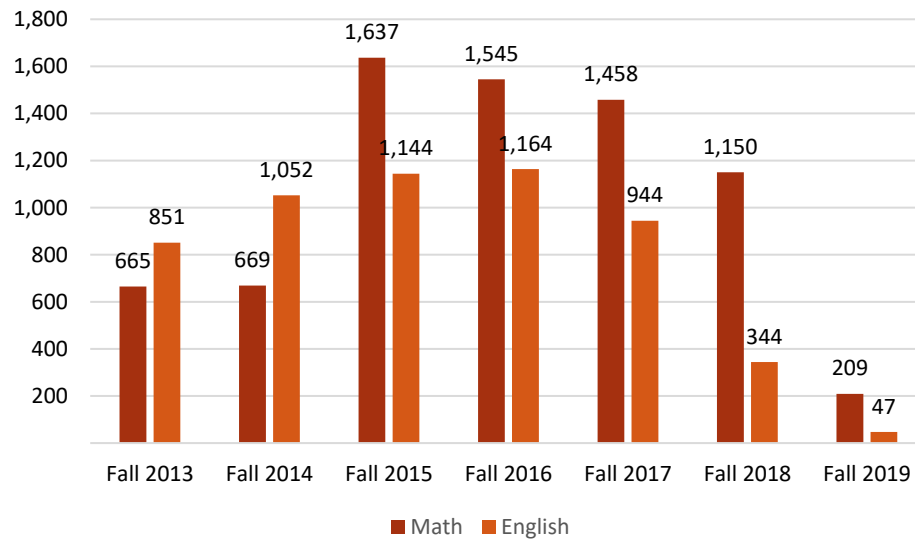
FIGURE 3.24: TRANSFER-LEVEL MATH AND ENGLISH SECTION COUNTS, SADDLEBACK COLLEGE, FALL 2013 TO FALL 2019



Source: SOCCCD inFORM Data Warehouse

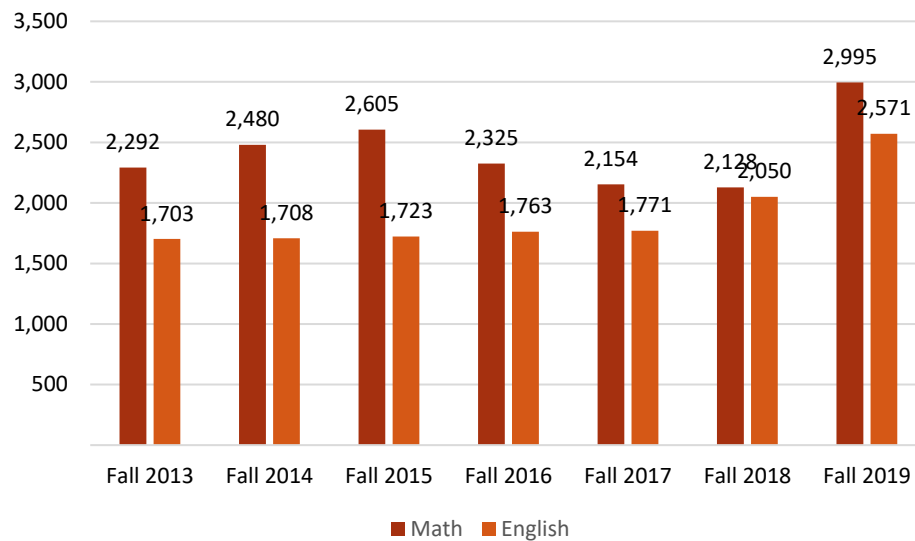
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FIGURE 3.25: BASIC SKILLS MATH AND ENGLISH CENSUS ENROLLMENT, SADDLEBACK COLLEGE, FALL 2013 TO FALL 2019



Source: SOCCCD inFORM Data Warehouse

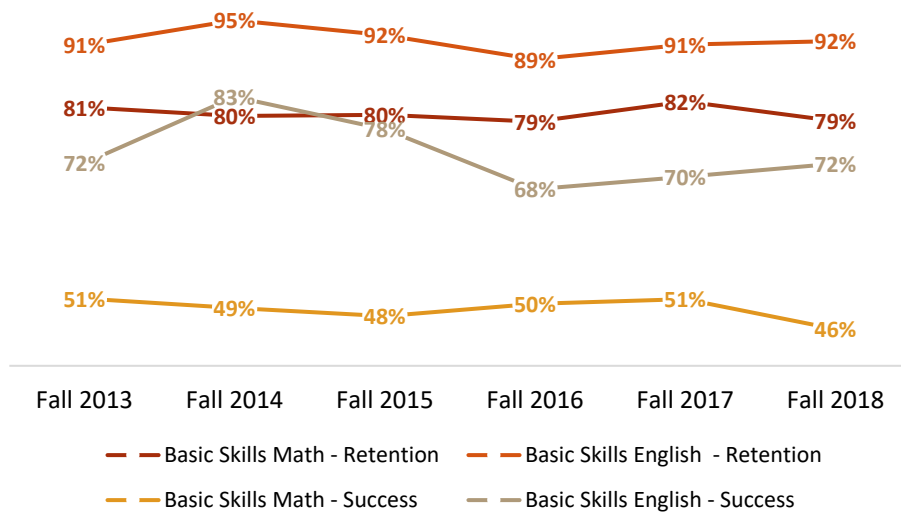
FIGURE 3.26: TRANSFER-LEVEL MATH AND ENGLISH CENSUS ENROLLMENT, SADDLEBACK COLLEGE, FALL 2013 TO FALL 2019



Source: SOCCCD inFORM Data Warehouse

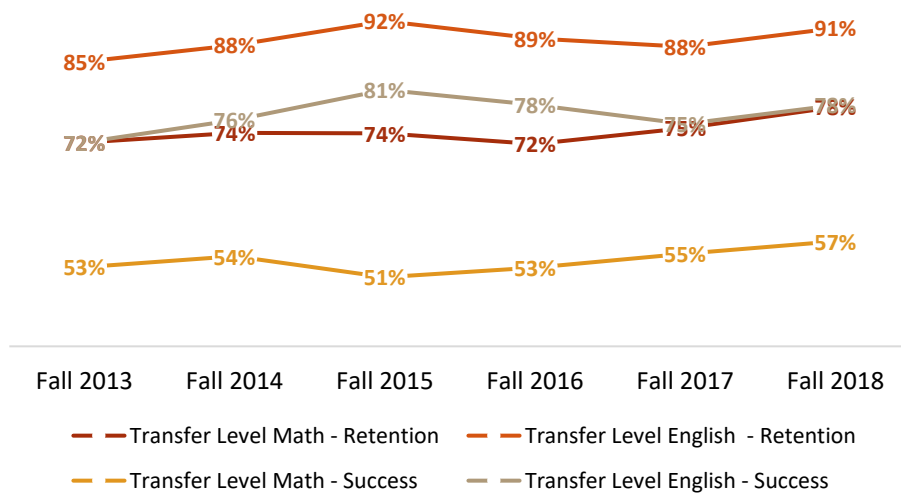
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FIGURE 3.27: RETENTION AND SUCCESS RATES IN BASIC SKILLS MATH AND ENGLISH, SADDLEBACK COLLEGE, FALL 2013 TO FALL 2018



Source: SOCCCD inFORM Data Warehouse

FIGURE 3.28: RETENTION AND SUCCESS RATES IN TRANSFER-LEVEL COURSEWORK, SADDLEBACK COLLEGE, FALL 2013 TO FALL 2018



Source: SOCCCD inFORM Data Warehouse

STUDENT SUCCESS

Only about 40 percent of students who begin their postsecondary education at a community college complete a certificate or degree program within six years.³¹ While a majority of students who enter community college have as their goals to transfer to a four-year institution, only about one-third transfer, and of these students, less than half graduate with a bachelor's degree in a six-year timeframe.³²

These low completion rates are due to a variety of factors, including the preparedness of entering students for college coursework; family and/or work obligations; the financial need of students and the lack of resources at community colleges to fully support students with adequate aid; and imbalanced support for students who need help to navigate college.³³ As mentioned in the previous section, the California Community Colleges system is undergoing significant changes to help improve student outcomes and meet goals regarding equity and access for students from marginalized backgrounds.

The California Community Colleges Chancellor's Office provides a set of metrics that measure student success from enrollment through graduation and beyond into the workforce. These measures "pinpoint critical milestones and accomplishments" related to the college system's *Vision for Success* goals to improve student outcomes.³⁴ And they provide data for recent changes to the state's funding formula which allocates some funds to community college districts based upon student outcomes, including how many students transfer or earn degrees or certificates; complete transfer-level math or English classes in their first year of study; complete at least nine Career Technical Education units; and how many students earn the regional living wage post-graduation.³⁵

This section provides a look at South Orange County Community College District's Student Success Metrics, including student retention and success rates, first-time student outcomes, the number of terms students need to earn a degree, transfer rates to four-year institutions, and award outcomes.

FIRST-TIME STUDENT OUTCOMES

- Retention rates among first-time college students are above 90 percent at Saddleback College, while success rates among these students are at about 70 percent (see Figure 3.29).
- Units attempted among first-time college students has risen slightly between 2013 and 2017 at Saddleback College (see Figure 3.30).

RETENTION AND SUCCESS BY INSTRUCTION METHOD

- Retention rates among online students at Saddleback College have improved between 2013 and 2017, to match classroom retention levels (see Figure 3.31).

³¹ National Student Clearinghouse Research Center, *Completing College: A National View of Student Completion Rates—Fall 2012 Cohort*, December 2018, p.19, <https://nscresearchcenter.org/wp-content/uploads/SignatureReport16.pdf>

³² Elizabeth Mann Levesque, *Improving Community College Completion Rates by Addressing Structural and Motivational Barriers*, Brookings Institution, October 2018, <https://www.brookings.edu/research/community-college-completion-rates-structural-and-motivational-barriers/>

³³ Camile Esch, *Pathway to the Baccalaureate: How One Community College is Helping Underprepared Students Succeed*, New America Foundation, 2010, <https://www.newamerica.org/education-policy/policy-papers/pathway-to-the-baccalaureate/>

³⁴ California Community Colleges Chancellor's Office, *Data: Student Success Metrics*, Accessed October 2019 from <https://www.cccco.edu/College-Professionals/Data>

³⁵ California Community Colleges Chancellor's Office, *Student Centered Funding Formula*, Accessed October 2019 from <https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/College-Finance-and-Facilities-Planning/Student-Centered-Funding-Formula>

- Success rates for online students lag in-person student outcomes by two percentage points at Saddleback College (see Figure 3.32).

COMPLETION AND PERSISTENCE RATES

- Saddleback College students have higher rates of completion than the statewide average—the completion rate includes all students who complete a degree or certificate and/or transfer to another school within six years of their initial enrollment (see Figure 3.33).
- Over the last five tracked student cohort years (2007-2008 to 2011-2012), Saddleback College's completion rates averaged 58 percent, a ten-percentage point difference above the California statewide average rate of 48 percent.
- During these cohort years, persistence rates among students have improved by four percentage points (Figure 3.34).
- Students who enroll at Saddleback College ready for college, complete programs at the same rate as the state average.

DEGREE AND CERTIFICATE AWARD RATES

- The number of certificates and degrees awarded by Saddleback College has increased by 44 percent between 2013 and 2017 (see Figure 3.35).
- The number of associate degrees for transfer awarded at Saddleback College is up 220 percent at Saddleback College during this time.

TIME TO DEGREE

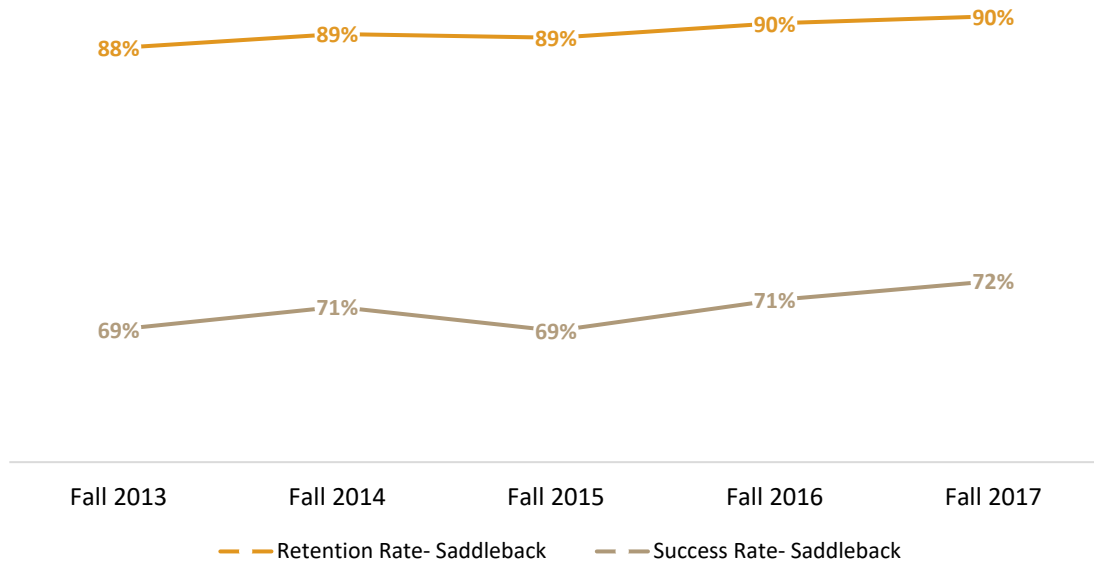
- In 2017-18, it took an average of 14 semesters at Saddleback College to earn an associate degree in science (see Figure 3.36).
- Students earning transfer degrees are on average able to graduate faster than students earning terminal degrees.
- To earn a certificate of achievement award in 2017-18, the average student needed nearly 12 class semesters at Saddleback College (see Figure 3.37).
- Students earning Occupational Skills Awards at Saddleback College needed an average of 8.9 semesters to complete their programs.

STUDENT TRANSFER RATES

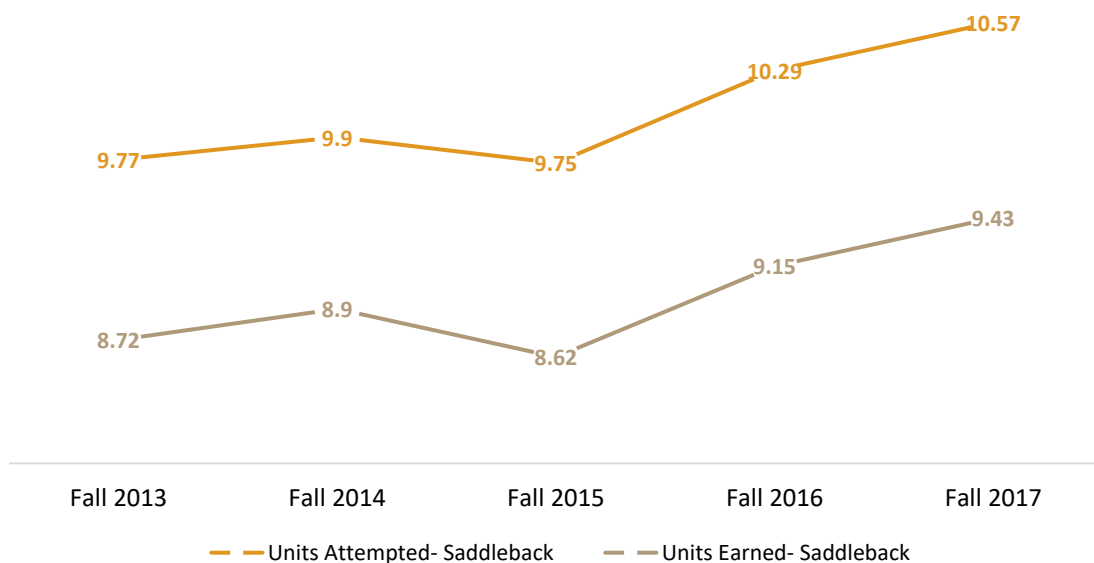
- An increasing number of Saddleback students are earning transfer degrees and more are choosing to attend UC and CSU schools (see Figure 3.38).

TRANSFERS TO FOUR YEAR INSTITUTIONS

- In 2017, 45 percent of transfer students from Saddleback College enrolled at the University of California or California State University school (see Figure 3.39).
- Saddleback College students who transfer to in-state public schools are twice as likely to attend a CSU than a UC school. Two-thirds of transfers from Saddleback College to California public four-year schools are to CSUs (see Figure 3.40).
- 43 percent of Saddleback College transfer students transfer to UC and CSUs attend CSU-Fullerton or UC-Irvine (see Figure 3.41).
- Other public institutions that draw the most students from both colleges include CSU Long Beach, UCLA, UC San Diego.
- Transfers among Saddleback College students to out-of-state schools have grown between 2013 and 2017.

FIGURE 3.29: RETENTION AND SUCCESS RATES AMONG FIRST-TIME STUDENTS, SADDLEBACK COLLEGE, FALL 2013 TO FALL 2017

Source: SOCCCD inFORM Data Warehouse

FIGURE 3.30: AVERAGE UNITS ATTEMPTED AND EARNED AMONG FIRST-TIME STUDENTS, SADDLEBACK COLLEGE, FALL 2013 TO FALL 2017

Source SOCCCD inFORM Data Warehouse

FIGURE 3.31: RETENTION BY INSTRUCTION METHOD, SADDLEBACK COLLEGE, FALL 2013 TO FALL 2017

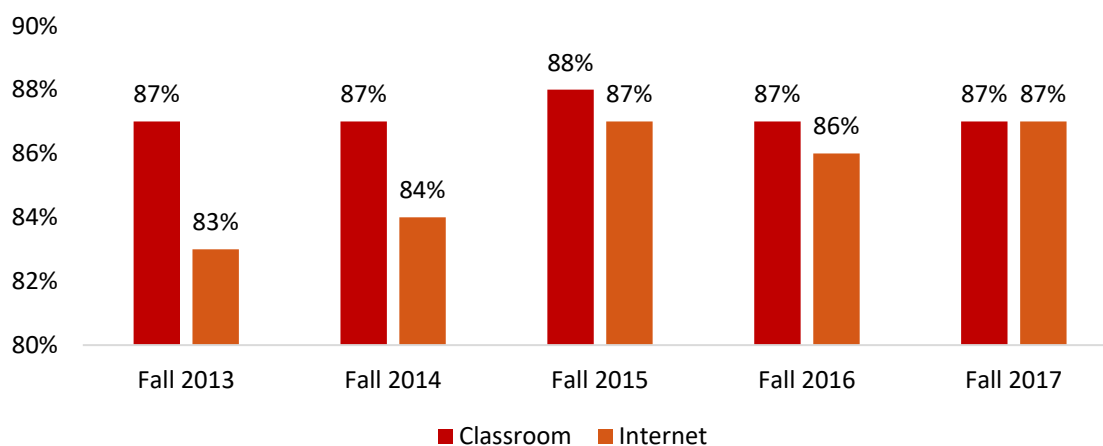
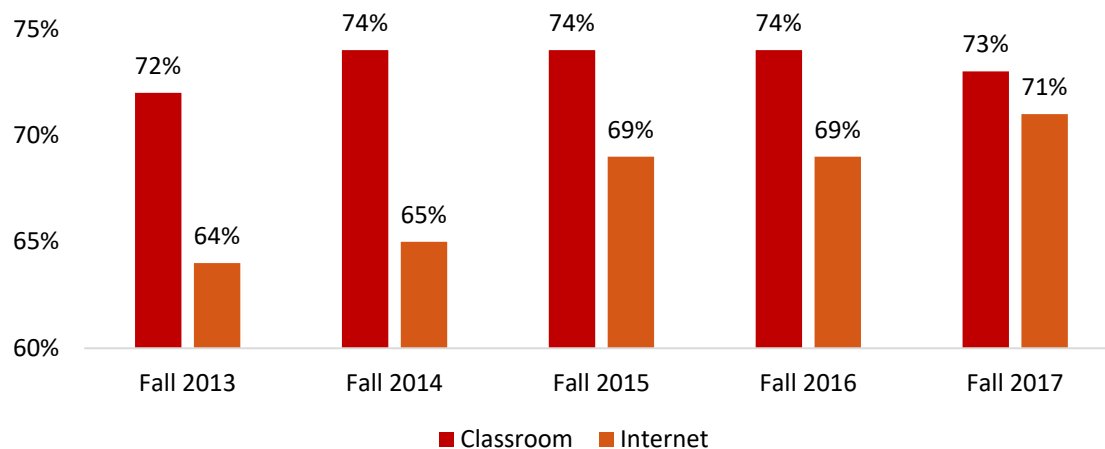


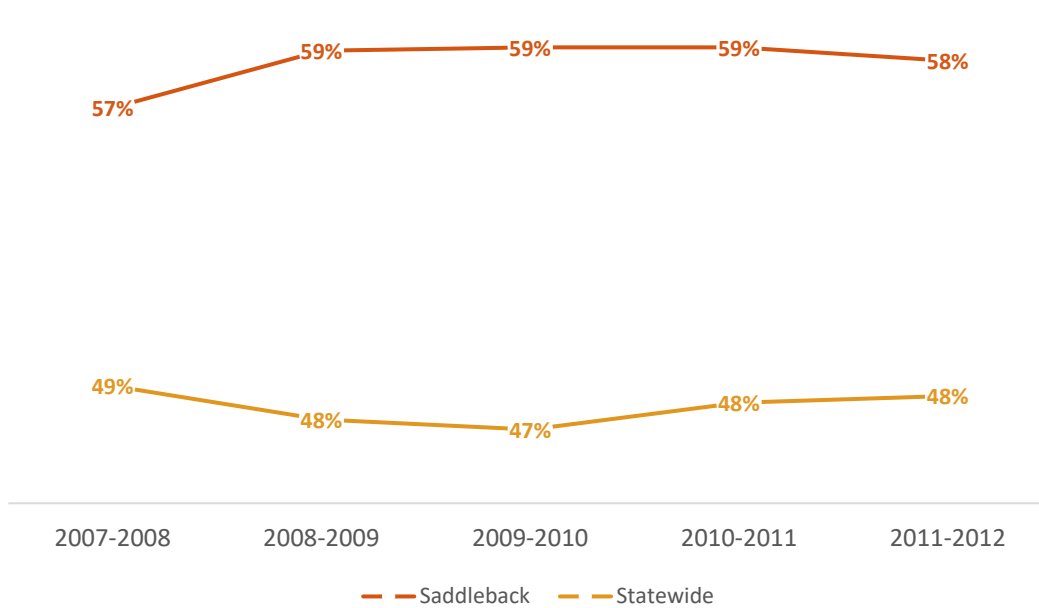
FIGURE 3.32: SUCCESS BY INSTRUCTION METHOD, SADDLEBACK COLLEGE, FALL 2013 TO FALL 2017



Instruction Method Retention	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Classroom	87%	87%	88%	87%	87%
Internet	83%	84%	87%	86%	87%
Other	94%	99%	96%	92%	95%
TV/Radio	79%	65%	95%	78%	94%
Instruction Method Success	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Classroom	72%	74%	74%	74%	73%
Internet	64%	65%	69%	69%	71%
Other	84%	93%	85%	89%	86%
TV/Radio	71%	55%	80%	72%	81%

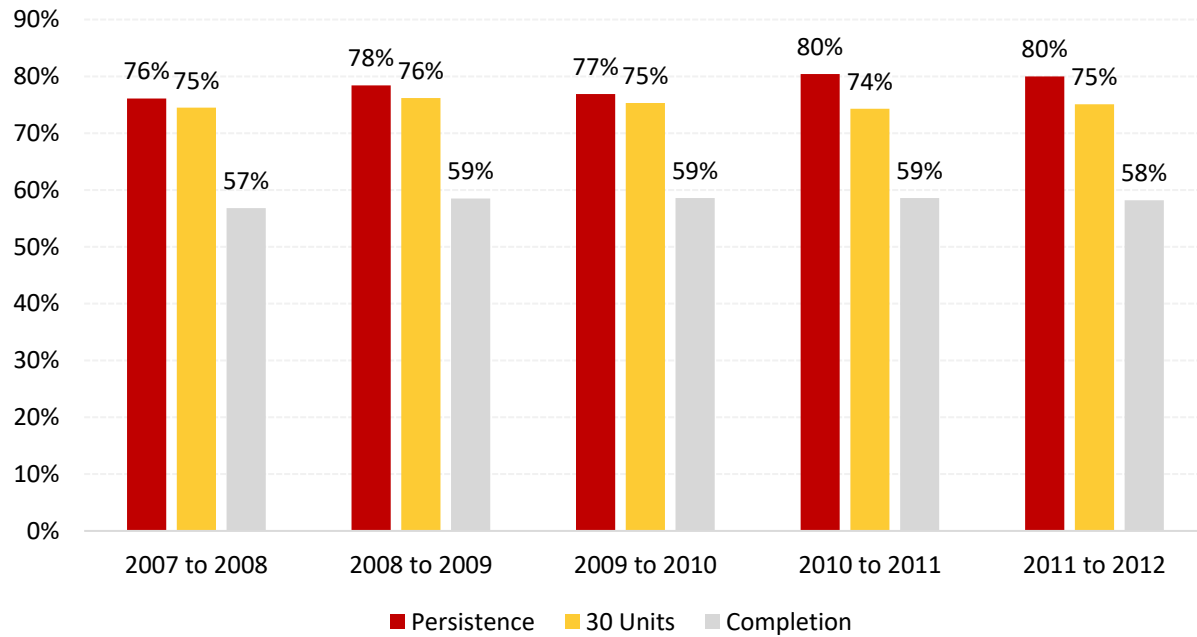
Source: SOCCCD inFORM Data Warehouse

FIGURE 3.33: COMPLETION RATES BY COHORT YEAR, SADDLEBACK COLLEGE AND STATEWIDE, 2007-08 TO 2011-12



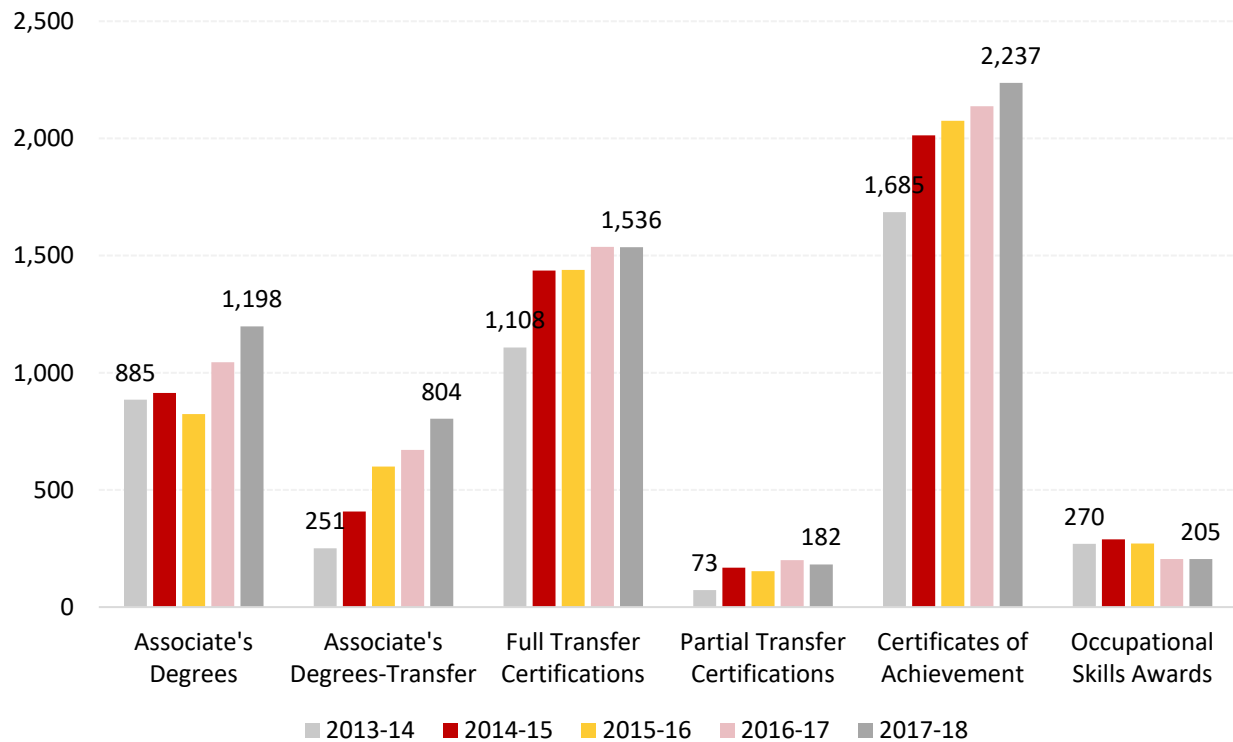
Cohort Year	Saddleback College		Statewide	
	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate
2007-2008	2,683	57%	196,424	49%
2008-2009	2,874	59%	211,810	48%
2009-2010	2,892	59%	204,472	47%
2010-2011	2,835	59%	198,012	48%
2011-2012	2,968	58%	188,597	48%

Source: California Community Colleges Chancellor's Office, Student Success Scorecards for Irvine Valley College and Saddleback College

**FIGURE 3.34: COMPLETION, PERSISTENCE AND 30-UNIT RATES, SADDLEBACK COLLEGE, STUDENT COHORTS
2007-2008 THROUGH 2011-12**

Source: California Community Colleges Chancellor's Office

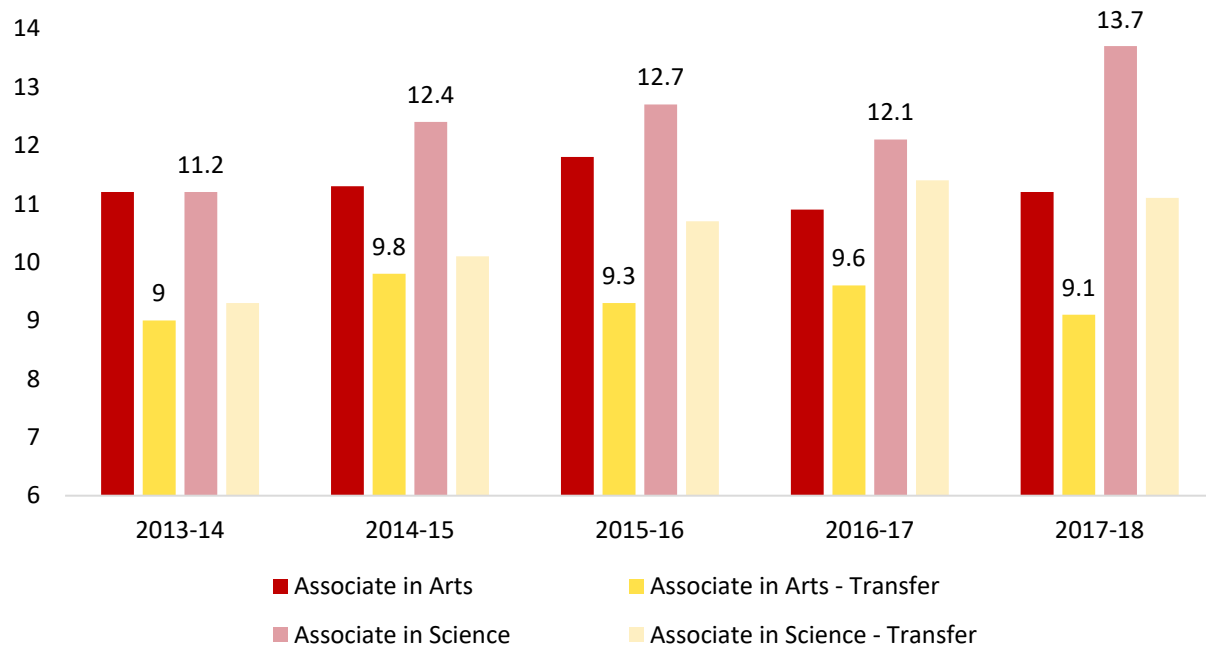
FIGURE 3.35: DEGREES AND CERTIFICATES AWARDED, SADDLEBACK COLLEGE, ACADEMIC YEARS 2013-14 TO 2017-18



Degrees and Certificates	2013-14	2014-15	2015-16	2016-17	2017-18
Associate in Arts	624	608	531	654	795
Associate in Arts-Transfer	198	254	353	398	451
Associate in Science	261	306	293	391	403
Associate in Science-Transfer	53	154	247	273	353
Full Transfer Certification	1,108	1,436	1,439	1,537	1,536
Partial Transfer Certification	73	168	153	200	182
Certificate of Achievement	1,685	2,013	2,075	2,137	2,237
Occupational Skills Award	270	289	271	205	205
Total	4,272	5,228	5,362	5,795	6,162

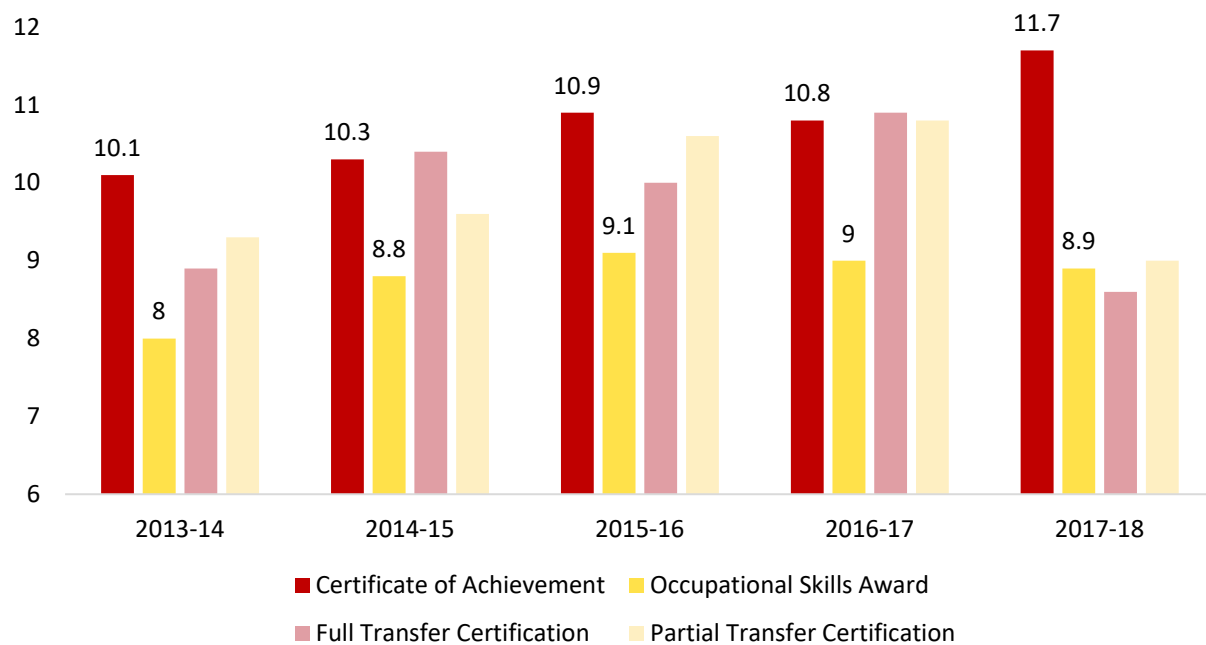
Source: SOCCCD inFORM Data Warehouse

FIGURE 3.36: AVERAGE SEMESTERS ATTENDED BY DEGREE TYPE, SADDLEBACK COLLEGE, ACADEMIC YEARS 2013-14 TO 2017-18



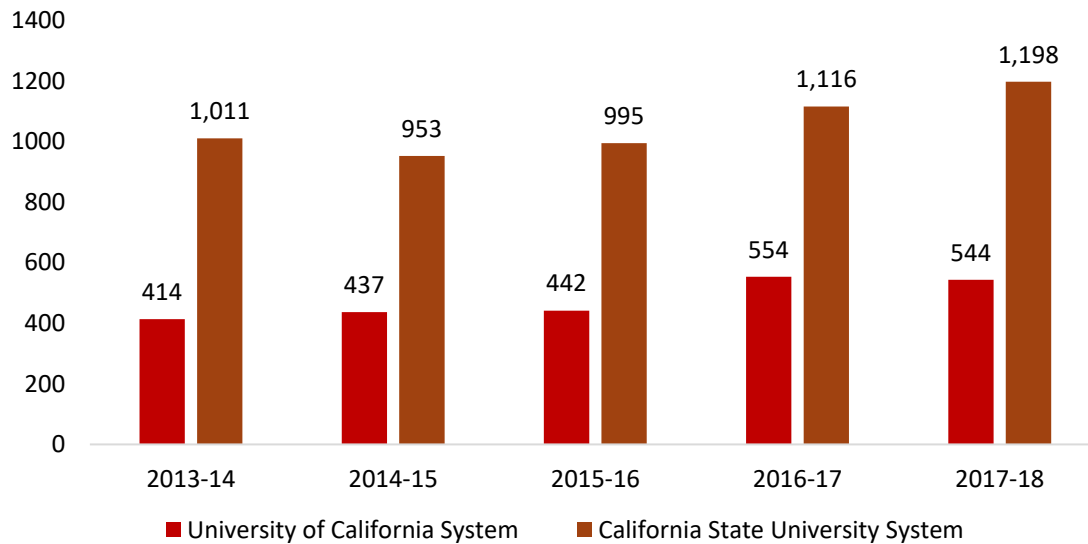
Source: SOCCCD inFORM Data Warehouse

FIGURE 3.37: AVERAGE SEMESTERS ATTENDED PRIOR TO CERTIFICATE AWARD, SADDLEBACK COLLEGE, ACADEMIC YEARS 2013-14 TO 2017-18



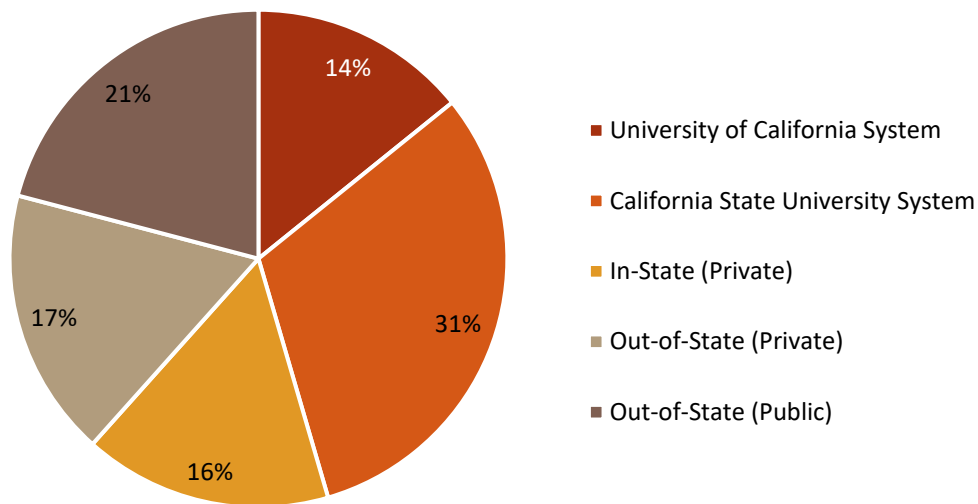
Source: SOCCCD inFORM Data Warehouse

FIGURE 3.38: TOTAL TRANSFERS TO UC AND CSU SCHOOLS, SADDLEBACK COLLEGE, ACADEMIC YEARS 2013-14 TO 2017-18



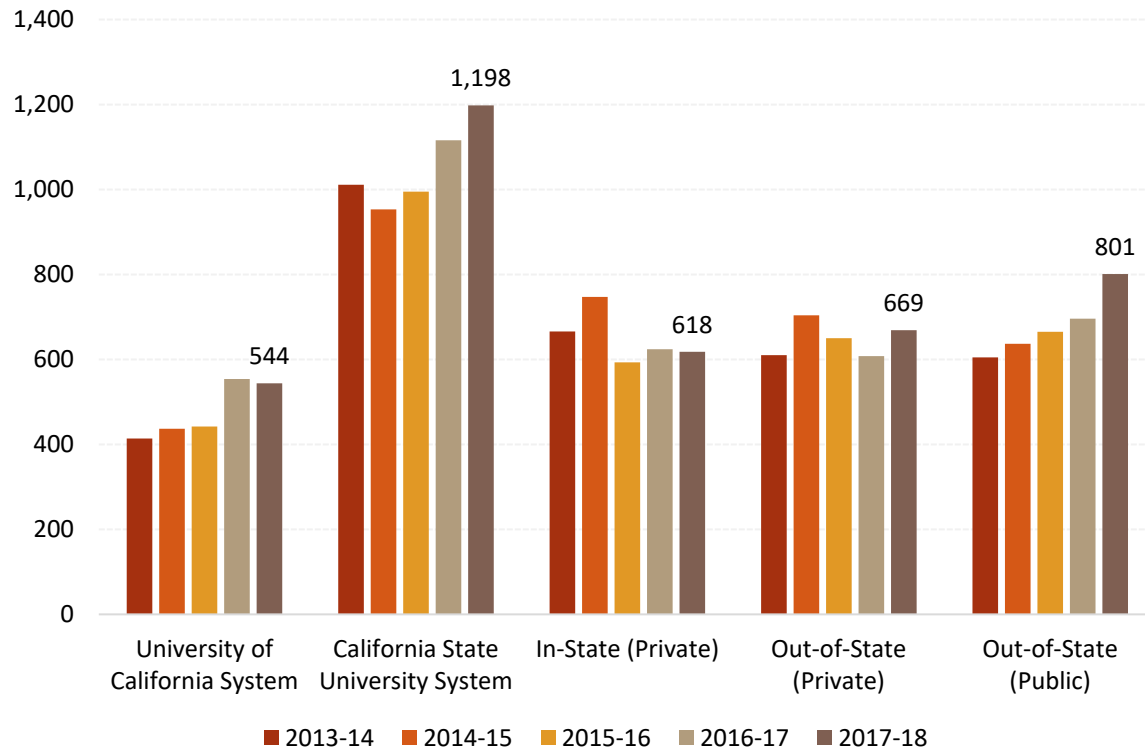
Source: SOCCCD inFORM Data Warehouse

FIGURE 3.39: STUDENT TRANSFERS TO FOUR YEAR INSTITUTIONS, SADDLEBACK COLLEGE, 2017



Source: SOCCCD inFORM Data Warehouse

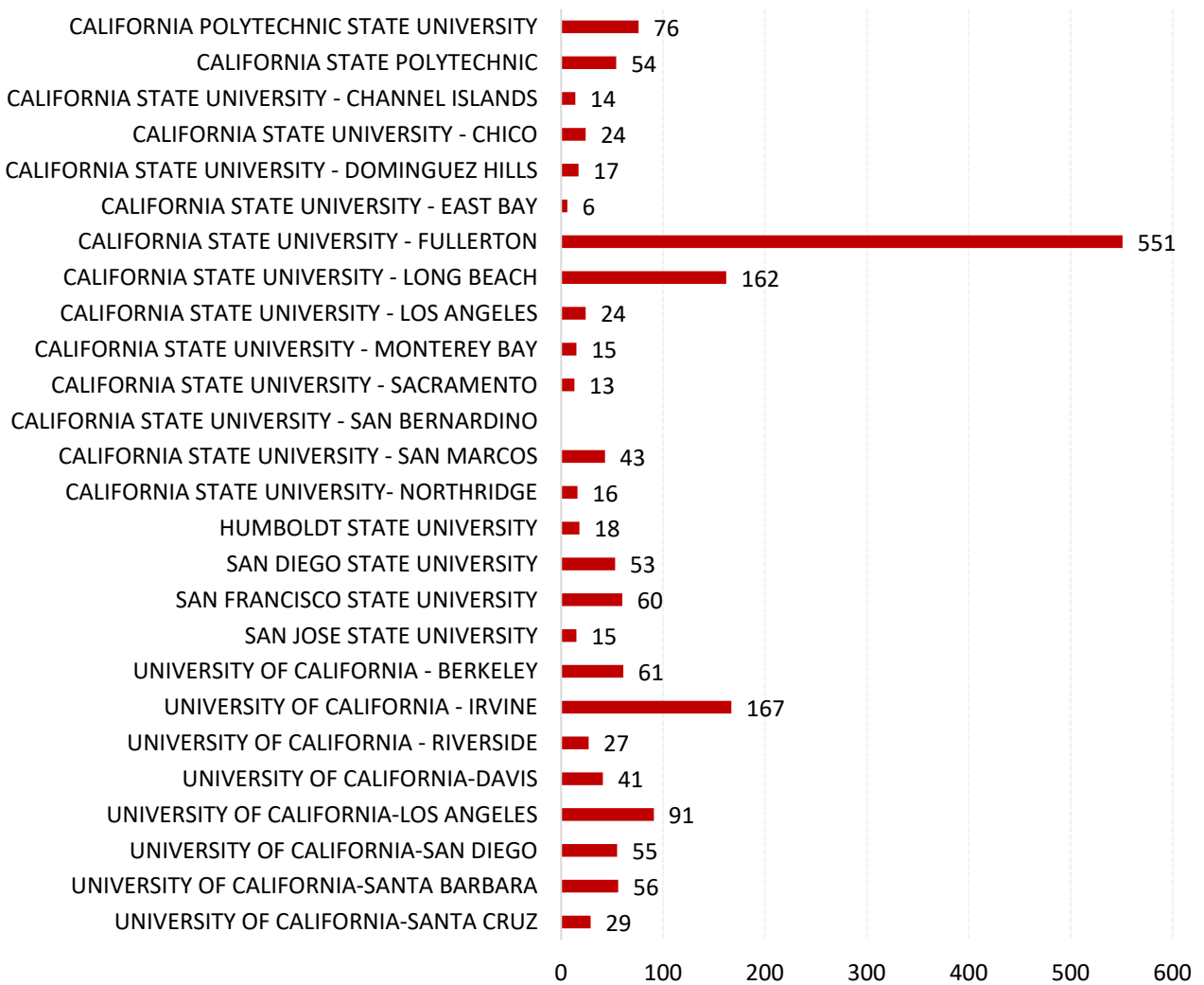
FIGURE 3.40: TRANSFERS TO FOUR-YEAR COLLEGES AND UNIVERSITIES, SADDLEBACK COLLEGE, ACADEMIC YEARS 2013-14 TO 2017-18



Annual Transfers All, Saddleback College	2013-14	2014-15	2015-16	2016-17	2017-18
University of California System	414	437	442	554	544
California State University System	1,011	953	995	1,116	1,198
In-State (Private)	666	747	593	624	618
Out-of-State (Private)	610	704	650	608	669
Out-of-State (Public)	605	637	665	696	801
Total	3,306	3,478	3,345	3,598	3,830

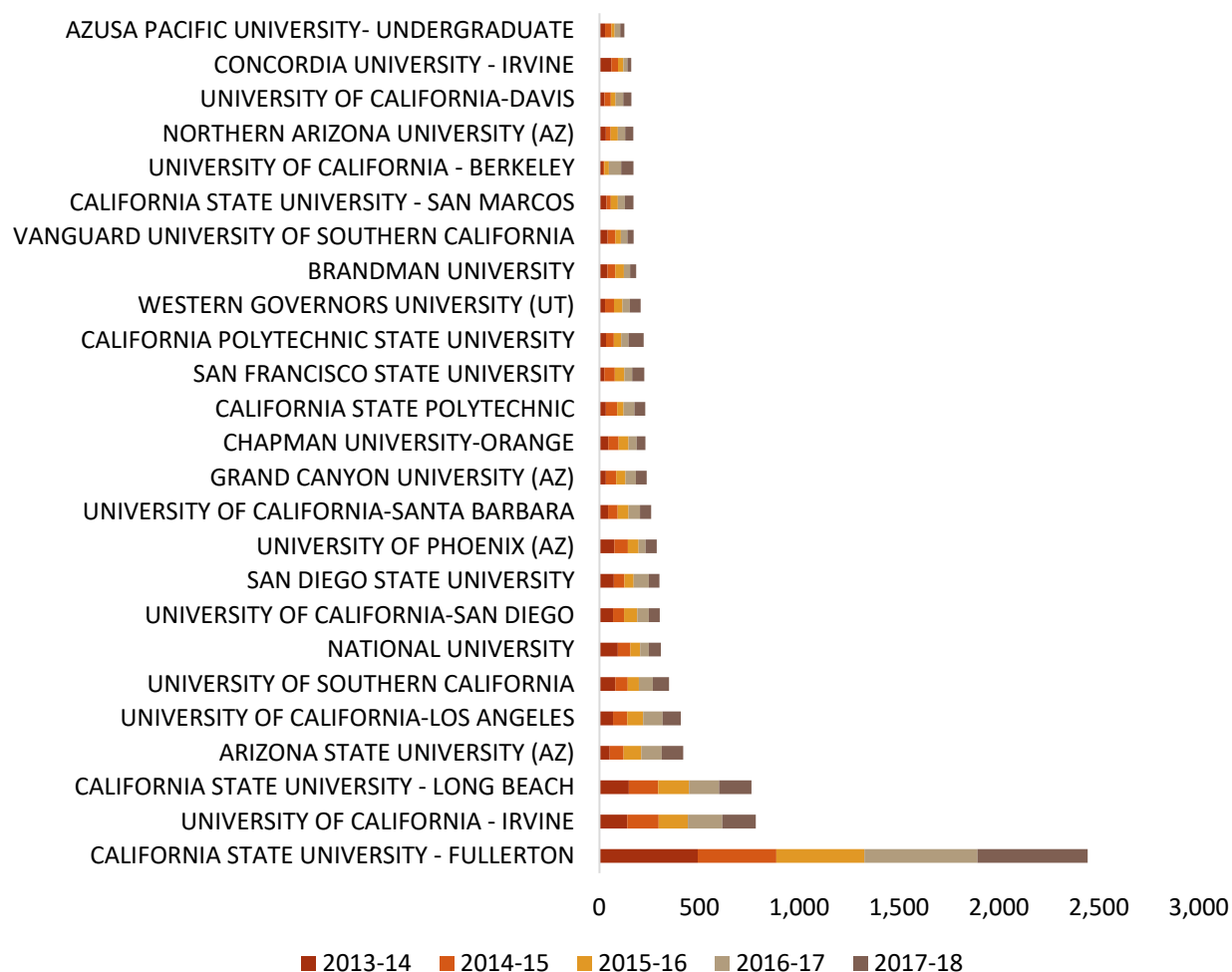
Source: SOCCCD inFORM Data Warehouse

FIGURE 3.41: TRANSFERS TO UC AND CSU INSTITUTIONS FROM SADDLEBACK COLLEGE, 2017



Source: SOCCCD inFORM Data Warehouse

FIGURE 3.42: TOP 25 TRANSFERS TO ALL FOUR-YEAR INSTITUTIONS, SADDLEBACK COLLEGE, 2013-14 TO 2017-18 ACADEMIC YEARS



Note: See Appendix for additional Transfer data.

Source: SOCCCD inFORM Data Warehouse

MAJORS, DEGREES, AND CERTIFICATES

This section gives an overview of the academic programs and awards available at Saddleback College and looks at the top degree majors and certificate programs. It also reviews the Career and Technical Education (CTE) programming available at the school.

PROGRAMS AND TOP DISCIPLINES

- Saddleback College offers 143 associate degrees and associate degrees for transfer and 130 certificate awards (see Table 3.1).
- More than 1,500 degrees in Liberal Studies have been awarded to Saddleback College students between 2013-14 and 2017-18 academic years. Other top degree majors include Business Administration (852 awards), Psychology (606 awards), Registered Nursing (531 awards), Health Sciences (512 awards), and Communication Studies (406 awards) (see Figure 3.43).
- Saddleback College has awarded 14, 380 General Studies Certificates and Certificates for Transfer between 2013-14 and 2017-18 (see Figure 3.44). Other top certificate programs by awards include Registered Nursing, Cosmetician, and Cosmetology, Emergency Medical Technician, Paramedic, and Associate Teacher.

CAREER AND TECHNICAL EDUCATION (CTE) PROGRAMS

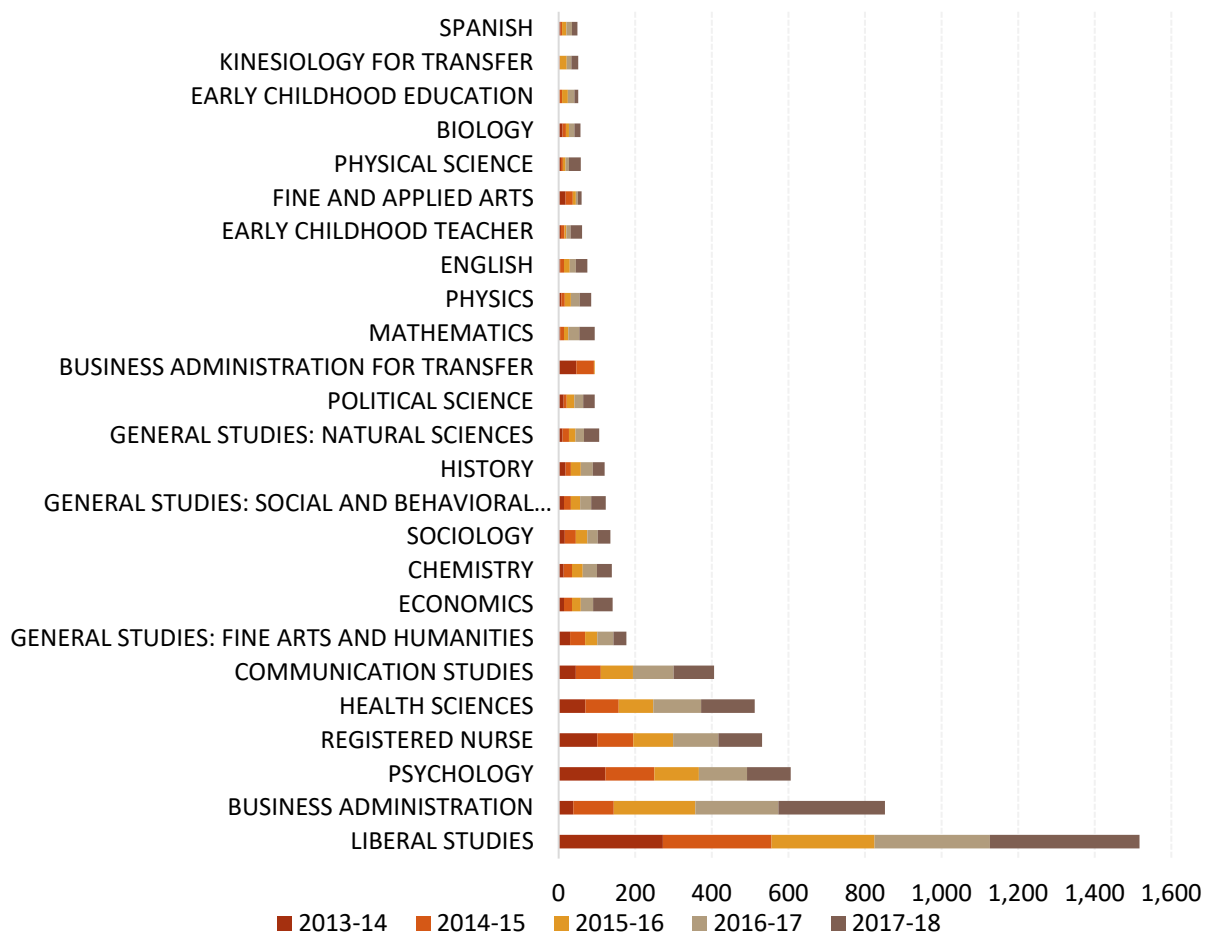
- The college works with several industry partners in sectors including Advanced Manufacturing, Advanced Transportation and Renewable Energy, Trade and Logistics, Health Care, and IT (see Table 3.2).
- CTE classes constitute 28 percent of class sections at Saddleback College (See Figure 3.45).
- In the Fall 2017 term, there were nearly 16,000 enrollments from 9,600 students in CTE classes at Saddleback College (see Figure 3.46).
- ATAS, Business Science, and Health Sciences & Human Services account for the majority of CTE classes at Saddleback College (see Figure 3.47).

TABLE 3.1: SADDLEBACK COLLEGE DEGREE AND CERTIFICATE PROGRAMS, 2019

Award Type	
A.A. Degree	39
A.A Transfer Degree	19
A.S. Degree	78
A.S. Transfer Degree	7
Associate Degrees Total	143
Certificate of Achievement	100
Certificate of Competency	2
Certificate of Completion	3
Occupational Skills Award	25
Certificate Awards Total	130
All Awards, Total	273

Sources: COCI Program Data, SOCCCD, 2019; Website Course Listings, 2019

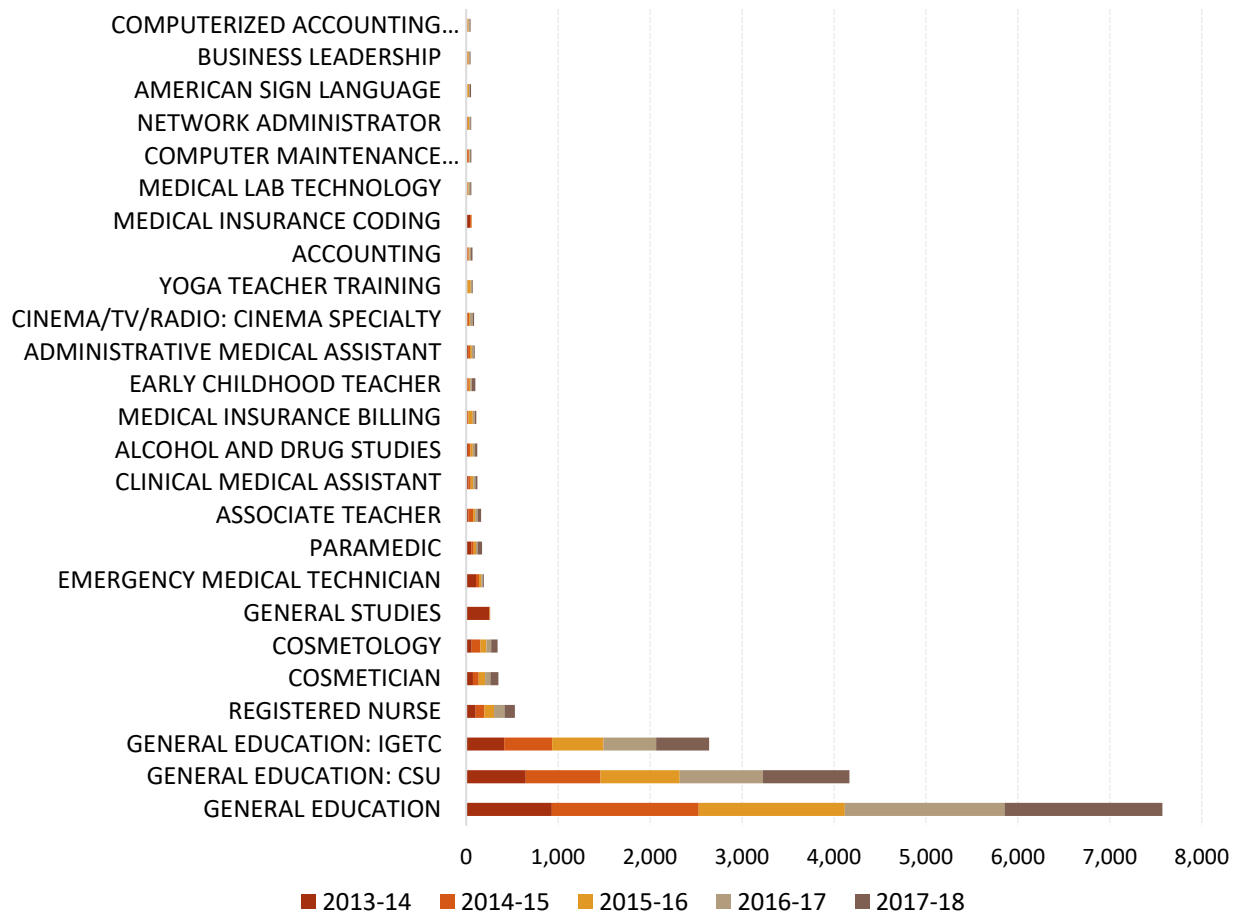
FIGURE 3.43: TOP 25 ASSOCIATE DEGREE AWARDS BY MAJOR, SADDLEBACK COLLEGE, ACADEMIC YEARS 2013-14 TO 2017-18



Note: See Appendix for additional Top 25 Degree and Certificate data.

Source: SOCCCD inFORM Data Warehouse

FIGURE 3.44: TOP 25 CERTIFICATE AWARDS BY PROGRAM, SADDLEBACK COLLEGE, ACADEMIC YEARS 2013-14 TO 2017-18



Note: See Appendix for additional Top 25 Degree and Certificate data.

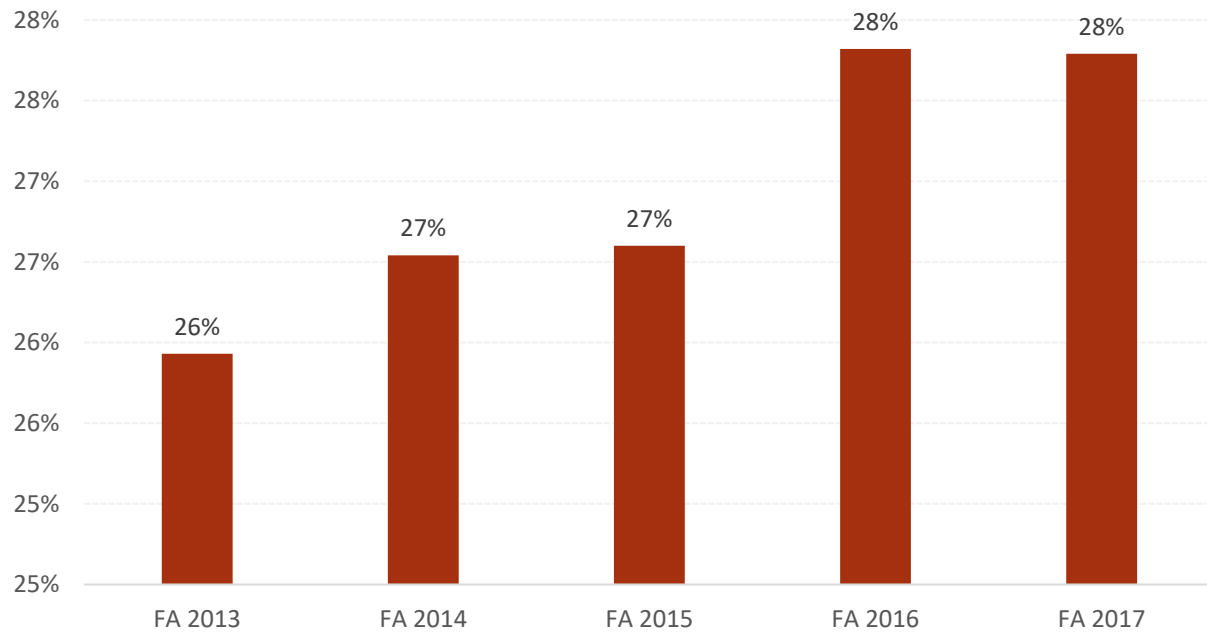
Source: SOCCCD inFORM Data Warehouse

TABLE 3.2: CTE TRAINING BY INDUSTRY SECTOR OFFERED AT SADDLEBACK COLLEGE:

Advanced Manufacturing
Advanced Transportation and Renewables
Energy (Efficiency) & Utilities
Global Trade and Logistics
Healthcare
Information & Communication Technologies (ICT) & Digital Media
Life Sciences & Biotech
Retail/Hospitality/Tourism
Small Business

Source: Saddleback College³⁶

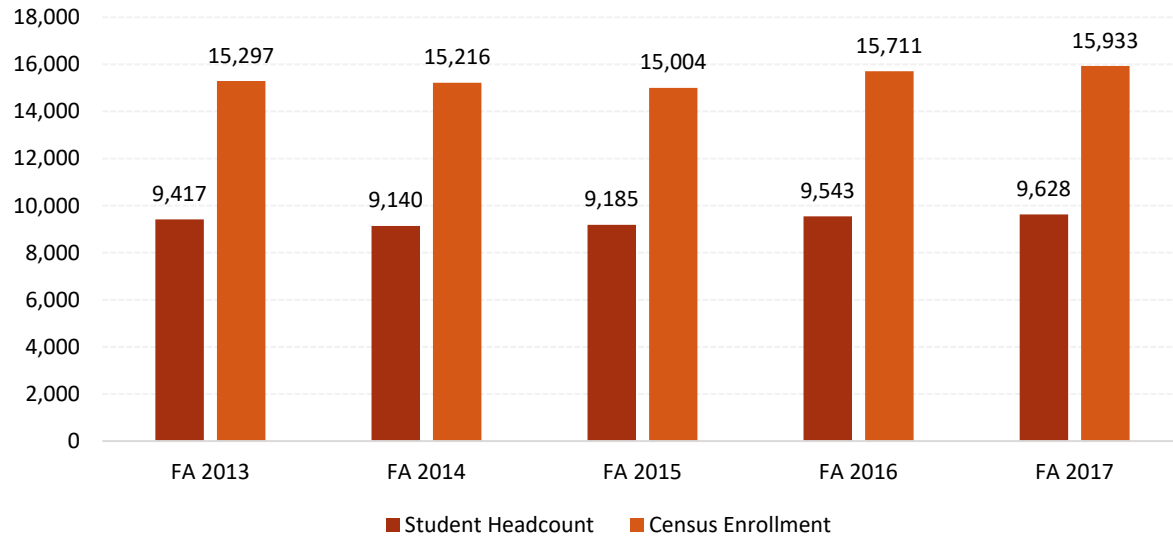
FIGURE 3.45: CTE SECTIONS OFFERED, SADDLEBACK COLLEGE, FALL 2013 TO FALL 2017



Source: SOCCCD inFORM Data Warehouse

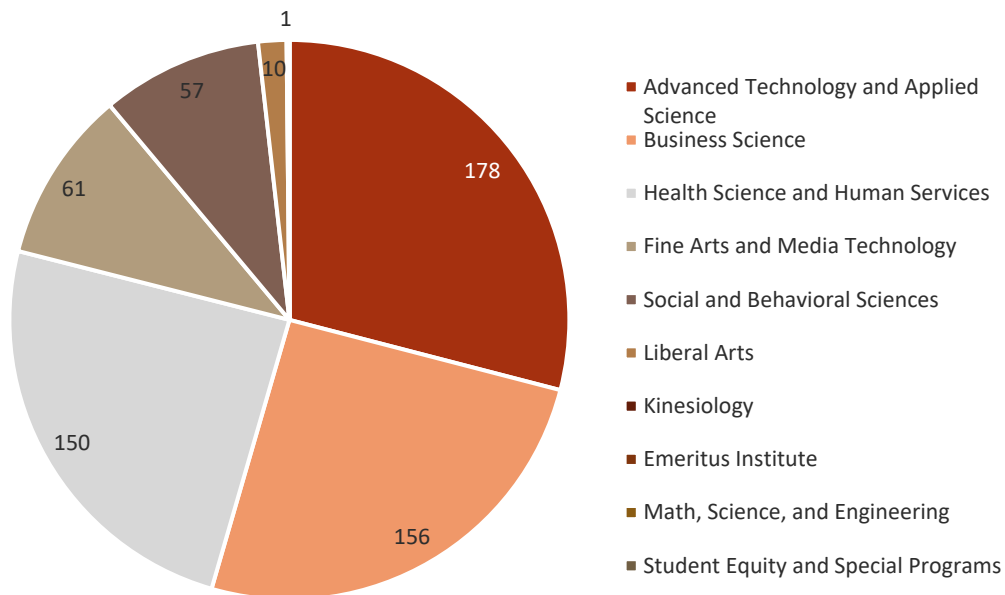
³⁶ Saddleback College, Economic and Workforce Development Office, accessed March 2019 from www.saddleback.edu/ewd

FIGURE 3.46: STUDENT HEADCOUNT AND ENROLLMENT IN CTE CLASSES, SADDLEBACK COLLEGE, FALL 2013 TO FALL 2017



Source: SOCCCD inFORM Data Warehouse

FIGURE 3.47: CTE SECTIONS BY DIVISION, SADDLEBACK COLLEGE, ACADEMIC YEAR 2017-18



Source: SOCCCD inFORM Data Warehouse

STUDENT TO FACULTY RATIOS

The student to faculty ratios helps measure how efficient colleges are in using one of their most important resources. Below we compare student counts with those of faculty, to get a sense of instructional productivity and efficiency at SOCCCD.

The student to faculty ratio, or FTES/FTEF, measures how many full-time equivalent students per each full-time equivalent faculty member. Instructional load or WSCH/FTEF (Weekly Student Contact Hours/ Full-Time Equivalent Faculty) measures the number of student hours per week each full-time equivalent faculty member has per week in the school term.

FACULTY RATIOS AND LOAD

- From 2013 to 2017, Saddleback College has had an average of nearly 518 full-time equivalent faculty; its average student to faculty ratio over this period was 14.69 full-time equivalent students per FTEF (see Table 3.3 below).
- Although the Instructional load at Saddleback College has fluctuated between 2013 and 2017, the average load during this period was 506 student class hours per full-time faculty member.

TABLE 3.3: STUDENT TO FACULTY RATIOS AND INSTRUCTIONAL LOADS, SADDLEBACK COLLEGE, FALL 2013 TO FALL 2017

Term	Total FTEF	Census WSCH	Census FTES	Student/Faculty Ratio (FTES/FTEF)	Load (WSCH/FTEF)
Fall 2013	503.83	260,997	7,691	15.27	518
Fall 2014	517.49	255,698	7,612	14.71	494
Fall 2015	505.73	261,911	7,516	14.86	518
Fall 2016	539.51	264,844	7,609	14.10	491
Fall 2017	522.15	265,468	7,582	14.52	508
Average, Fall Terms 2013 - 2017	517.74	261,784	7,602	14.69	506

Source: SOCCCD inFORM Data Warehouse

CHAPTER 4 DIVISION AND DEPARTMENT ASSESSMENTS

INTRODUCTION

The Education Master Plan for Saddleback College is rooted in an analysis of the programs and services offered to students at the academic division, and in the expectations of future trends and program needs. Drawing upon that analysis, this chapter presents detailed assessments of the recent conditions of each division and Student Services Program at Saddleback College, as well as the anticipated needs of the division and programs to serve current and future students at the college.



Reflecting the organizational structure of Saddleback College, chapter four is organized into three parts:

- The first part, beginning on page 128, focuses on the ten academic divisions overseen by the Office of Instruction. In turn, these divisions are organized by departments, of which there are 69 as outlined in the data.
- The second part of this chapter, starting on page 217 is focused on the two divisions that make up Instructional Support Services.
- The third section, starting on page 233, describes the five service divisions under the Office of Student Services.

In the pages that follow, a three-part profile of each division and Student Services program is provided. Each profile was developed by deans and department chairs and consists of a:

- **Description** of the division/service department including an overview of the division and of individual departments within the division.
- **Challenges and opportunities** foreseen by division/service department leadership and faculty over the next decade, as well as suggested action steps needed to address these challenges and opportunities.
- **Future directions** of the division/service department.

The narrative for each academic division is supported by quantitative data related to the recent performance of the division and its individual departments, including projected growth over the next decade. Data related to each division is presented as a snapshot, using annual 2018 data, and average trends from Fall 2014 to Fall 2018.

Definition of Terms Used in Chapter 4

Course Fill Rate

This calculation is a measure of the seat occupancy within a course. It is based on the number of seats taken in a course section divided by the course capacity, which is set in the curriculum of the course record.

Full Time Equivalent Faculty (FTEF)

This unit of measurement is used to create an equivalency for full-time and part-time faculty. It takes all the course hours taught within a program and divides them by a full-time faculty load, which is 30 Lecture Hour Equivalents (LHE) a year or 15 a semester.

Full Time Equivalent Student (FTES)

This unit of measurement is the basis for apportionment (how the college is funded). It tells us how many full-time equivalent students are served by a class or program. FTES is not “headcount enrollment,” but is calculated by dividing the total student hours at a specified point in time (determined by the attendance accounting method used, as explained below) by 525. The number 525 represents the number of contact hours for a theoretically-derived full-time student enrolled in courses 3 hours a day, 5 days a week, for an academic year of 35 weeks ($3 \times 5 \times 35 = 525$).

Weekly Student Contact Hours (WSCH)

This calculation provides the total number of contact hours on a weekly basis for each course. It is determined by multiplying the number of weekly contact hours for the course (as determined in the curriculum) by the number of students in a given class at section census date.

Productivity (WSCH/FTEF)

This calculation shows how “productive” a class/program is based on a ratio of revenue (WSCH [using the sum of the full-semester WSCH including DSCH and Positive Attendance equivalents]) to costs (FTEF). This calculation measures how many WSCH are generated per full-time equivalent faculty. With certain exceptions, 525 is considered the ideal number on which productivity is based; if a program is at or above 525, it is considered to be productive.

Retention Rate

This is the percentage of students who maintained enrollment in the course until the end of the semester. It is based on the number of students who do not withdraw from class and who receive a grade (A, B, C, D, F, I, CR, NC, P, NP). Only Ws are counted against the retention rate. Students who drop or are dropped by the no-penalty drop date are not used in this calculation.

Success Rate

This is the percentage of students who ended the semester with a passing grade. It is based on the number of students who receive a passing/satisfactory grade of A, B, C, CR, or P. At the time the report is run, non-passing grades, incompletes, and Ws are counted against the success rate.

INSTRUCTIONAL, INSTRUCTIONAL SUPPORT, AND STUDENT SERVICES DIVISIONS

Instructional Divisions

- Advanced Technology and Applied Science
- Economic & Workforce Development and Business Science (academic programs only)
- Counseling Services (academic programs only)
- Extended Learning
 - Adult Education
 - Community Education
 - Emeritus Institute
- Fine Arts and Media Technology
- Health Science and Human Services
- Kinesiology and Athletics
- Liberal Arts
- Mathematics, Science and Engineering
- Social and Behavioral Sciences

Instructional Support Services Divisions

- Economic & Workforce Development and Business Science
- Online Education and Learning Resources

Student Services Divisions

- Counseling Services
- Enrollment Services
- Student Development Office
- Student Equity and Special Programs
- Wellness, Social Services, and Child Development Center

COLLEGE AND DIVISION GROWTH FORECASTS

Recent enrollment trends at the college and population projections in Orange County paint a picture of growing headwinds for Saddleback College and SOCCCD. Faculty and staff have discussed the recent difficulty in maintaining enrollments due to declining college-age student populations and the coming “cliff” among high school graduations in the next decade. This means that there may be little likelihood of significant college-wide growth.

Several factors influence college enrollments, including population growth and high school graduation rates. Economic trends such as labor market growth among middle-skill occupations and the unemployment rate also play a role in helping to estimate future demand, especially among CTE and adult education programs. Because of significant current and expected declines among college-age residents in Orange County and in area high school graduation rates, the college estimates an annual average growth rate of -0.33% per year between 2020 and 2030.

At the department level, to determine relative growth to the college, a set of metrics were developed to measure department performance, including enrollments and fill rates, award outcomes, and related program job growth, where applicable.

The following data was used as performance benchmarks to develop our growth estimates for each department:

- Department enrollments as a percent of all Saddleback College enrollments
- Average annual growth/decline in department enrollments
- Average annual growth/decline in department productivity (WSCH/FTEF)
- Average course fill rate for the department
- Projected annual job growth rate for related occupations
- Average annual growth/decline in department degrees awarded at Saddleback College
- Saddleback College’s share of degree awards by department as a percent of all Orange County degrees from similar academic programs

Each department was given a numerical rating of {-1, 0, 1 or 3} for each of the above metrics relative to all departments at the college, grouping programs into three percentile ranges: 25th percentile (0 to 25), 50th percentile/median range (26 to 74), and 75th percentile (75 to 100). An average of these numerical ratings was used to determine each department’s growth rate relative to the overall college growth rate of -0.33% per year. Programs with an average rating of 1 are estimated to grow at the same rate as the college overall; those with an average rating greater than 1 are estimated to grow at a greater rate than the college average annual growth rate, while those with a rating less than 1 are estimated to grow less than the Saddleback College average annual growth rate.

Three departments at Saddleback College are projected to have slight growth in the coming decade (from 0.14% to 0.33%), and three more have 0.00% growth projections. The rest are projected to experience slightly negative growth over the next decade at average annual rates between -0.05% to -0.80% per year.

INSTRUCTIONAL DIVISIONS – DESCRIPTIONS, TRENDS, AND FUTURE DEVELOPMENT

Over the last ten years, we have seen a shift in the students that are entering the college due to the fast pace of technology innovations. Traditional age students entering the college have grown up with smart technology and information at their fingertips. In addition, students who already have higher education degrees and certification are relying on the community colleges to continuously learn and upskill to keep up with technology changes in order to maintain their marketability as they enter into their 2nd, 3rd and 4th careers. Older students who are getting closer to retirement but are not ready to stop working also seek learning opportunities to develop “encore” careers in different fields.

The pace of technology innovations has also brought to light inequities in access and achievement for our first generation and economically disadvantaged students. In response to the changing student needs and to ensure equity in student achievement and success, the instructional divisions will focus on three critical areas: 1) making the entire learning process more explicit; 2) customizing learning opportunities; and 3) partnering with industry and other education systems to transform and enhance the learning experience for our students.

To maximize the learning process, our instructional programs will focus on developing more opportunities for applied learning. In addition, we will integrate the learning experience by connecting the content from one class to the other through team-oriented project-based learning opportunities that will rely on the individual strengths and knowledge of each team member. Lastly, we will focus on making the content relevant by exposing our students to different contexts in which their knowledge can be used through work-based or service learning opportunities.

Customized learning will need to be developed for students of all ages as our community will rely on us to provide education multiple times throughout their lives as they embark on different life phases. For non-traditional-aged students, learning experiences will need to build upon prior knowledge as our students expand and update content knowledge. In addition, learning will need to be provided when needed, in short-term and accelerated models. Lastly, customized learning will need to be provided using different modalities to better meet the needs of students who may be challenged due to commitments outside of school.

Partnering with industry and other education systems is a must in order to meet the learning needs of the future. Working with other community colleges, we will be able to share our own learning resources and build upon each other’s experiences to enhance the learning experience for our changing students. Working with other educational systems, the College will strive to create more seamless transitions and maximize the learning pathway for students. Lastly, as industry continues to change at the pace of technology innovations, partnering with industry and employers will better support student transitions to work and provide a more comprehensive learning experience for students, both inside and outside of the classroom.

Saddleback College and its programs are ready and prepared to continuously improve to meet the needs of the next generation of students at any point in their lives, and prepare them for a world that is connected, automated, and enhanced by data and artificial intelligence.

ADVANCED TECHNOLOGY AND APPLIED SCIENCE

DESCRIPTION

The Advanced Technology and Applied Science (ATAS) division is comprised of 14 instructional programs with classes taught in various buildings on the Saddleback College campus as well as contracted off-campus sites. The division's instructional programs provide both transfer and career education opportunities for students who either are considering transfer to four-year universities or entering the workforce. The programs listed in the table below represent a very diverse instructional offering that requires both theoretical and practical proficiency.

EXISTING PROGRAMS

Architecture and Drafting
Architecture Degree and Certificate of Achievement
Construction Inspection Degree and Certificate of Achievement
Drafting Technology Degree and Certificate of Achievement
Automotive Technology
Alternative Fuel Vehicle Specialist Degree and Certificate of Achievement
Automotive Chassis Specialist Degree and Certificate of Achievement
Automotive Engine Performance Specialist Degree and Certificate of Achievement
Automotive Engine Service Specialist Degree and Certificate of Achievement
General Automotive Technician Degree and Certificate of Achievement
Computer Maintenance Technology
Computer Maintenance Technology Degree and Certificate of Achievement
Cosmetology
Cosmetology Certificate of Achievement
Esthetician Certificate of Achievement
Environmental Studies
Ecological Restoration Certificate of Achievement
Environmental Studies Degree
Water Resources and Conservation Certificate of Achievement
Electronic Technology
Analog and Digital Circuit Electronic Technology Degree and Certificate of Achievement
Digital Electronic Technology Degree and Certificate of Achievement
General Electronic Technology Degree and Certificate of Achievement
Industrial Automation Degree and Certificate of Achievement
Fashion
Advanced Fashion Design and Apparel Manufacturing Degree and Certificate of Achievement
Fashion Display and Presentation Degree
Fashion Design Degree and Certificate of Achievement
Fashion Merchandising Degree and Certificate of Achievement
Visual Display and Presentation Certificate of Achievement
Family, Consumer Science, and Nutrition
Nutrition and Dietetics Degree
Nutrition Degree and Certificate of Achievement
Family and Consumer Sciences Degree and Certificate of Achievement

Graphic Design
Biomedical Illustration Certificate of Achievement
Computer Graphics Degree and Certificate of Achievement
Graphic Communications Degree and Certificate of Achievement
Graphic Design Degree and Certificate of Achievement
Illustration/Animation Degree and Certificate of Achievement
Horticulture and Landscape Design
Sustainable Horticulture Degree and Certificate of Achievement
Sustainable Landscape Design Degree and Certificate of Achievement
Interior Design
Interior Design Assistant Degree
Level I - Interiors Merchandising Certificate of Achievement
Level II - Interior Design Assistant Certificate of Achievement
Level III - Interior Design Professional Certificate of Achievement
Advanced Manufacturing
Advanced Manufacturing Degree and Certificate of Achievement
Marine Science Technology
Marine Science Technician Degree and Certificate of Achievement
Seamanship Degree and Certificate of Achievement
Culinary, Hospitality, and Tourism
Advanced Culinary Arts Degree and Certificate of Achievement
Basic Culinary Arts Degree and Certificate of Achievement
Catering Degree and Certificate of Achievement
Foods Degree and Certificate of Achievement
Travel and Tourism Degree and Certificate of Achievement

ENROLLMENT TRENDS

Many of the division's programs are in high demand and reflect high growth industry sectors. However, classes typically maintain lower class capacities due to instruction that requires specialized equipment, facility/classroom constraints, and safety standards. These constraints have affected the potential FTES and headcount growth of the programs. In addition, growth in the Advanced Manufacturing and Electronic Technology programs has been limited by the physical constraints of the division's temporary instructional facilities for the past four years. These programs will relocate to the new ATAS building in Fall 2022 where larger classrooms will improve efficiency and performance.

Cosmetology, Foods, Graphics, and Architecture/Drafting generate the largest FTES, while Cosmetology, Horticulture, Family & Consumer Sciences, Graphics, and Architecture/Drafting are the most productive (WSCH/FTEF) as referenced in Table 4.1. The division's fastest-growing programs are Horticulture, Interior Design, and Cosmetology per the data referenced in Table 4.3.

Cosmetology data appear unusually high in all areas since the program uses part-time faculty to coordinate an instructional service agreement with four contracted schools that provide instruction using an established college curriculum. While some programs are experiencing flat (or slight decline) in FTES and WSCH, the large and growing programs compensate and contribute to the division's overall performance.

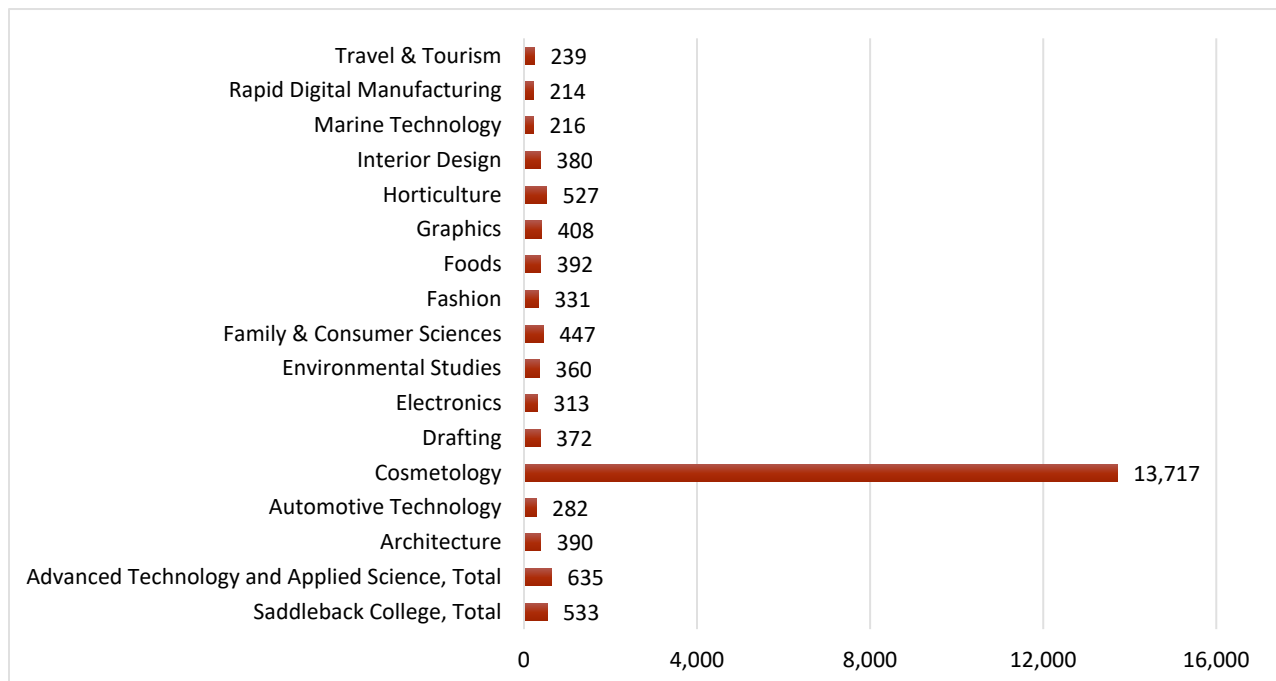
SADDLEBACK COLLEGE EDUCATION MASTER PLAN 2020-2030

TABLE 4.1: ENROLLMENT AND PRODUCTIVITY, ATAS AND SADDLEBACK COLLEGE, 2018-19 ACADEMIC YEAR

College, Division, Department, 2018-19 Academic Year	TOTAL SECTIONS	COURSE FILL RATE	FTEF	WSCH	FTES	PRODUCTIVITY (WSCH/FTEF)
Saddleback College, Total	4,934	81.0%	1158.46	617,870	17,189	533
Advanced Technology and Applied Science, Total	409	61.2%	101.63	64,509	1,694	635
Architecture	38	73.1%	10.20	3,975	156	390
Automotive Technology	30	80.5%	9.25	2,608	90	282
Cosmetology	28	77.0%	1.97	27,023	487	13717
Drafting	17	38.8%	6.10	2,268	44	372
Electronics	13	43.4%	3.50	1,096	37	313
Environmental Studies	28	58.0%	7.95	2,861	100	360
Family & Consumer Sciences	5	66.2%	1.00	447	14	447
Fashion	45	45.9%	10.24	3,394	100	331
Foods	65	67.8%	14.14	5,541	171	392
Graphics	54	56.7%	15.18	6,199	189	408
Horticulture	35	73.6%	9.80	5,169	170	527
Interior Design	32	53.5%	7.54	2,868	95	380
Marine Technology	2	49.1%	0.50	108	2	216
Rapid Digital Manufacturing	9	53.8%	2.60	557	25	214
Travel & Tourism	8	33.4%	1.66	397	12	239

Data Source: SOCCCD inFORM Data Warehouse, 2019

FIGURE 4.1: ATAS PRODUCTIVITY BAR CHART (WSCH/FTEF), 2018-19 ACADEMIC YEAR, PER TABLE 4.1
FINAL COLUMN



Data Source: SOCCCD inFORM Data Warehouse, 2019

TABLE 4.2: FTES AND WSCH, TOTAL GROWTH AND AVERAGE ANNUAL GROWTH RATES, 2014-15 ACADEMIC YEARS

Division/Department	FTES GROWTH, 2014-15 to 2018-19	AVERAGE ANNUAL GROWTH RATE, FTES, 2014-15 to 2018-19	WSCH GROWTH, 2014-15 to 2018-19	AVERAGE ANNUAL GROWTH RATE, WSCH, 2014-15 to 2018-19
Saddleback College, Total	-0.9%	-0.2%	5.4%	1.3%
Advanced Technology and Applied Science, Total	11.6%	2.8%	15.4%	3.6%
Architecture	5.0%	1.2%	4.9%	1.2%
Automotive Technology	-24.9%	-6.9%	-26.6%	-7.4%
Cosmetology	23.6%	5.4%	30.8%	7.0%
Drafting	7.0%	1.7%	7.1%	1.7%
Electronics	-22.6%	-6.2%	-23.5%	-6.5%
Environmental Studies	-10.4%	-2.7%	-9.5%	-2.5%
Family & Consumer Sciences	82.1%	16.2%	88.6%	17.2%
Fashion	-17.8%	-4.8%	-16.8%	-4.5%
Foods	-13.8%	-3.6%	-11.4%	-3.0%
Graphics	45.4%	9.8%	34.6%	7.7%
Horticulture	81.7%	16.1%	81.1%	16.0%
Interior Design	41.9%	9.1%	39.1%	8.6%
Marine Technology	-83.6%	-36.3%	-76.8%	-30.6%
Rapid Digital Manufacturing	67.2%	13.7%	119.3%	21.7%
Travel & Tourism	2.9%	0.7%	4.2%	1.0%

Data Source: SOCCCD inFORM Data Warehouse, 2019

TABLE 4.3: SECTION COUNT AND FILL RATES, 2014-15 ACADEMIC YEARS

Division/Department	AVERAGE NUMBER OF SECTIONS, 2014-15 to 2018-19	AVERAGE COURSE FILL RATE, 2014-15 to 2018-19
Saddleback College, Total	5,193	78.5%
Advanced Technology and Applied Science, Total	414	58.7%
Architecture	39	69.9%
Automotive Technology	36	72.9%
Cosmetology	18	105.1%
Drafting	17	39.8%
Electronics	13	42.8%
Environmental Studies	28	62.1%
Family & Consumer Sciences	5	47.2%
Fashion	55	44.7%
Foods	70	69.1%
Graphics	51	46.5%
Horticulture	31	68.4%
Interior Design	30	46.1%
Marine Technology	5	48.3%
Rapid Digital Manufacturing	8	51.4%
Travel & Tourism	8	32.9%

Data Source: SOCCCD inFORM Data Warehouse, 2019

STUDENT SUCCESS TRENDS

The division has been successful in providing instruction to students in a variety of industry sectors. Student retention, as well as certificates and degrees awarded, have increased and the rate of growth exceeds the percentages attained by the college. All programs have been reviewing curriculum and working with industry advisors to ensure that instruction meets industry standards and provides students with the opportunities to learn the skills necessary to enter the workforce.

TABLE 4.4: RETENTION AND SUCCESS RATES, 2014-15 ACADEMIC YEARS

Average Retention Rate	2014-15	2015-16	2016-17	2017-18	2018-19
Saddleback College - Retention	86.6%	87.6%	87.5%	87.2%	88.4%
Advanced Technology and Applied Science - Retention	90.9%	91.9%	92.0%	91.0%	92.5%

Average Success Rate	2014-15	2015-16	2016-17	2017-18	2018-19
Saddleback College - Success	72.2%	73.8%	74.1%	74.2%	74.6%
Advanced Technology and Applied Science - Success	79.0%	79.0%	79.0%	79.0%	79.0%

Data Source: SOCCCD inFORM Data Warehouse, 2019

CHALLENGES AND OPPORTUNITIES FACING THE DIVISION

The ATAS division's diverse collection of programs require frequent curriculum and equipment updates to ensure instruction remains up-to-date and remains able to support industry workforce needs even as these needs change. These ongoing changes require that regular and often expensive resource investments be made in order to remain aligned with workforce training needs in the community. These efforts to keep the programs current and relevant poses continuous challenges, as well as opportunities.

CHALLENGES

Enrollment Management (Access, Retention, and Completion) Challenges

The changing demographics of our traditional students coming from our local high schools suggest that the division is challenged with declining enrollment (Figure 4.2). The division recognizes this challenge and understands that it is imperative for the future of the division to identify non-traditional enrollment opportunities and students. To this end, additional efforts will need to focus on developing partnerships that will require more staff and faculty time building relationships in the community.

Members of the community we serve often share with us the observation that many of the division's programs are the "best kept secret" in the area for workforce training. To address this challenge, programs need to provide effective and engaging information to potential students so that Saddleback College is the institution of choice to train for future work. Traditional and non-traditional targeted marketing and outreach will be needed in order to increase awareness of the programs with specific potential student groups.

Once students are enrolled, the division needs to support successful student retention and completion to improve our enrollment management outcomes. Many degrees in the division require more than 60 units, which impedes timely completions. Therefore, curriculum updates need to address the total units required for degree completion. In some cases, the high units are due to program requirements based upon accreditation and industry requirements. This is exacerbated by the high number of units in the college's local general education pattern. Given this issue, the college curriculum committee will need to finalize and implement a new lower unit general education pattern.

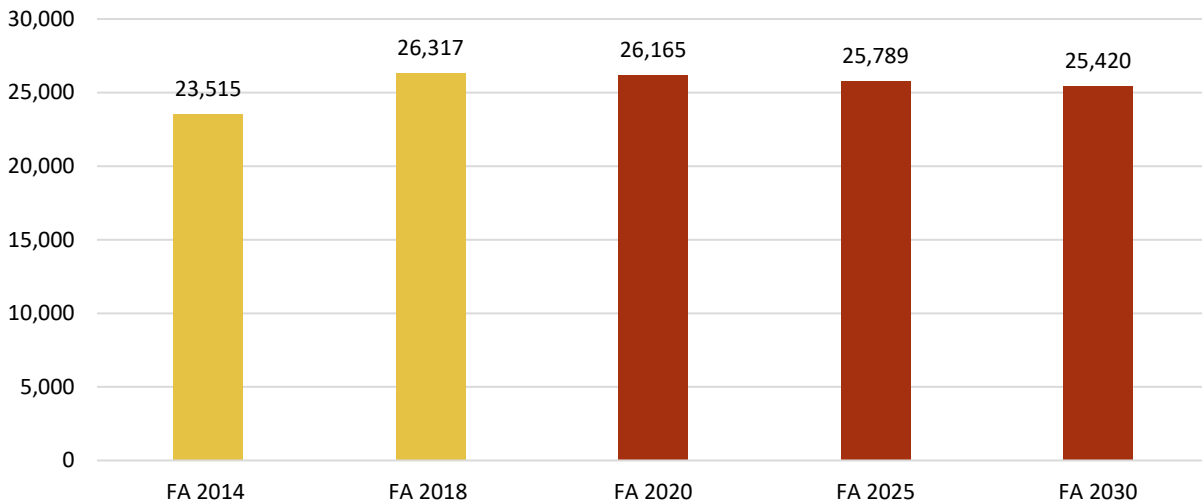
Facility Challenges

Division programs need instructional facilities that will accommodate current and future enrollment as well as technological capabilities that will support instruction. Most of the division's programs are currently providing instruction in swing space classrooms and labs, referred to collectively as "*the Village*," while the new ATAS building is being designed and constructed. The size and campus location of these swing spaces has limited growth and productivity since programs located in *the Village* are limited to a maximum of 30 students. In addition, some classes are even smaller when space is programmed to include large technical equipment or furniture.

The new ATAS building is expected to be completed and occupied in Fall 2022. Faculty have contributed to the design of the building to ensure that the facility will meet current and future curriculum needs. ATAS programs that are not planned to move into the new building will remain in the Buisness/General Studies (BGS) and *Village* buildings. These programs will continue to have existing facilities and equipment limitations, but the division is committed to addressing college strategic enrollment

management goals by working on growth opportunities through student outreach and improved student retention, as well as increasing completions.

FIGURE 4.2: SCHOOL AND PROGRAM WSCH, ATAS, ACTUAL AND ESTIMATED GROWTH, 2014 TO 2030



WSCH, Actual and Projected	Fall 2014	Fall 2018	Fall 2020	Fall 2025	Fall 2030	WSCH Estimated Average Annual Growth Rate, 2018 to 2030
Architecture	1,829	1,853	1,844	1,823	1,801	-0.24%
Automotive Technology	1,649	1,121	1,109	1,081	1,053	-0.52%
Cosmetology	7,624	9,714	9,686	9,618	9,550	-0.14%
Drafting	918	918	911	894	877	-0.38%
Electronics	655	641	634	616	599	-0.57%
Environmental Studies	1,521	1,322	1,308	1,274	1,242	-0.52%
Family & Consumer Sciences	114	186	185	182	180	-0.28%
Fashion	1,614	1,672	1,658	1,623	1,589	-0.42%
Foods	2,697	2,413	2,401	2,373	2,345	-0.24%
Graphics	1,881	2,531	2,510	2,457	2,405	-0.42%
Horticulture	1,549	2,062	2,045	2,002	1,960	-0.42%
Interior Design	904	1,237	1,231	1,217	1,202	-0.24%
Marine Technology	196	104	103	100	97	-0.57%
Rapid Digital Manufacturing	154	336	334	329	325	-0.28%
Travel & Tourism	212	208	206	200	194	-0.57%
ATAS, Total	23,515	26,317	26,165	25,789	25,420	-0.29%

Data Source: SOCCCD inFORM Data Warehouse, 2019

Human Resource Challenges

Due to retirements, ATAS programs rely heavily on part-time faculty and do not have enough full-time faculty to contribute to the additional need of coordinating and building partnerships on behalf of the division. In addition, most of the classified staff are also part-time, which limits lab support for classroom instruction. The division's heavy reliance on a part-time workforce makes it difficult for the division to focus on updating the curriculum and lessens time available to build partnerships which, in turn, limits the division's ability to enhance the student's overall learning experience.

Technology and Equipment Challenges

By nature of the type of instruction provided by the division, students need access to computers and equipment to complete assignments and practice skills taught during class. Computers have software that is cost-prohibitive for students to purchase on their own. These types of equipment are normally too large and expensive for individual students to acquire. While college facilities could be made available to students when not scheduled for classes, the opportunity is limited since it requires additional personnel to support students and ensure safety in an open lab setting.

OPPORTUNITIES**Enrollment Management (Access, Retention, and Completion) Opportunities**

While average WSCH and FTES values suggest level to negative growth in the division, more recently the division has increased both values. We attribute this increase to active outreach and marketing efforts by faculty and staff to highlight how the programs embrace changing technologies and skills in the subject areas. The increased number of industry partnerships garnered through program advisories provide valuable insights regarding areas of improvement for our programs. They also provide opportunities for internships and employment for our students, which helps to increase student engagement and supports our students toward completion of their educational goals. Additionally, the division is working with the service area K-12 districts to develop an Early College Program that increases dual-enrollment offerings that lead to a certificate or degree completion. These efforts enable the division to reach out to traditional and non-traditional student demographic groups in its efforts to attract new students and retain existing students.

Over the past year, more focus has been spent on identifying and addressing issues that hinder students from enrolling. One of the issues hindering access to courses is the time, day, and location of available courses. Recently the college received an Online CTE grant from the State Chancellor's Office to support development of online Career Education programs and courses. The grant provides faculty with the opportunity to develop and update existing and future online courses, which will increase access for students who are not able to come to campus given their personal constraints. Additionally, the division has worked on fine-tuning section scheduling and course offerings to better meet student availability.

Facility Opportunities

The new ATAS building, with its larger size classroom, will provide instructional space for many ATAS programs, and will support the college and division's growth objectives. The facility will also include updates to related technologies and provide updated instructional equipment to enhance the student experience and promote student success. With the new building, the Advanced Manufacturing and Electronic Technology programs have the potential of being regional leaders in industrial and manufacturing automation and can be further supported with the development of a college cross-discipline makerspace.

Several divisions have been working together in the envisioning of an advanced maker and innovation space where students can work with industry to develop new products and develop entrepreneurial opportunities. A makerspace would address innovation needs in the South Orange County community and allow the College to develop cross-discipline opportunities for students and the community. In addition, the makerspace would support interdisciplinary collaborations with a variety of areas such as business, pre-engineering, advanced manufacturing and electronics through project-based learning opportunities.

In addition, the College is moving forward with the development of new facilities at the District's ATEP location, which will relocate our Automotive Technology and Culinary/Hospitality programs and highlight their regional leadership potential given its central location. The facility will also provide opportunities to address advancing technologies and address labor market needs for the advanced transportation and logistics industry sector in the Orange County region.

Technology and Equipment Opportunities

For many years, the ATAS division relied on funding from the college general fund and limited federal and state-sponsored grants supporting vocational training. Recently, funding from the Strong Workforce Program (SWP) has been made available for local and regional support for CTE programs and projects. This funding source has enabled the college to update needed equipment, purchase new technology to enhance the classroom, and build project-based learning opportunities to enhance the student learning experience.

FUTURE DIRECTION OF THE DIVISION

- Targeted marketing and outreach to non-traditional students who need to develop technical training and retraining.
- Leveraging local industry partners to address incumbent worker training and build opportunities for apprenticeship and cooperative work experience.
- Leverage educational partners to increase completion of Career Education certificates and degrees for high school students.
- Maximize leadership role in regional consortium to address program redundancy and maximize learning opportunities for the region in an effective and efficient manner.
- Increase access to programs and courses through online courses and technology innovations.
- Increase access to programs and courses through more effective scheduling.
- Address equity gaps for both in person and online courses.

COUNSELING**DESCRIPTION**

The Counseling Services Division is dedicated to assisting students in identifying, clarifying, and reaching their individual life goals by providing individual academic, career, and personal counseling, as well as offering courses that focus on academic and career exploration.

Counseling classes support students in a group setting to identify their educational and life-long goals quickly and help to keep students on track. The Counseling Division prides itself on being collaborative college-wide. The Career and Re-Entry Center is an excellent example of the counseling curriculum applied to college, major, and career exploration. The division offers seven unique courses that focus on various aspects of a community college student's educational journey.

Counseling programs, which are listed below, serve our students and college. Through collaboration with the academic divisions on campus, the Counseling Division has developed certificate and degree programs that serve our diverse student populations and foster student learning across all disciplines. Completion of our programs contribute to student's self-awareness and understanding of their life-long goals. Our programs allow students to reach a variety of goals such as earning a certificate, associate degree, or transfer to a four-year university.

Details regarding counseling services to be addressed in Student Support Services section page 236

EXISTING PROGRAMS**Counseling Certificates**

General Education: CSU

General Education: IGETC

General Education: Full and Partial Transfer Certificates

Program: General Education

Associate Degrees

Fine and Applied Arts

General Studies: Fine Arts and Humanities

General Studies: Natural Sciences

General Studies: Social and Behavioral Sciences

Health Sciences

Liberal Studies

Physical Sciences

Social Sciences

ENROLLMENT TRENDS

The enrollment trends within counseling courses include an increase in demand for transition from high school to college classes (Counseling 100). In addition, as experienced campus wide, there is a demand for more online counseling courses to meet the needs of online learners. The data below reflects an increase in counseling courses. A significant increase in both growth and productivity is expected beginning Spring 2020.

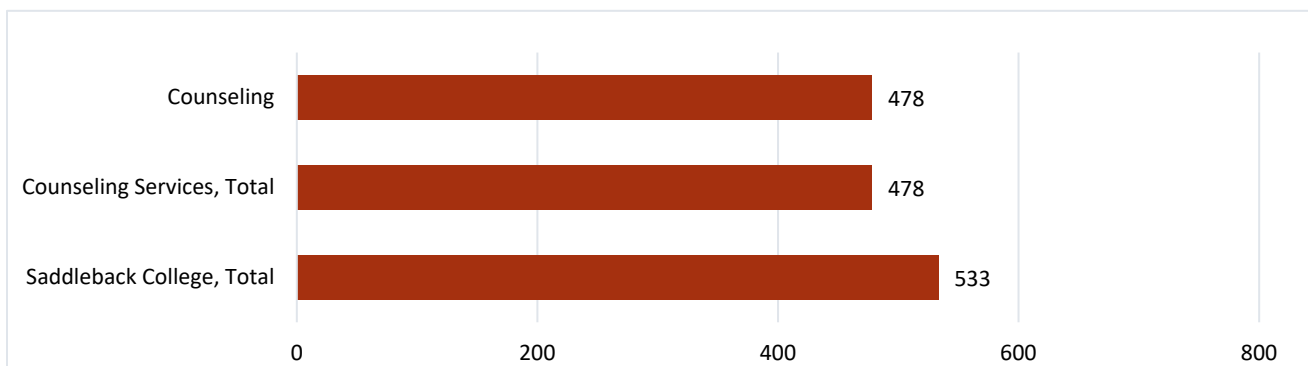
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TABLE 4.5: ENROLLMENT AND PRODUCTIVITY, COUNSELING SERVICES AND SADDLEBACK COLLEGE, 2018-19 ACADEMIC YEAR

College, Division, Department, 2018-19 Academic Year	COURSE FILL RATE	TOTAL SECTIONS	FTES	WSCH	TOTAL FTEF	PRODUCTIVITY (WSCH/FTEF)
Saddleback College, Total	81.0%	4,934	17,189	617,870	1158.46	533
Counseling Services, Total	70.6%	76	181	5,438	11.37	478
Counseling	70.6%	76	181	5,438	11.37	478

Data Source: SOCCCD inFORM Data Warehouse, 2019

FIGURE 4.3: COUNSELING SERVICES, PRODUCTIVITY (WSCH/FTEF), 2018-19 ACADEMIC YEAR, PER FIGURE 1 FINAL COLUMN



Data Source: SOCCCD inFORM Data Warehouse, 2019

TABLE 4.6: FTES AND WSCH, TOTAL GROWTH AND AVERAGE ANNUAL GROWTH RATES, 2014-15 TO 2018-19 ACADEMIC YEARS

Division/Department	FTES GROWTH, 2014-15 to 2018-19	AVERAGE ANNUAL GROWTH RATE, FTES, 2014-15 to 2018-19	WSCH GROWTH, 2014-15 to 2018-19	AVERAGE ANNUAL GROWTH RATE, WSCH, 2014-15 to 2018-19
Saddleback College, Total	-0.9%	-0.2%	5.4%	1.3%
Counseling Services, Total	5.2%	1.3%	5.7%	1.4%
Counseling	5.2%	1.3%	5.7%	1.4%

Data Source: SOCCCD inFORM Data Warehouse, 2019

TABLE 4.7: SECTION COUNT AND FILL RATES, 2014-15 TO 2018-19 ACADEMIC YEARS

Division/Department	AVERAGE NUMBER OF SECTIONS, 2014-15 to 2018-19	AVERAGE COURSE FILL RATE, 2014-15 to 2018-19
Saddleback College, Total	5,193	78.5%
Counseling Services, Total	74	64.3%
Counseling	74	64.3%

Data Source: SOCCCD inFORM Data Warehouse, 2019

STUDENT SUCCESS TRENDS

The division has been successfully providing counseling courses to help students solidify their educational goal. Student Learning Outcomes for most of the counseling courses requires a completion of an educational plan (*My Academic Plan*) approved by the counseling faculty member.

TABLE 4.8: RETENTION AND SUCCESS RATES, 2014-15 TO 2018-19 ACADEMIC YEARS

Average Retention Rate	2014-15	2015-16	2016-17	2017-18	2018-19
Saddleback College - Retention	86.6%	87.6%	87.5%	87.2%	88.4%
Counseling Services - Retention	90.5%	89.8%	89.7%	89.2%	93.0%

Average Success Rate	2014-15	2015-16	2016-17	2017-18	2018-19
Saddleback College - Success	72.2%	73.8%	74.1%	74.2%	74.6%
Counseling Services - Success	76.7%	79.5%	77.2%	78.2%	82.2%

Data Source: SOCCCD inFORM Data Warehouse, 2019

CHALLENGES AND OPPORTUNITIES FACING THE DIVISION**CHALLENGES****Enrollment Management (Access, Retention, and Completion) Challenges**

The greatest challenge for the division's instructional component is making students aware of counseling courses in their first semester of enrollment. While the counseling presence at South Orange County Community College District's ten feeder high schools and two continuation high schools has increased awareness about counseling courses among 18 to 19-year-old recent high school students, there is a still gap in awareness among students on campus who are not recent high school graduates and/or who are returning to college.

The Counseling Division's instructional component has challenges meeting the needs of online learners. An increase in the number of counseling faculty trained and ready to support an online learning environment is required to meet this demand.

Facility Challenges

Currently, Counseling courses are the last to be assigned a classroom and are often bumped at the last minute. The Gateway Building will help to address instructional facility challenges faced by counseling teaching faculty.

Human Resource Challenges

The Division has had two vacant full-time counseling positions due to retirement, open for the last three years. This loss in faculty has had an adverse impact on both our counseling instruction and counseling appointments.

Technology and Equipment Challenges

Counseling's off-campus counseling classes require that faculty bring a laptop and internet hot spot to teach at area high schools. Maintenance and refresh of this technology is costly and is at greater risk for damage and loss.

OPPORTUNITIES**Enrollment Management (Access, Retention, and Completion) Opportunities**

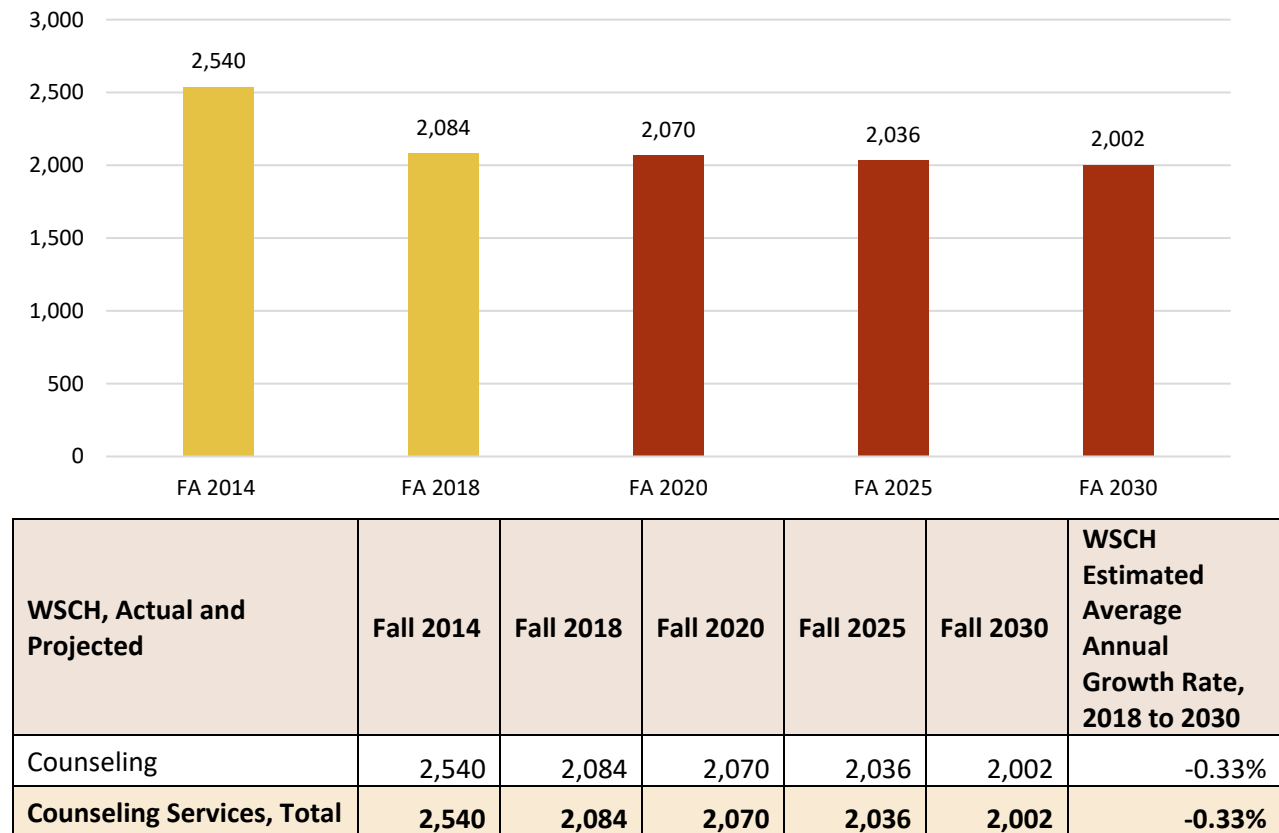
As a result of the Saddleback College Promise program, Counseling 100 (*College Success*) classes have seen dramatic growth in the last year, increasing from 340 students enrolled in this course during the Spring 2015 semester to over 1,670 students during the Spring 2020 semester.

In addition, the number of online counseling classes have been increased to meet the needs of online learners. Counseling faculty have also revised and updated the content in Counseling courses. Updates were submitted to curriculum and transfer partners, and beginning Fall 2020, most current Counseling courses will now be UC transferable. This is beneficial to all students, regardless of their transfer institution.

In Counseling courses, faculty have the opportunity to keep their students regularly updated on changing programs and criteria. These include AB 705; introduction of *Guided Pathways*; and student support opportunities such as financial aid, EOPS, CARE and CalWorks. Counseling faculty are supportive of *Guided Pathways* and will begin to incorporate pathways into the counseling courses.

There is an opportunity to offer contextualized counseling courses for each of the individual pathways to help support pathway exploration.

FIGURE 4.9: SCHOOL AND PROGRAM WSCH, COUNSELING SERVICES, ACTUAL AND ESTIMATED GROWTH, 2014 TO 2030



Data Source: SOCCCD inFORM Data Warehouse, 2019

FUTURE DIRECTION OF THE DIVISION

- Targeted marketing and outreach to non-traditional students (homeschooled and older adults)
- Increase access to programs and courses through online courses and technology innovations
- Address equity gaps for both in-person and online courses

ECONOMIC & WORKFORCE DEVELOPMENT AND BUSINESS SCIENCE

DESCRIPTION

The Business Science programs are a part of the Economic & Workforce Development and Business Science (EWDBS) Division of Saddleback College. This division is unique in that it houses both credit and non-credit instructional programs as well as instructional support services that connect the College and its programs to educational and industry partners in Southern Orange County.

The instructional programs of the EWDBS Division are focused in Business Science with four primary instructional departments: Accounting, Business, Computer Information Management (CIM)/Administrative Assistant and Real Estate. In addition, the division also coordinates Cooperative Work Experience (CWE) courses, which are work-based learning instructional courses, offered in multiple divisions across the College.

EXISTING PROGRAMS

Accounting

Accounting AS and Certificate
Computerized Accounting Specialist AS and Certificate
Tax Preparation AS and Certificate

Business

Business Administration AST
Business Communication Skills Certificate
Business Communications Certificate
Business Leadership AS and Certificate
Business Management AA
Entrepreneurship AS and Certificate
General Business Certificate
Global Business AS and Certificate
Human Resource Management OSA
Marketing AS and Certificate
New Media Marketing Certificate
Project Management OSA
Retailing and Selling AS and Certificate
Retail Management AS and Certificate

Computer Information Management

Administrative Assistant AS and Certificate
Applications Developer AS and Certificate
Business Information Worker I Certificate
Business Information Worker II Certificate
E-Commerce Specialist AS and Certificate
Information Security OSA
Network Administrator AS and Certificate
Office and Computer Skills OSA
Software Specialist AS and Certificate
Web Designer AS and Certificate
Webmaster AS and Certificate

Real Estate

Real Estate AS and Certificate
 Real Estate Appraisal AS and Certificate
 Real Estate Escrow AS and Certificate

ENROLLMENT TRENDS

Overall, the number of full-time enrolled students in the EWDBS Division has increased over the last five years. Enrollments in accounting and business are the most robust given that business is one of the top five degree programs at the college. Often students in these programs are seeking to transfer to a four-year university in business administration and are required to take courses in both accounting and business.

The remainder of the instructional programs within the division traditionally serve students who are seeking training or retraining to enter the workforce. For these programs, the enrollment trends noted over the last five years show that there is a decline Fall to Fall semester. The decrease in enrollments in these programs could be attributed to lower demand, given the high employment rate. It is known that with a robust economy job opportunities increase, so demand for training and retraining to enter the workforce may not be as critical.

With regards to the decline in weekly student contact hours noted in table 4.10, this decrease is attributed to major curricular changes done in 2014-2015, resulting in the elimination of “to be arranged” (TBA) lab hours. This curricular change was made to increase efficiency and support student progression to completion. Due to this change in curriculum and a reallocation of resources to other courses, the division was able to generate more full-time equivalent students, despite the resulting decrease in weekly student contact hours.

Lastly, it is important to note that the enrollment trends for the division differ from fall to spring. Spring enrollments usually trend higher than fall enrollments since the division serves a large number of older students, who usually decide to come back to school at the beginning of the calendar year in January as opposed to the fall term in August.

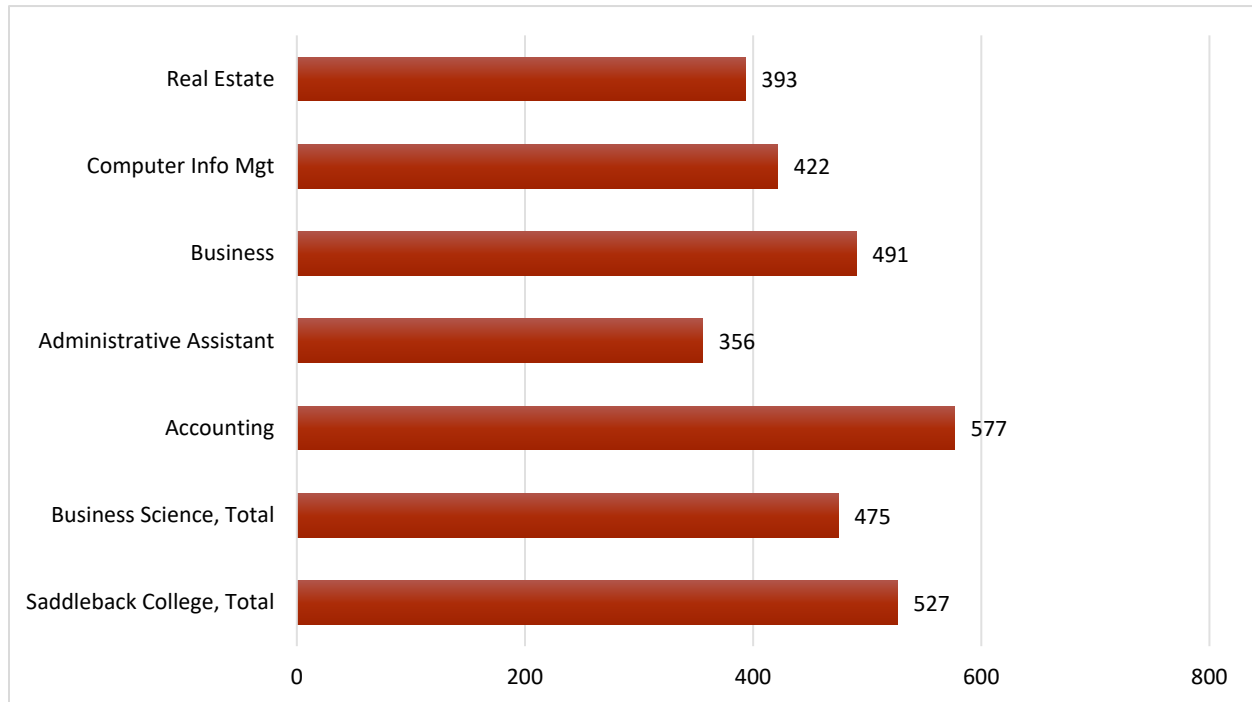
TABLE 4.9: ENROLLMENT AND PRODUCTIVITY, BUSINESS SCIENCE AND SADDLEBACK COLLEGE, 2018-19
ACADEMIC YEAR

College, Division, Department, 2018-19 Academic Year	TOTAL SECTIONS	COURSE FILL RATE	FTEF	WSCH	FTEs	PRODUCTIVITY (WSCH/FTEF)
Saddleback College, Total	4,934	81.0%	1158.46	617,870	17,189	533
Business Science, Total	363	68.5%	83.94	40,394	1,348	481
Accounting	76	80.9%	22.11	12,566	422	568
Administrative Assistant	7	46.3%	1.40	445	12	318
Business	122	75.0%	24.00	11,745	395	489
Computer Info Mgt	109	57.1%	26.80	11,570	376	432
Real Estate	49	61.9%	9.63	4,068	141	422

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Data Source: SOCCCD inFORM Data Warehouse, 2019

FIGURE 4.4: BUSINESS SCIENCE, PRODUCTIVITY (WSCH/FTEF), 2018-19 ACADEMIC YEAR, PER FIGURE 1 FINAL COLUMN



Data Source: SOCCCD inFORM Data Warehouse, 2019

TABLE 4.10: FTES AND WSCH, TOTAL GROWTH AND AVERAGE ANNUAL GROWTH RATES, 2014-15 TO 2018-19 ACADEMIC YEARS

Division/Department	FTES GROWTH, 2014-15 to 2018-19	AVERAGE ANNUAL GROWTH RATE, FTES, 2014-15 to 2018-19	WSCH GROWTH, 2014-15 to 2018-19	AVERAGE ANNUAL GROWTH RATE, WSCH, 2014-15 to 2018-19
Saddleback College, Total	-0.9%	-0.2%	5.4%	1.3%
Business Science, Total	8.4%	2.0%	-3.7%	-0.9%
Accounting	15.0%	3.5%	6.8%	1.7%
Administrative Assistant	-5.9%	-1.5%	-64.6%	-22.8%
Business	18.1%	4.2%	16.3%	3.8%
Computer Info Mgt	3.8%	0.9%	-17.4%	-4.7%
Real Estate	-15.3%	-4.1%	-15.2%	-4.0%

Data Source: SOCCCD inFORM Data Warehouse, 2019

TABLE 4.11: SECTION COUNT AND FILL RATES, 2014-15 TO 2018-19 ACADEMIC YEARS

Division/Department	AVERAGE NUMBER OF SECTIONS, 2014-15 to 2018-19	AVERAGE COURSE FILL RATE, 2014-15 to 2018-19
Saddleback College, Total	5,193	78.5%
Business Science, Total	358	67.0%
Accounting	71	83.7%
Administrative Assistant	7	49.5%
Business	116	71.4%
Computer Info Mgt	105	57.1%
Real Estate	58	58.1%

Data Source: SOCCCD inFORM Data Warehouse, 2019

STUDENT SUCCESS TRENDS

Overall, the division programs are showing good retention trends over the last five years. These trends are slightly higher than that of the college. The increase in EWDBS retention rates between 2014-15 and 2018-19 could be attributed to the work that the division is doing to increase student engagement and to improve course offerings to meet student demand. Similarly, there has been an increase in student success in division programs over the last five academic years, however, the success rate remains slightly lower than that of the college.

TABLE 4.12: RETENTION AND SUCCESS RATES, 2014-15 TO 2018-19 ACADEMIC YEARS

Average Retention Rate	2014-15	2015-16	2016-17	2017-18	2018-19
Saddleback College - Retention	86.6%	87.6%	87.5%	87.2%	88.4%
Business Science - Retention	85.9%	88.2%	88.9%	89.0%	89.3%

Average Success Rate	2014-15	2015-16	2016-17	2017-18	2018-19
Saddleback College - Success	72.2%	73.8%	74.1%	74.2%	74.6%
Business Science - Success	66.9%	70.6%	71.0%	72.3%	73.0%

Data Source: SOCCCD inFORM Data Warehouse, 2019

CHALLENGES AND OPPORTUNITIES FACING THE DIVISION

The Business Science programs within the EWDBS Division have several challenges and opportunities based on the assessment of the programs over the last five years.

CHALLENGES**Enrollment Management (Access, Retention, and Completion) Challenges**

The new Student-Centered Funding Formula (SCFF) has devalued FTES in favor of a new emphasis on success and supplemental allocations. While the EWDBS Division has increased success indicators and plans to continue prioritizing scheduling for completion, we lose out on supplemental funding compared to like departments in other college communities due to the lower actual number of economically disadvantaged students at the college and in our programs. This lower FTES funding amount also restricts innovation by delaying up to 30% of the final funding until after a student completes their program, and by implementing a three-year average to the funding formula. This change in the funding formula may negatively impact the creation of new programming.

Curriculum approval continues to be a time-consuming process. Single courses and programs often take at least one full year for local approval. This lessens our ability to respond to economic changes and industry needs.

Human Resource Challenges

The division has insufficient full-time faculty in Business Science given the need for new curriculum development in niche areas such as Logistics and Supply Chain Management, Business Statistics, and noncredit Career Development and College Preparation (CDCP) programming in Non-Profit Administration and Management, as well as apprenticeship programming in emerging fields.

OPPORTUNITIES FOR OUR DIVISION INCLUDE THE FOLLOWING**Enrollment Management (Access, Retention, & Completion) Opportunities**

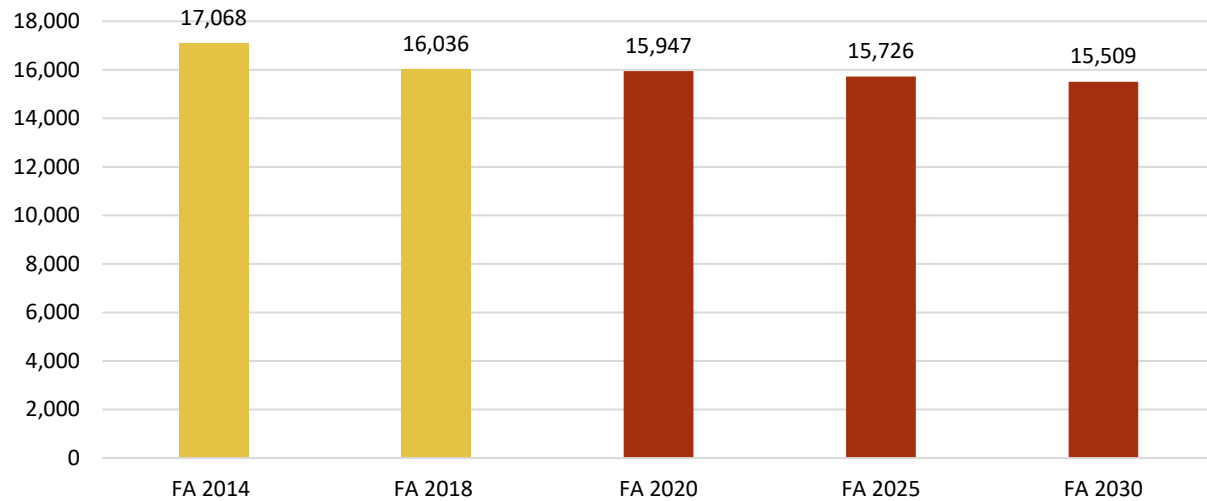
The division is updating and revamping instructional programming through new A.S. degrees and Certificates of Achievement, Career Development and College Preparation (CDCP) certificates of competency and completion, and contract education training for workforce agencies and industry partners.

EWDBS has embraced hybrid and online instruction to increase access to required courses for students who are hindered from coming to campus. An updated schedule of classes allows students to focus on completion of certificates and degrees, and curriculum modifications support new Certificates of Achievement in business and real estate and non-credit CDCP programming in CIM and business. This has allowed our division to buck the trends of the college and state by increasing FTES, while lessening our FTEF and improving overall efficiency over the past four years.

Human Resources Opportunities

For Fall 2020, the Business Division will be hiring an additional full-time faculty to support the program's growth and to expand its programs.

FIGURE 4.5: SCHOOL AND PROGRAM WSCH, BUSINESS SCIENCE, ACTUAL AND ESTIMATED GROWTH, 2014 TO 2030



WSCH, Actual and Projected	Fall 2014	Fall 2018	Fall 2020	Fall 2025	Fall 2030	WSCH Estimated Average Annual Growth Rate, 2018 to 2030
Accounting	4,660	4,828	4,805	4,749	4,693	-0.24%
Administrative Assistant	450	210	208	205	201	-0.38%
Business	4,182	4,671	4,644	4,579	4,514	-0.28%
Computer Info Mgt	5,815	4,585	4,554	4,480	4,406	-0.33%
Real Estate	1,961	1,743	1,735	1,714	1,694	-0.24%
Business Science, Total	17,068	16,036	15,947	15,726	15,509	-0.28%

Data Source: SOCCCD inFORM Data Warehouse, 2019

FUTURE DIRECTION OF THE DIVISION

- Expand programming to meet new industry needs as well as the needs of upskilling incumbent workers (i.e. in Cyber/Network Security, Cloud Computing, Data Analytics).
- Increase access to programs and courses through online courses and technology innovations.
- Increase access to programs and courses through more effective scheduling.
- Leverage educational partners to increase completion of Career Education certificates and degrees for high school students.
- Leverage local industry partners to address incumbent worker training and build opportunities for apprenticeship and cooperative work experience.
- Update curriculum to lessen the total units required to 60 units maximum.
- Address equity gaps for both in-person and online courses.

EXTENDED LEARNING – ADULT EDUCATION

DESCRIPTION

The Saddleback College Community Education program is within the Division/School of Extended Learning, which is comprised of Adult Education, Emeritus Institute, and Community Education. The primary purpose of Extended Learning is to provide high-quality academic programs, services, and enrichment opportunities for our community's lifelong success. Extended Learning is comprised of three units and offers instructional programs with classes taught in many facilities throughout the local community, in addition to course offerings on the Saddleback College campus. Included within the Extended Learning Division are the instructional programs of Adult Education and the Emeritus Institute. Community Education, which is offered separately from the college curriculum, is also included in the divisional responsibilities.

In Adult Education, many instructional courses are offered, such as Adult English as a Second Language (AESL) and Citizenship, Occupational and Academic Skills for Independence and Success (OASIS / Adults with Disabilities), and High School Equivalency (HSE). Our major strengths include the removal of non-academic barriers such as transportation, parking fees, and textbook fees, as well as by providing on-site counseling and tutoring. Our multi-lingual staff members are onsite to provide one-on-one assistance to every student through the application, placement, and registration processes. We also provide opportunities for our students to bridge seamlessly to higher education programs at the College. Since the summer of 2016, we have served approximately 3,400 students. We aim to provide accelerated learning opportunities for adult ESL students by offering non-credit pathways leading to either the workforce/higher education or better assimilation into the community.

In addition, the Occupational and Academic Skills for Independence & Success (OASIS) program for Adults with Disabilities at Saddleback College offers an independent living and vocational curriculum that focuses on the needs of adults with disabilities in the South Orange County region to help students advance their level of independence, participate actively in their local community, and transition to academic courses or career pathways, as desired. Students in the OASIS Program build independent living skills, community awareness, social and mobility skills, and general vocational skills so that students can successfully identify life and vocational goals and apply the necessary skills to work and live more independently.

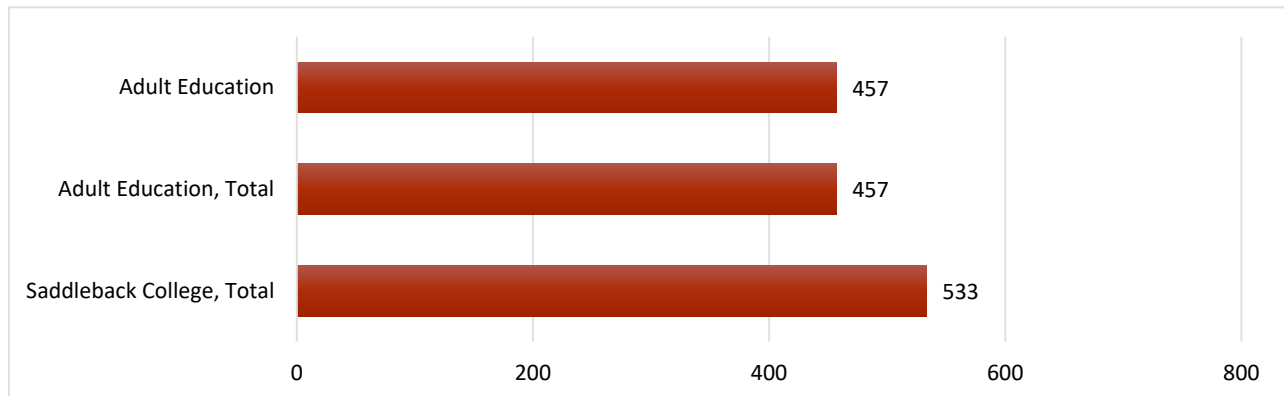
TABLE 4.13: ENROLLMENT AND PRODUCTIVITY, EXTENDED LEARNING AND SADDLEBACK COLLEGE, 2018-19 ACADEMIC YEAR

College, Division, Department, 2018-19	COURSE FILL RATE	TOTAL SECTIONS	FTES	WSCH	TOTAL FTEF	PRODUCTIVITY (WSCH/FTEF)
Saddleback College, Total	81.0%	4,934	17,189	617,870	1158.46	533
Adult Education, Total	62.6%	104	425	23,249	50.88	457
Adult Education	62.6%	104	425	23,249	50.88	457

Data Source: SOCCCD inFORM Data Warehouse, 2019

SADDLEBACK COLLEGE EDUCATION MASTER PLAN 2020-2030

FIGURE 4.6: EXTENDED LEARNING, PRODUCTIVITY (WSCH/FTEF), 2018-19 ACADEMIC YEAR, PER FIGURE 1
FINAL COLUMN



Data Source: SOCCCD inFORM Data Warehouse, 2019

TABLE 4.14: FTES AND WSCH, TOTAL GROWTH AND AVERAGE ANNUAL GROWTH RATES, 2014-15 TO
2018-19 ACADEMIC YEARS

Division/Department	FTES GROWTH, 2014-15 to 2018-19	AVERAGE ANNUAL GROWTH RATE, FTES, 2014-15 to 2018-19	WSCH GROWTH, 2014-15 to 2018-19	AVERAGE ANNUAL GROWTH RATE, WSCH, 2014-15 to 2018-19
Saddleback College, Total	-0.9%	-0.2%	5.4%	1.3%
Adult Education, Total	164.0%	27.5%	97.7%	18.6%

Note: Data for Adult Education based upon available data from FA 2015 to FA 2018.

Data Source: SOCCCD inFORM Data Warehouse, 2019

TABLE 4.15: SECTION COUNT AND FILL RATES, 2014-15 TO 2018-19 ACADEMIC YEARS

Division/Department	AVERAGE NUMBER OF SECTIONS, 2014-15 to 2018-19	AVERAGE COURSE FILL RATE, 2014-15 to 2018-19
Saddleback College, Total	5,193	78.5%
Adult Education, Total	67	68.5%

Note: Data for Adult Education based upon available data from FA 2015 to FA 2018.

Data Source: SOCCCD inFORM Data Warehouse, 2019

TABLE 4.16: RETENTION AND SUCCESS RATES, 2014-15 TO 2018-19 ACADEMIC YEARS

Average Retention Rate	2014-15	2015-16	2016-17	2017-18	2018-19
Saddleback College - Retention	86.6%	87.6%	87.5%	87.2%	88.4%
Adult Education - Retention	N/A	N/A	N/A	N/A	85.1%

Average Success Rate	2014-15	2015-16	2016-17	2017-18	2018-19
Saddleback College - Success	72.2%	73.8%	74.1%	74.2%	74.6%
Adult Education - Success	N/A	N/A	N/A	N/A	22.7%

Note: Data for Adult Education based upon available data from FA 2015 to FA 2018.

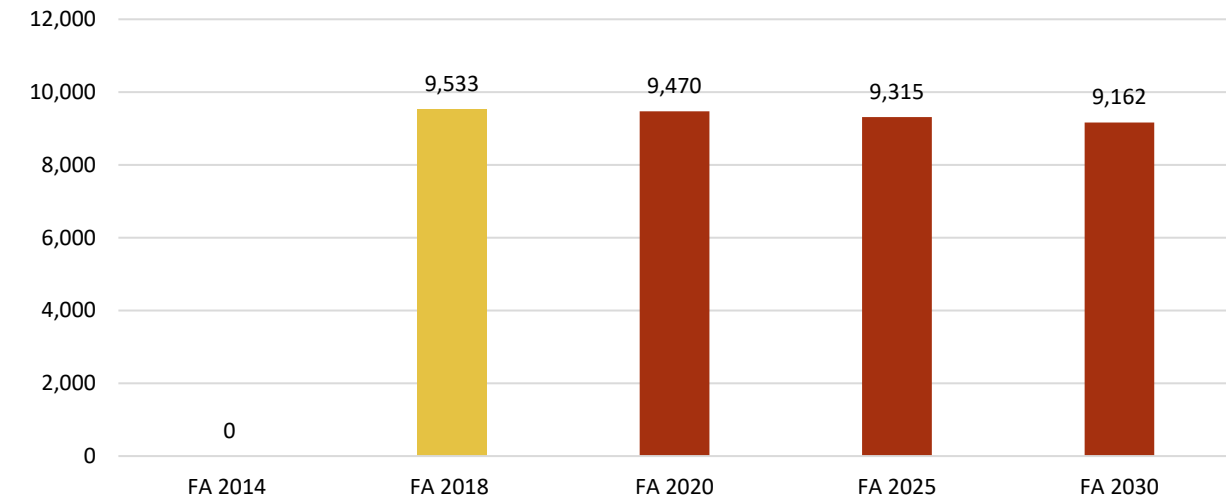
Data Source: SOCCCD inFORM Data Warehouse, 2019

CHALLENGES AND OPPORTUNITIES FACING THE DIVISION

The biggest challenge that Extended Learning faces is the sharing of facilities with K-12 partners, and the dependence on these partners to host our classes--which doesn't guarantee long-term commitment and use of space from K-12 administration. Also, there are issues related to the aging of the shared facilities, as well as providing adequate space. As our enrollment continues to grow, Extended Learning faces a shortage in the number of staff and faculty sufficient to meet the needs of our community. Additional course sections need to be added as well to meet student needs, particularly for AESL courses. Also, several certificates for AESL and OASIS that are in the hopper need to be processed. It is our goal to increase the number of CDCP certificates offered at our adult sites, such as Basic Computer Skills and other basic CTE certificates.

To address these challenges, we have finalized agreements with K-12 partners to ensure commitment from their administrators in sharing the space for our course offerings to community members. However, these agreements are not a guarantee of space for our programs in the future. For example, due to the prime location of one of our current main off-sites, the facilities may be sold to competing parties at any time. It is incumbent on us to have a backup plan in place.

FIGURE 4.7: SCHOOL AND PROGRAM WSCH, ADULT EDUCATION, ACTUAL AND ESTIMATED GROWTH, 2014 TO 2030



WSCH, Actual and Projected	Fall 2014	Fall 2018	Fall 2020	Fall 2025	Fall 2030	WSCH Estimated Average Annual Growth Rate, 2018 to 2030
Adult Education	N/A	9,533	9,470	9,315	9,162	-0.33%
Adult Education, Total	N/A	9,533	9,470	9,315	9,162	-0.33%

Note: Data for Adult Education based upon available data from FA 2015 to FA 2018.

Data Source: SOCCCD inFORM Data Warehouse, 2019

FUTURE DIRECTION OF THE DIVISION

- Increase course offerings and certificates.
- Increase human resources to meet the demand for programs.
- Integrate the Adult Education program with other college programs to create a seamless transition for students.
- Continue to meet the needs of the community and prepare adults with disabilities for employment.
- Increase access to programs and courses through additional sites, online courses, and technology innovations.

EXTENDED LEARNING – COMMUNITY EDUCATION

DESCRIPTION

For more than 30 years, Saddleback College Community Education has served the needs of the South Orange County community by providing an array of high-quality, not-for-credit, fee-based classes, workshops, and activities that promote lifelong learning and personal success. Community Education classes for children, teens, and adults are developed and offered in response to community need as identified by feedback from participants, enrollment history, popularity of similar programs offered elsewhere, and current trends. The mission of the Community Education program is to encourage lifelong learning by providing educational and personal enrichment classes for children and adults of all ages and backgrounds. Saddleback Community Education is well known in the community, with strong college branding.

Extended Learning has a long-standing tradition of lifelong learning in our community through a multitude of course offerings. Our 30+ years in the College For Kids classes and After-School programs have made us a leader in the K-12 arena. We currently offer a wide array of self-supporting, not-for-credit, fee-based educational and personal enrichment courses for children and adults. A variety of K-12 Partnerships offerings include College for Kids, academic and enrichment programs for children, as well as the Before and After School Experience (BASE) program for elementary, middle, and high school students. For example, in Session 1 of Fall 2019, the BASE program enrolled 2,400 children, an all-time high. Both Community Education and the Emeritus Institute are well known in the community, with strong College branding. Community Education information for College For Kids and Gaucho Guide is distributed to over 300,000 South Orange County residents each year.

All community education classes are self-supporting and do not receive apportionment funding. Class offerings are listed in the Gaucho Guide, which is distributed every fall, spring, and summer to over 250,000 residents throughout the College's service area. A variety of K-12 program offerings are provided and include College for Kids, academic and enrichment programs for children 17 years of age and under, and the cornerstone Before and After School Experience (BASE) program for elementary, middle, and high school students.

ENROLLMENT TRENDS AND SUCCESS TRENDS

The **Before and After School Experience (BASE)** program was established in 2013 in partnership with the Capistrano Unified School District (CUSD). BASE offers a schedule of before- and after-school enrichment opportunities for K-8 students held at local elementary and middle schools, and tutoring offered for high school students. This program is comprised of four 8-week sessions. The program serves 45 CUSD school sites, which represents approximately 44,000 students in 700 programs offered every year. Annually, the program brings over 8,000 duplicated student registrations. The BASE program represents 52% of the Community Education budget revenue. In Fall 2019, the BASE program enrolled 2,400 children, an all-time high.

College For Kids (CFK), which includes **Summer Experience** and **Junior Gaucho Aquatics**, brings an average of 4,250 registrations per year. CFK is a six-week day camp program which brings hundreds of K-12 students to our campus in June, July, and August. A special CFK Power-Week session bridges the gap between the end of the school term and the beginning of CFK. Classes include: Academic Bridge

programs, swim lessons, arts and music, foreign languages, STEM, sports, culinary exploration, reading and writing, archaeology, and more. The Summer Experience program also offers enrichment opportunities and Academic Bridge classes at local schools during the summer months.

The success of the CFK program is attributed to the stellar Community Education staff and the employment of more than 50 CUSD educators to teach for the Saddleback Community Education as presenters. Over 200 programs are offered every summer. Additionally, Community Education coordinates the offering of five independent youth-serving summer camps: UCI Reading & Writing, Institute of Reading Development, Galileo, Camp Invention, and Emerald Cove. The summer program accounts for 27% of the Community Education budget revenue.

The **Adult Enrichment** program offers classes that include, but are not limited to: arts and music; sports and fitness; academic tutoring/homework assistance and study skills; Science, Technology and Math (STEM); Culinary exploration; business, career, and investment; foreign languages; and dance. Community Education presenters teach classes on campus. Currently the program is not growing at the same rate as the other Community Education programs. Recent analysis shows that the adult offerings since the 2016-17 year have decreased, and therefore, the number of adult participants has decreased as well. The decrease in need for adult programs may coincide with the increase in participation in Adult Education and the Emeritus Institute, both of which offer classes at no cost.

Table 4.17: Community Adult Enrichment Program Analysis, 2016-17 to 2018-19

Fiscal Year	2016-2017	2017-2018	2018-2019
Offerings	238	211	185
% Change	-	-11.34%	-12.32%
Students	2,297	2,192	1,856
% Change	-	-4.57%	-15.33%

Source: Data provided by Community Education Office

CHALLENGES AND OPPORTUNITIES FACING ADULT EDUCATION

CHALLENGES

Human Resources Challenges

Employees leaving for other opportunities, turnover of temporary staff, and insufficient budget to accommodate staff growth represent ongoing challenges. The continuity and efficiency of Saddleback Community Education requires that the program retain long-term employees. The inability to offer full-time employment results in losing well-trained employees, which negatively impacts the unit. While current level of staffing is acceptable, Community Education would certainly benefit from full-time staff.

Facilities Challenges

The Community Education office is located in the lower campus and is a freestanding structure. The current facilities are not big enough to support the staff and courses provided in Community Education. For the operations office, currently up to seven staff members share a small office building with no breakroom and a small restroom that does not afford staff privacy. Also, the air conditioning system does not work properly.

Finding adequate classroom space for the CFK summer program has also been a recurring challenge since the department does not have access to all classrooms on campus. Lastly, parking continues to be a concern for parents who take their kids to swim classes, since there are no short-term parking options, only daily parking options, available near the pool.

External Competition

Community Education offerings are in direct competition with the recreational programs of surrounding cities. Additionally, community college offerings rely heavily on the economic situation and ability of residents to pay the fees.

Research Challenges

The Community Education programs use a separate registration system. This makes it hard to track and identify the thousands of participants who, over the years, became Saddleback College students after graduating high school or later in life. Currently, the program is unable to track the success of young participants in Community Education programs.

Budget Challenges

With the continued increase in the cost of personnel salaries and benefits, it is a challenge for self-funded programs to sustain themselves. Even as Community Education increases its budget revenue, it is difficult to keep up with the operational cost.

OPPORTUNITIES

Marketing/Branding Opportunities

Community Education has a strong reputation in South Orange County. Because of this, new programs can be introduced with high success. In addition, CE has just updated its brand, embracing the E³ initiative: **EXPLORE | ENRICH | ENJOY!**

Facilities Opportunities

With new college facilities on the horizon, the ability to showcase Saddleback College's state-of-the-art facilities by conducting classes and workshops in the new venues will highlight the college. The new stadium and tennis courts will also create an opportunity to expand summer athletic youth programs. In addition, recent facility agreements with CUSD and SVUSD provide an opportunity to expand course offerings at the adult education sites.

Collaboration with College Programs

Community Education is working in association with the college credit programs to offer classes taught by full-time faculty. This is an opportunity to introduce the CE community to the college and its programs. For example, Community Education is working with the Music Department to offer the Jazz Camp, in what will be its second year in summer 2020. CE also works with the Kinesiology Division to provide the youth aquatics program.

Community Education is the perfect platform for faculty to experiment, and can serve as an incubator for new programs/classes. Growing Community Education offerings that appeal to the community is an opportunity for Saddleback College to recruit future college students and enables the college to respond quickly to community needs.

FUTURE DIRECTION OF COMMUNITY EDUCATION

- Expand specialty programs such as the Before and After School Experience and College for Kids program to other local K-12 school districts.
- Strengthen overall college integration and bridge Community Education programs to other Saddleback College degrees and certificate programs.
- Maximize the Community Education reputation and brand to become the premiere program for parents seeking out-of-school learning opportunities for their children.
- Increase access for low-income families to the Before and After School Experience and College for Kids programs.

EXTENDED LEARNING – EMERITUS INSTITUTE

DESCRIPTION

The Saddleback College Emeritus Institute is within the Division/School of Extended Learning, which is comprised of Adult Education, Emeritus Institute, and Community Education. The mission of the Saddleback College Emeritus Institute is to promote lifelong learning by providing academically rigorous, mentally stimulating, socially engaging, and health improving courses for older adults throughout South Orange County. The Emeritus Institute offers non-credit, non-CDCP courses, and does not offer any completion awards (certificates or degrees).

The Emeritus Institute is one of the largest older-adult educational programs in the State of California and comprises approximately 24% of the total student body headcount at the College. The average age of students at the Emeritus Institute is 73 years old. The courses offered in the program are predominately at off-campus locations as a service to the community. The facilities used for these courses, at more than 30 community locations, are made available at no cost to the college through ongoing partnerships. These locations include city community centers and senior centers, libraries, churches, and senior living facilities.

There are three major academic departments in the program: Health, Fine and Performing Arts, and Humanities and Sciences. The courses in these instructional departments offer lifelong education that provide opportunities for personal growth and development, community involvement, skills for mental and physical well-being, and economic self-sufficiency. The course content areas listed in the tables below under each academic department represent a very diverse instructional offering that requires both theoretical and practical proficiency. As of academic year 2020-2021, the Emeritus Institute offers 153 unique courses within its curriculum portfolio.

EXISTING INSTRUCTIONAL DEPARTMENTS AND COURSES

EMERITUS INSTITUTE – HEALTH

Curriculum Count as of Academic Year 2020-2021

Gerontology – 2

Health – 38

Health Sciences – 1

EMERITUS INSTITUTE – FINE AND PERFORMING ARTS

Curriculum Count as of Academic Year 2020-2021

Art – 52

Fashion – 10

Music – 10

Photography – 9

Theater – 1

EMERITUS INSTITUTE – HUMANITIES AND SCIENCES

Curriculum Count as of Academic Year 2020-2021

Accounting – 4

Biology – 1

Computer Information Management – 1

English – 10

History – 4

Humanities – 1

Philosophy – 4

Political Science – 2

Spanish – 3

Special Education Services/Lip Reading – 1

ENROLLMENT TRENDS

Saddleback Emeritus Institute courses are all non-credit, meaning they generate FTES through positive attendance. Each semester, site issues cause the cancellation of courses, which results in a drop in actual positive attendance hours, thus decreasing FTES. On average, regular attendance rates across all Emeritus Institute courses range between 60-65% of total classes attended.

The Emeritus Institute has increased enrollments to its highest level since 2009, and is currently serving the highest student headcount in the program's history. Health, art, and English generate the most FTES within the Emeritus Institute. On a year-over-year comparison, health, music, and English are the most productive. Within the enrollment data, humanities appears disproportionately productive, however this is due to the annual Spring semester Dorothy Marie Lowry Distinguished Guest Lecture Series, which is housed under the curriculum of EHUM 500 Modern World Culture. The course is 13.3% of 1 FTEF but regularly has an enrollment of over 600 students, thus producing massive efficiency in the spring semesters. Of note in 2018-2019, the Emeritus Institute began offering a new course in Gerontology, *Perspectives on Aging*, with a longtime and popular instructor. The course enrollment hovers around 300 students, significantly increasing productivity within the Gerontology curriculum area.

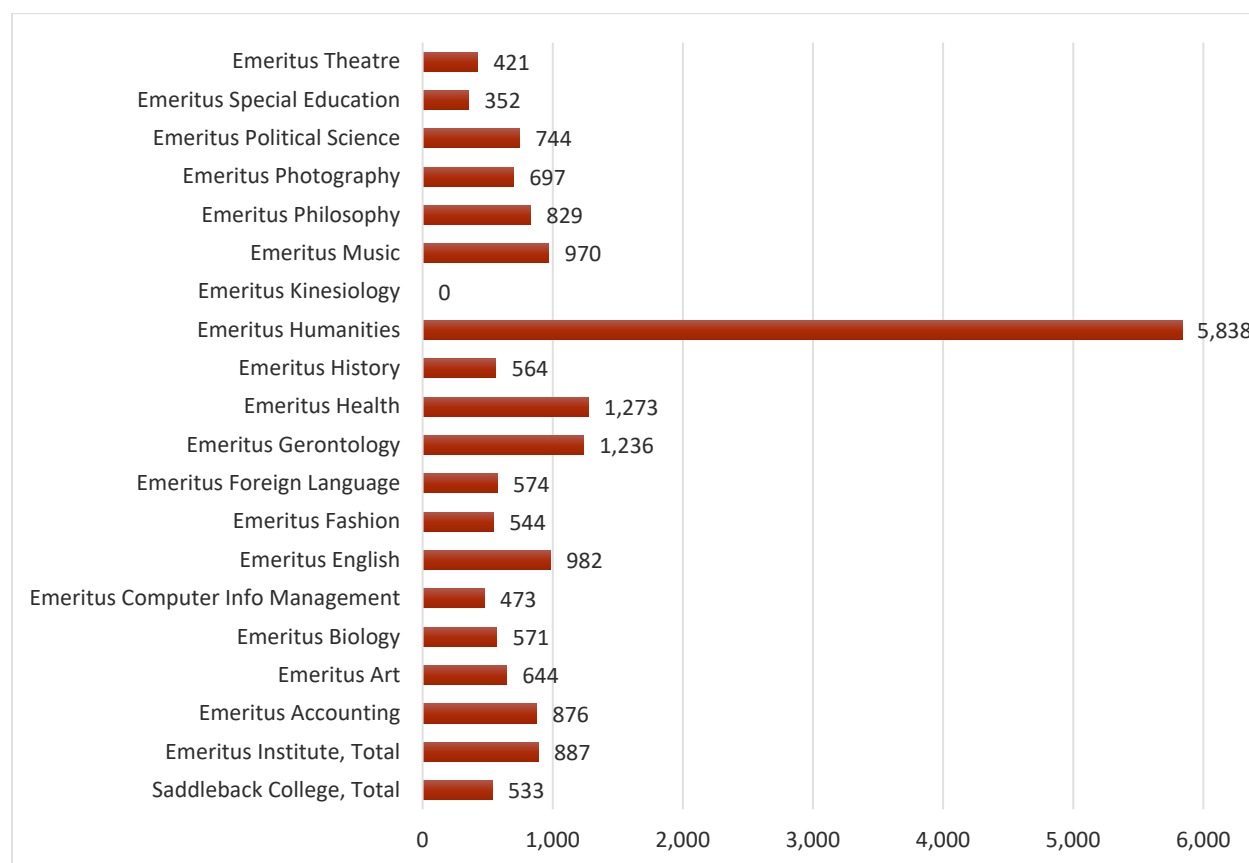
Student demand has remained strong within select curriculum areas. Between 2014 and 2018, Emeritus Institute FTES and WSCH grew by 17%, with significant increases in foreign language (Spanish), English (primarily, Film as Literature), and biology (Birds of the World). The increase in these three specific areas are due to course fill rates exceeding 100% and student requests for additional sections.

TABLE 4.18: ENROLLMENT AND PRODUCTIVITY, EMERITUS INSTITUTE AND SADDLEBACK COLLEGE, 2018-19
ACADEMIC YEAR

College, Division, Department, 2018-19 Academic Year	TOTAL SECTIONS	COURSE FILL RATE	FTEF	WSCH	FTES	PRODUCTIVITY (WSCH/FTEF)
Saddleback College, Total	4,934	81.0%	1158.46	617,870	17,189	533
Emeritus Institute, Total	594	125.4%	79.95	70,942	1,528	887
Emeritus Accounting	20	130.7%	2.36	2,067	41	876
Emeritus Art	168	86.8%	25.81	16,624	378	644
Emeritus Biology	8	76.1%	1.44	822	18	571
Emeritus Computer Info Management	5	63.1%	0.60	284	5	473
Emeritus English	41	144.0%	6.75	6,631	157	982
Emeritus Fashion	18	74.0%	3.24	1,764	40	544
Emeritus Foreign Language	28	82.9%	3.64	2,090	61	574
Emeritus Gerontology	5	215.6%	0.86	1,063	24	1,236
Emeritus Health	204	166.6%	22.59	28,752	591	1,273
Emeritus History	13	81.9%	1.51	851	16	564
Emeritus Humanities	2	843.3%	0.26	1,518	19	5,838
Emeritus Kinesiology	0	#DIV/0!	0.00	0	0	0
Emeritus Music	28	131.6%	3.60	3,493	77	970
Emeritus Philosophy	6	125.2%	0.72	597	13	829
Emeritus Photography	18	93.1%	3.06	2,134	41	697
Emeritus Political Science	23	107.5%	2.51	1,868	40	744
Emeritus Special Education	3	48.1%	0.52	183	3	352
Emeritus Theatre	4	56.1%	0.48	202	4	421

Data Source: SOCCCD inFORM Data Warehouse, 2019

FIGURE 4.8: EMERITUS INSTITUTE, PRODUCTIVITY BAR CHART (WSCH/FTEF), PER FIGURE 1 FINAL COLUMN



Data Source: SOCCCD inFORM Data Warehouse, 2019

TABLE 4.19: FTES AND WSCH, TOTAL GROWTH AND AVERAGE ANNUAL GROWTH RATES, 2014-15 TO 2018-19 ACADEMIC YEARS

Division/Department	FTES GROWTH, 2014-15 to 2018- 19	AVG ANNUAL GROWTH RATE, FTES, 2014-15 to 2018-19	WSCH GROWTH, 2014-15 to 2018- 19	AVG ANNUAL GROWTH RATE, WSCH, 2014-15 to 2018-19
Saddleback College, Total	-0.9%	-0.2%	5.4%	1.3%
Emeritus Institute, Total	17.1%	4.0%	17.3%	4.1%
Emeritus Accounting	2.5%	0.6%	6.1%	1.5%
Emeritus Art	12.2%	2.9%	14.6%	3.5%
Emeritus Biology	50.0%	10.7%	33.7%	7.5%
Emeritus Computer Info Management	NA	NA	NA	NA
Emeritus English	76.4%	15.2%	49.4%	10.6%
Emeritus Fashion	17.6%	4.1%	2.7%	0.7%
Emeritus Foreign Language	154.2%	26.3%	143.6%	24.9%
Emeritus Gerontology	300.0%	41.4%	265.3%	38.2%
Emeritus Health	6.7%	1.6%	8.5%	2.1%
Emeritus History	45.5%	9.8%	38.6%	8.5%
Emeritus Humanities	-26.9%	-7.5%	38.3%	8.4%
Emeritus Kinesiology	-100.0%	-100.0%	-100.0%	-100.0%
Emeritus Music	18.5%	4.3%	32.9%	7.4%
Emeritus Philosophy	-23.5%	-6.5%	-31.9%	-9.2%
Emeritus Photography	13.9%	3.3%	21.4%	5.0%
Emeritus Political Science	21.2%	4.9%	14.5%	3.4%
Emeritus Special Education	0.0%	0.0%	29.8%	6.7%
Emeritus Theatre	100.0%	18.9%	77.2%	15.4%

***Note: CIM trend data not available, since enrollment data for 2017 and 2018**

Data Source: SOCCCD inFORM Data Warehouse, 2019

TABLE 4.20: SECTION COUNT, 2014-15 TO 2018-19 ACADEMIC YEARS

Division/Department	AVG NUMBER OF SECTIONS, 2014-15 to 2018-19
Saddleback College, Total	5,193
Emeritus Institute, Total	572
Emeritus Accounting	20
Emeritus Art	160
Emeritus Biology	7
Emeritus Computer Info Management	2
Emeritus English	36
Emeritus Fashion	20
Emeritus Foreign Language	22
Emeritus Gerontology	3
Emeritus Health	202
Emeritus History	13
Emeritus Humanities	4
Emeritus Kinesiology	0
Emeritus Music	28
Emeritus Philosophy	10
Emeritus Photography	19
Emeritus Political Science	20
Emeritus Special Education	3
Emeritus Theatre	4

Data Source: SOCCCD inFORM Data Warehouse, 2019

STUDENT SUCCESS TRENDS

The Emeritus Institute successfully provides instruction to students enrolled in its various departments. In 2019, the Emeritus Institute conducted a survey of students who took at least one Emeritus Institute course between 2014 and 2018. Over 90% of students reported that the Emeritus Institute either meets or exceedingly meets their expectations. Additionally, as noted in Figure 3 above, the rate of growth of the Emeritus Institute exceeds the percentages attained by the college.

About 10% (approximately 200) of Emeritus Institute student survey respondents indicated they were interested in taking credit courses at the Saddleback College campus. While not a dramatically large number, there is a small sub-population of Emeritus Institute students that want to take advantage of courses specifically within the areas of computer software, horticulture, and culinary arts offered by the respective academic divisions on campus. In partnership with the other academic divisions, the Emeritus Institute looks to encourage students to flow between credit and non-credit courses so students can take advantage of the full breadth of Saddleback College's offerings.

Students continue to take advantage of the open repeatability of Emeritus Institute courses, enrolling semester after semester with no impending reason to exit out of the courses except for personal reasons.

TABLE 4.21: RETENTION AND SUCCESS RATES, 2014-15 TO 2018-19 ACADEMIC YEARS

Average Retention Rate	2014-15	2015-16	2016-17	2017-18	2018-19
Saddleback College - Retention	86.6%	87.6%	87.5%	87.2%	88.4%
Emeritus Institute - Retention	N/A	N/A	N/A	N/A	N/A

Average Success Rate	2014-15	2015-16	2016-17	2017-18	2018-19
Saddleback College - Success	72.2%	73.8%	74.1%	74.2%	74.6%
Emeritus Institute - Success	N/A	N/A	N/A	N/A	N/A

Note: No Retention and Success Rate data available for Emeritus Institute

Data Source: SOCCCD inFORM Data Warehouse, 2019

CHALLENGES AND OPPORTUNITIES FACING THE EMERITUS INSTITUTE

Figure 4.10 below, accurately reflects the leveling out of the Emeritus Institute's enrollment growth over the next 10 years due to various factors including: enrollment management, facilities, FTES apportionment rates, human resources, and market competition.

CHALLENGES

Enrollment Management Challenges

With Emeritus Institute courses, students are able to enroll an unlimited number of times. This creates a unique enrollment challenge within the Emeritus Institute, as students build affinity for specific instructors, courses, and sites. Making changes to course content, moving a course from one location to another, changing an instructor, or changing times, affects the habits of students who build their schedules around the regular scheduling of "their" Emeritus Institute courses. This presents an enrollment challenge to meet student demand within specific geographic regions in which courses may or may not be offered. Offering the same courses at the same location, day, and time semester after semester can be positive, but also creates stagnation within the offerings of the program. Strategic enrollment management requires a refreshing of curriculum, course offerings, and a purposeful cycling of courses throughout the South Orange County region to generate demand, determine which courses can run successfully in new locations, and to encourage students to experience new content through new instructors. Balancing student satisfaction with innovation is a semester-by-semester challenge, but is vital to the growth of the Emeritus Institute.

Enrollment management within the Emeritus Institute encompasses branding, marketing, advertising, business process analysis, admissions, enrollment, retention, FTES production, instructor efficiency, course placement, section counts, course fill rates, student satisfaction, faculty and student retention and satisfaction, site attainment, and staffing levels.

External Facility Challenges

The generosity of community centers, residential facilities, libraries, and cities to offer spaces at no cost allows the Emeritus Institute to fulfill its mission. However, as the older adult population continues to grow within South Orange County, there is a need to expand to new locations. Many facilities do not offer the types of rooms needed to offer the most popular types of Emeritus Institute courses, art and health. Additionally, over the past five years, there is a growing sentiment among some of the teaching site partners that the educational offerings and benefits to community members do not outweigh the

cost of offering locations to the Emeritus Institute at no cost. Therefore, it is possible that the opportunity to utilize the facilities at no cost will be changed or eliminated at some point in the future.

Some facilities are increasing ancillary costs, (student parking passes), in order to grow their revenue and to decrease classroom usage by students who may not live in the residential community hosting the courses. At present, the only types of facilities that could adequately host courses for the Emeritus Institute are local churches. While there are many religious institutions around South Orange County, these buildings could typically only host a few courses during the week. Building relationships with off-campus locations that are limited in their course hosting capacity is not an effective use of the human resources required to maintain the relationship.

Internal Facility Challenges

The Saddleback College campus has many classroom settings that align with the Emeritus Institute curriculum. However, at present, there are only six sections of Emeritus Institute courses offered on the Saddleback College campus. There are factors that present difficulties to offering Emeritus Institute courses on campus and then marketing the courses to students.

Internal challenges also include the need to clarify how the cost of equipment maintenance can be equitably distributed and shared when facilities are utilized by multiple academic areas. More work is necessary to formalize processes for cross-marketing programs and sharing of physical spaces on campus. This will aid in the flow of students between academic divisions instead of creating silos and competition for students.

Additional internal challenges when using campus facilities are the mandatory health fee for students who take courses on campus. Most Emeritus Institute students are on fixed incomes and are typically covered by private or government medical insurance. Paying for additional health coverage through Saddleback College creates a barrier for students to come to campus to take classes. Additionally, Emeritus Institute students state that the parking fee, parking limitations, and navigation of the campus all contribute to a lack of desire to take classes on campus. These are internal barriers which need to be addressed to attract Emeritus Institute students to campus.

FTES Apportionment Rate Challenges

With the new funding formula, Emeritus courses are not able to generate any revenue from the 30% of funding based on equity and outcome metrics. In addition, the rate at which Emeritus non-credit courses are funded is lower than that of credit courses. Twenty-four percent of Saddleback College's student headcount is made up of older adults within the Emeritus Institute, while the Emeritus Institute generates about 10% of the Saddleback College's FTES revenue. This presents a gap in current and future revenue generation due to the need to temper Emeritus Institute course offerings within the community due to the disproportionate State funding rates for non-credit education.

Due to this inequity of funds versus the cost of service, there is a constant thread of conversation about the extended value and ability to fund Emeritus Institute courses. These conversations create a sense of unease and a lowering of morale among faculty, staff, administrators, and students.

Market Competition

As the older adult population of South Orange County continues to increase, local city recreation departments and residential communities are increasing their own senior and older adult education programming. Typically, recreation courses are revenue generating for cities and residential communities and are marketed specifically to residents of those locations. There are increased requests to the Emeritus Institute by cities which host Emeritus Institute courses at their facilities to report on the number of students taking classes at the facilities who live in the specific city or community.

Human Resource Challenges

As of 2019, there are only two full-time faculty members within the Emeritus Institute, both in the Art Department, as a result of the lower funding rates and regulatory constraints. With only two full-time faculty, there is a strong reliance on over 80 part-time faculty members. Given the large number of faculty and locations, the increased need to provide administrative oversight and support is also challenging. This lack of full-time faculty within the Emeritus Institute also creates a void for faculty representation within shared governance.

Technology and Equipment Challenges

By nature of offering nearly all Emeritus Institute courses off-campus, the Emeritus Institute is expected to equip the off-site classrooms and labs with necessary technology and equipment to meet the instructional needs of our courses and programs at the division level. The Emeritus Institute frequently purchases new equipment and technology such as: televisions, computers, projectors, DVD players, microphones, speakers, art easels, fans, kilns, exercise equipment, and white boards. This creates an additional cost on the Emeritus Institute that is not typically passed on to other areas. On-campus, classroom technology and equipment are handled through regular refreshes by the College and not by specific divisions.

OPPORTUNITIES**Enrollment Management Opportunities**

Non-credit FTES increases only when attendance increases, triggering a focus on attendance within the Emeritus Institute. This is a new initiative that has not been documented within Emeritus' history. Faculty and staff are being trained and encouraged to work "regular attendance" language into their interactions with students. In the Summer 2019 and Fall 2019 terms, the Emeritus Institute partnered with the Division of Fine Arts and Media Technology to provide free event tickets to students who attend an Emeritus Institute course at least 80% of the time. This initiative continues into the Spring 2020 semester and is too early to determine the incentive's impact on attendance.

Facility Opportunities

In conversation between the Division of Kinesiology and Athletics and the Emeritus Institute, there is a combined agreement that a Health and Wellness Center at the Saddleback College campus would serve the interests of both academic areas. This would enable both areas to meet the needs of current and future students who are interested in lifelong learning and developing health, wellness, and strength through purpose pedagogy that directly benefits the community.

Updated Market Focus

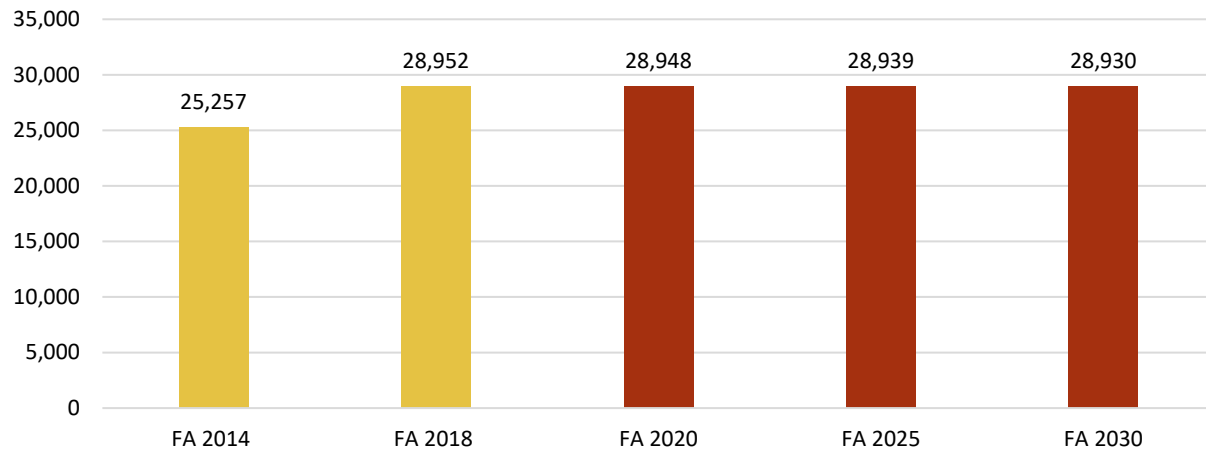
The Emeritus Institute must continue to plan for the older adults who will be joining the Emeritus Institute over the next ten to fifteen years. New students will be the last of the “Baby Boomers” and the early-to-mid Gen-Xers. Technological competence, individualism, entrepreneurism, and flexibility are key characteristics of the incoming cohorts to the Emeritus Institute.

The “Greatest Generation” older adult who was born in the 1910s-1930s and who began taking classes when the Emeritus Institute began in 1976, will no longer serve as the majority of students within the Emeritus Institute. Business practices, andragogy, class delivery methods, and staff support will have to adapt to a different generation of older adults. Though they may be “older,” these new, older-adults may have similar expectations to those of Millennial and Gen-Z students. Instantaneous service, flexible delivery methods of curriculum, 24-7 contact with the Emeritus Institute brand, and refreshed, updated curriculum will all be expectations of new students. Without a focus on the upcoming market of the new, older-adult, the Emeritus Institute will miss its mark in meeting the lifelong learning needs of older adults in the South Orange County region.

FUTURE DIRECTION OF THE EMERITUS INSTITUTE

- Enhance and update programming to meet community needs.
- Expand full-time staffing capacity to increase service to the community.
- Strengthen overall college collaboration with Kinesiology and Fine Arts and Media Technology Divisions.
- Strengthen collaboration with Irvine Valley College to ensure that the District as a whole is meeting the needs of older adults.
- Strengthen collaboration with Adult Education and other academic divisions to create Encore Career programs for the next generation of older adults.
- Identify more stable or permanent facilities in local communities that serve seniors.
- Seek opportunities to increase the funding rate for Emeritus courses.

FIGURE 4.9: SCHOOL AND PROGRAM WSCH, EMERITUS INSTITUTE, ACTUAL AND ESTIMATED GROWTH, 2014 TO 2030



WSCH, Actual and Projected	Fall 2014	Fall 2018	Fall 2020	Fall 2025	Fall 2030	WSCH Estimated Average Annual Growth Rate, 2018 to 2030
Emeritus Accounting	774	882	881	879	877	-0.05%
Emeritus Art	6,342	7,050	7,050	7,050	7,050	0.00%
Emeritus Biology	243	312	312	311	311	-0.04%
Emeritus Computer Info Management	0	116	116	116	116	-0.01%
Emeritus English	1,754	2,746	2,746	2,746	2,746	0.00%
Emeritus Fashion	786	858	857	855	853	-0.05%
Emeritus Foreign Language	386	840	840	839	837	-0.02%
Emeritus Gerontology	144	117	117	116	116	-0.06%
Emeritus Health	10,776	11,604	11,604	11,604	11,604	0.00%
Emeritus History	264	388	388	387	387	-0.02%
Emeritus Humanities	106	102	102	102	102	-0.04%
Emeritus Kinesiology	396	0	0	0	0	N/A
Emeritus Music	1,219	1,602	1,603	1,605	1,607	0.03%
Emeritus Philosophy	452	284	284	283	281	-0.08%
Emeritus Photography	789	987	987	985	984	-0.02%
Emeritus Political Science	700	868	868	866	865	-0.02%
Emeritus Special Education	78	84	84	84	83	-0.06%
Emeritus Theatre	48	112	112	112	112	-0.01%
Emeritus Institute, Total	25,257	28,952	28,948	28,939	28,930	-0.01%

Data Source: SOCCCD inFORM Data Warehouse, 2019

FINE ARTS AND MEDIA TECHNOLOGY

DESCRIPTION

The Fine Arts and Media Technology (FAMT) division includes the following departments, programs and services: Cinema-TV-Radio, Music, Theatre Arts, Entertainment-Theatre Technology, Photography, Studio Art, Art History, Communications, Channel 39 (campus television station), 88.5/HD2/OCRock, an art gallery, the production of theatre shows and musical concerts, guest artists and masterclasses/guest lecturers. FAMT also serves the College by hosting numerous campus events throughout the year, as well as community programs and outside rentals. The 405-seat McKinney Theatre is the primary performing space for theatre and music productions as well as both College and District activities. FAMT focuses on a high-quality arts education that emphasizes both the technical aspect of artistic creation as well as the importance of community engagement. FAMT has also put a high priority on creating a community of arts learners who understand and appreciate the importance of the arts in society and culture.

EXISTING PROGRAMS*

Art
Art Degree
Studio Art Degree
Art History
Art History Degree
Cinema-Television-Radio
Cinema-Television-Radio Degree and Certificate of Achievement
Critical Studies Degree and Certificate of Achievement
Post Production Degree and Certificate of Achievement
Screen Acting and Voice Performance Degree and Certificate of Achievement
Communication Studies
Communication Studies Degree
Music
Music Degree
Music Production Entrepreneurship Certificate of Achievement
Photography
Photography Degree
Entertainment - Theatre Technology
Theatre Arts Entertainment and Theatre Tech Certificate of Achievement
Theatre Arts Technical Theatre Degree
Theatre Arts
Theatre Arts Degree
Theatre Arts Performance and Acting Degree

***Occupational Skills Awards Excluded**

ENROLLMENT TRENDS

The FAMT Division offers instruction that support both high capacity curriculum as well as instruction that is dependent on small class size. Classes that involve a) student's individual performance (all speech classes, music performance, acting), b) specialized construction (ETT, Studio Art), or are c) equipment specific (Photography; Cinema, TV, Radio (CVTR); Commercial Music) each require smaller class sizes thereby creating a lower productivity rate across the Division.

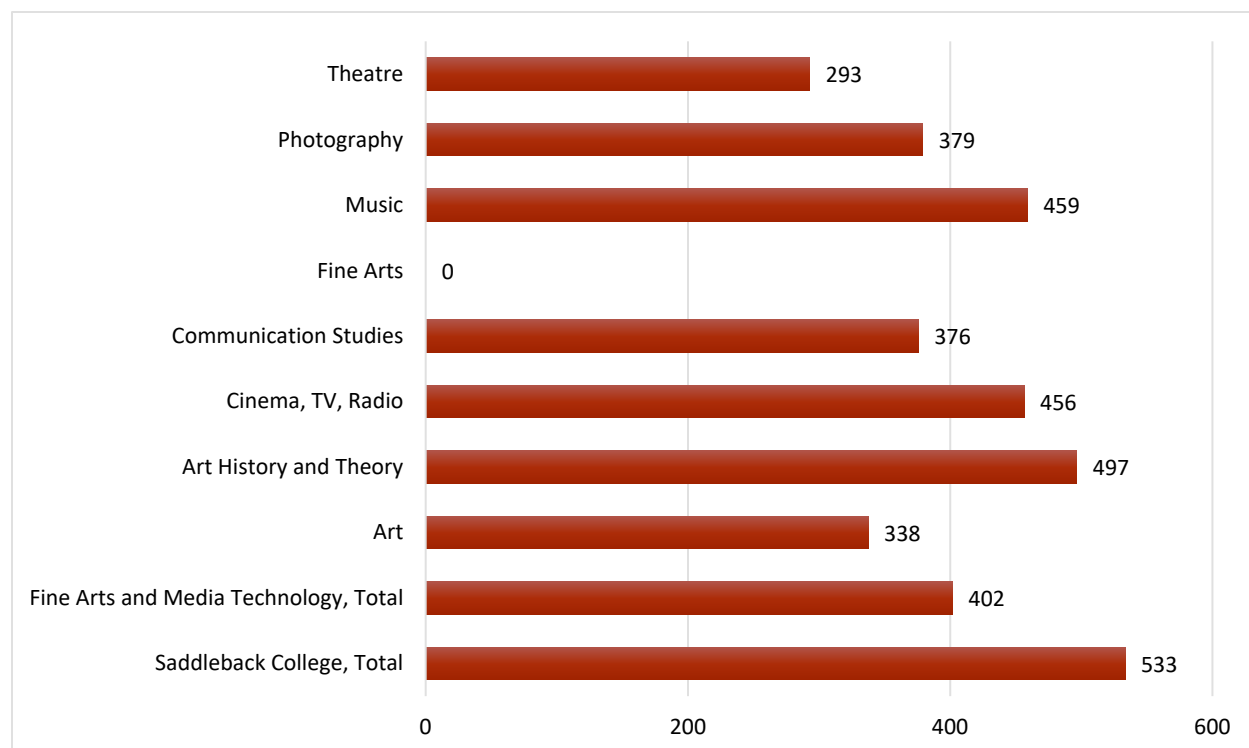
FAMT was particularly affected by the course repeatability limitation that occurred in 2012/2013. Because of the number of skill-building classes in Art, Music, Photography, Theatre and CTVR, the division has been struggling to recover from the lower enrollment created by students who were no longer eligible to enroll in classes. Also, as the Emeritus program has increased its offerings with non-credit classes, students who were previously able to take the credit option switched to the non-credit option. While this benefits students who have timed out, Emeritus classes are marketed to students who could take the credit options, but may not know about Saddleback's identical for-credit programming. If students were encouraged or directed to the credit classes first, enrollment in the Arts could increase dramatically. The popularity of Emeritus Arts programming shows that there is a large and even growing interest for the same programming that is already being offered within the FAMT Division.

TABLE 4.22: ENROLLMENT AND PRODUCTIVITY, FINE ARTS AND MEDIA TECHNOLOGY AND SADDLEBACK COLLEGE, 2018-2019 ACADEMIC YEAR

College, Division, Department, 2018-19 Academic Year	TOTAL SECTIONS	COURSE FILL RATE	FTEF	WSCH	FTEF	PRODUCTIVITY (WSCH/FTEF)
Saddleback College, Total	4,934	81.0%	1158.46	617,870	17,189	533
Fine Arts and Media Technology, Total	548	75.9%	128.65	51,703	1,786	402
Art	69	63.5%	23.27	7,854	284	338
Art History and Theory	28	75.4%	5.60	2,781	94	497
Cinema, TV, Radio	125	91.6%	28.64	13,073	482	456
Communication Studies	138	76.8%	29.20	10,972	366	376
Fine Arts	0	N/A	0.00	0	0	N/A
Music	124	68.7%	24.99	11,467	372	459
Photography	27	91.7%	6.85	2,597	89	379
Theatre	37	56.5%	10.10	2,959	100	293

Data Source: SOCCCD inFORM Data Warehouse, 2019

FIGURE 4.10: FINE ARTS AND MEDIA TECHNOLOGY, PRODUCTIVITY (WSCH/FTEF), 2018-19 ACADEMIC YEAR, PER TABLE 4.22 FINAL COLUMN



Data Source: SOCCCD inFORM Data Warehouse, 2019

TABLE 4.23: FTES AND WSCH, TOTAL GROWTH AND AVERAGE ANNUAL GROWTH RATES, 2014-15 TO 2018-19 ACADEMIC YEARS

Division/Department	FTES GROWTH, 2014-15 to 2018-19	AVERAGE ANNUAL GROWTH RATE, FTES, 2014-15 to 2018-19	WSCH GROWTH, 2014-15 to 2018-19	AVERAGE ANNUAL GROWTH RATE, WSCH, 2014-15 to 2018-19
Saddleback College, Total	-0.9%	-0.2%	5.4%	1.3%
Fine Arts and Media Technology, Total	-4.0%	-1.0%	-5.4%	-1.4%
Art	-18.2%	-4.9%	-19.6%	-5.3%
Art History and Theory	-24.2%	-6.7%	-24.5%	-6.8%
Cinema, TV, Radio	8.1%	2.0%	4.6%	1.1%
Communication Studies	-6.9%	-1.8%	-9.6%	-2.5%
Fine Arts	-100.0%	-100.0%	-100.0%	-100.0%
Music	14.4%	3.4%	15.9%	3.8%
Photography	-17.6%	-4.7%	-19.8%	-5.4%
Theatre	-12.3%	-3.2%	-12.6%	-3.3%

Data Source: SOCCCD inFORM Data Warehouse, 2019

TABLE 4.24: SECTION COUNT AND FILL RATES, 2014-15 TO 2018-19 ACADEMIC YEARS

Division/Department	AVERAGE NUMBER OF SECTIONS, 2014-15 to 2018-19	AVERAGE COURSE FILL RATE, 2014-15 to 2018-19
Saddleback College, Total	5,193	78.5%
Fine Arts and Media Technology, Total	584	70.3%
Art	71	67.8%
Art History and Theory	36	71.5%
Cinema, TV, Radio	120	89.0%
Communication Studies	146	69.7%
Fine Arts	2	43.3%
Music	132	59.7%
Photography	33	82.4%
Theatre	44	50.6%

Data Source: SOCCCD inFORM Data Warehouse, 2019

STUDENT SUCCESS TRENDS

Retention and Success Rates are higher for FAMT as compared to the average rates for the college. This may be due to the number of activities offered to enhance student engagement, the importance of smaller class sizes and the amount of time spent with individualized instruction. Cinema, TV, Radio (CVTR) has created numerous certificate programs that have encouraged a higher level of completions in film production.

TABLE 4.25: RETENTION AND SUCCESS RATES, 2014-15 TO 2018-19 ACADEMIC YEARS

Average Retention Rate	2014-15	2015-16	2016-17	2017-18	2018-19
Saddleback College - Retention	86.6%	87.6%	87.5%	87.2%	88.4%
Fine Arts and Media Technology - Retention	89.6%	90.7%	90.7%	90.8%	91.7%

Average Success Rate	2014-15	2015-16	2016-17	2017-18	2018-19
Saddleback College - Success	72.2%	73.8%	74.1%	74.2%	74.6%
Fine Arts and Media Technology - Success	78.4%	79.4%	80.3%	80.4%	82.4%

Data Source: SOCCCD inFORM Data Warehouse

CHALLENGES AND OPPORTUNITIES FACING THE DIVISION**CHALLENGES**

FAMT has a diverse spectrum of specific programmatic needs which provides challenges for the division. This includes equipment maintenance, facility shortfalls, supplies for instruction, recruitment and retention of students in production, as well as maintaining a strong connection with the community through concert and event offerings.

Enrollment Management (Access, Retention, and Completion) Challenges

Repeatability issues have affected nearly every program in the FAMT Division. Each discipline requires different amounts of “skill building” and practice, which must occur over multiple semesters. Art, theatre, and music programs have been especially hard hit because of the insufficient amount of class time now available to students.

Retention rates are high throughout FAMT due to the many opportunities for student engagement and the quality of instruction. FAMT is working on recruitment specific plans to allow for a larger stream of students to be directed into for-credit Arts programs. There has been an increase of FAMT students who have foregone for-credit enrollment for the non-credit option in the Emeritus Program. Some faculty has suggested that enrollments have suffered when class offerings are too similar in both FAMT and Emeritus. More study needs to happen to determine if this is the case.

Facility Challenges

Music has repeatedly listed facility concerns about the music performance/rehearsal facilities through every cycle of Program Review. There are currently no venues on campus that adequately support the performing ensembles with appropriate acoustical properties, audience size, or the number of ensembles at the college. Students do not have appropriate rehearsal facilities or access to practice facilities that accommodate small or large ensembles. McKinney Theatre, while it is a very good theatre space, is not appropriate for music. An apt comparison would be to ask the football team to play on a basketball court or a baseball team to play on the football field. Theatre dressing rooms, costume shop, and storage areas are incredibly and embarrassingly deficient and, in many cases, dangerous to both students and staff.

Communications (Speech) needs to have a centralized location and reserved classroom space that is specific to the curriculum needs. The geography of FAMT proves challenging in that classes operate in FA, BGS, LRC, Building W, and *the Village*. Currently, the Communications Department has no assigned classrooms, centralized offices, or adequate rehearsal space for the Speech/Debate team, something the Office of Instruction has been trying to resolve. CTVR is also at a disadvantage given the separation of the LRC Studios on the opposite side of campus from Building W and *the Village*, where faculty offices and CTVR computer labs are housed. Studio Art has had continued issues with inadequate studio facilities and multiple safety concerns with faulty electrical and ventilation systems that do not meet OSHA standards. The College Resource Committee has allocated money to address the electrical concerns, and the project is currently being assessed. The fifty-year-old kilns will need to be replaced, lighting needs to be upgraded, and storage needs will need to be addressed in the next five years. Photography is also in need of larger classroom and laboratory space so that students can work more safely and efficiently.

Human Resource Challenges

CTVR currently does not have enough full-time instructors to support students or the curriculum adequately. FAMT requested two positions for 2020-2021 (a new position and a replacement position). Currently, there are only three full-time faculty for 1,650 students. Music will be needing a replacement Composition/Theory professor to offer core classes for every music major. There are many unfilled support positions throughout the division that will need to be filled in the near future, especially to accommodate student recruitment and retention. Photography has had difficulty given the frozen positions that have prohibited the hiring of adequate support staff. Without the appropriate staffing levels to monitor the large quantity of equipment and supplies, it is extremely difficult to support and encourage student success within the photography curriculum. FAMT has had challenges with being able to operate the art gallery since the retirement of previous gallery directors and lab techs assigned to the gallery. Faculty have identified a viable solution that will reopen the gallery in the spring of 2020. Unfortunately, this will leave the sculpture/metals/ jewelry and 3D design area, an equipment and safety intensive area, without full-time oversight or area expertise. In the last four years, the art department has gone from six full-time area experts (Painting, Drawing, Foundations, Printmaking, Ceramics, Sculpture/Metals/3D) to now only three, which has made it incredibly difficult to support the curriculum while maintaining safety standards and equipment.

Technology & Equipment Challenges

Studio Art will be needing replacement kilns in the next five years in order to maintain safety standards. The current kilns have not been replaced in the last twenty years, nor has most of the equipment throughout the program. Studio Art has also requested dedicated computer labs that could serve all the Art curriculum and allow students to learn discipline specific technology. Both Studio and McKinney theatre will soon need technology updates to keep up with industry standards.

Perhaps the greatest challenge that FAMT faces is the lack of data that illustrates the community impact of the work that occurs in this division. In 2016-2017, FAMT sponsored 138 productions with total revenue of \$139,602.91 and 18,343 people attending concerts. In 2017-2018, FAMT sponsored 105 events with \$112,881 in revenue and 14,354 people attending concerts. In 2018-2019, FAMT produced 100 events with total revenue of \$134,494, and 13,472 people attending concerts. The fluctuation in revenue and audience declines can be attributed to the loss of the popular *Summer of Theatre*, a vacancy in the FAMT Public Information Officer position, a sharp reduction in staffing and administration shifts within the division, and cutbacks in Theatre productions. This data, combined with FTES, WSCH and fill rate, gives a more accurate representation of the work of FAMT.

OPPORTUNITIES**Enrollment Management (Access, Retention, and Completion) Opportunities**

FAMT is taking a more proactive stance in recruitment. There has been a considerable amount of time invested in connecting more directly with local high school arts programs by taking ensembles, students, faculty, and staff directly into the high schools to meet with potential FAMT students. We also have initiated more outreach and are developing strategies that will increase the visibility of our programs in K-12 schools. Curriculum and scheduling are also being adjusted to reflect the needs of Saddleback College students and to create more clear pathways for completion. There is more communication with counselors to assure that FAMT students are correctly advised in the correct major classes to take. FAMT has been particularly successful in overall retention rates as compared to the college average.

Perhaps this can be attributed to classes that foster student engagement, film production teams, music ensembles, theatre productions, and communal art space/projects. Communications is beginning to develop a curriculum that can be offered online that will hopefully mitigate a bottleneck with the required GE component for degree-seeking students.

Music and Theatre are both creating proposals to begin summer partnerships with Community Education modeled on the successful Jazz Camp that has been operating for several years. Possibilities include: Middle School Choral Camp, High School Choral Camp, Summer Acting Intensive, Art Programs, and Music/Theatre Kids Performance Conservatory. By creating performance opportunities for middle school and high school students, we believe that students will be more likely to return as college students.

Art has also been working on creating a CTE program in arts entrepreneurship to address the needs of the growing gig economy. The creative industries are rapidly changing, and the ability to respond with current technology and relevant processes will be key to the success of the art program in the future. They have faced difficulty in working with antiquated TOPS codes that classify many of their offerings as non-occupational, but are actively working across campus to come up with solutions. The art faculty are also identifying appropriate survey and studio courses that are capable of online offerings so that more Distance Education can be developed.

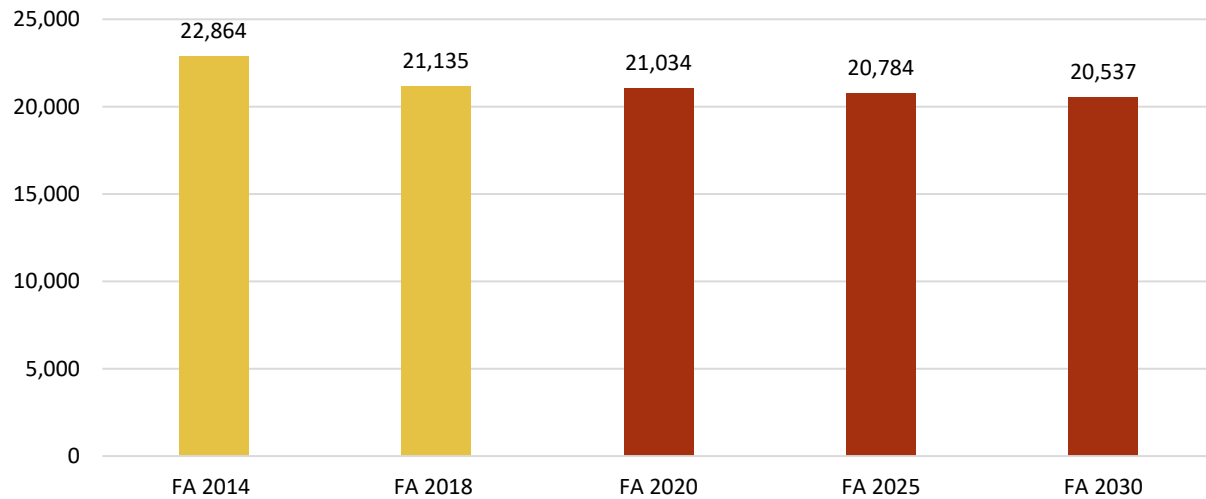
Facility Opportunities

The radio and TV studios housed in the LRC are one of the greatest assets in FAMT facilities. Work is being done to maximize the impact that these state-of-the-art facilities could provide to our students.

Technology and Equipment Opportunities

The recent LED lighting upgrade in McKinney Theatre has provided a wonderful opportunity for FAMT to better fulfill the college's commitment toward sustainability and environmental awareness. FAMT is hopeful that additional funding will be available to upgrade all the stage lighting in the performance spaces. An electrical upgrade for the extensive equipment required in Studio Art has also begun.

FIGURE 4.11: SCHOOL AND PROGRAM WSCH, FINE ARTS AND MEDIA TECHNOLOGY, ACTUAL AND ESTIMATED GROWTH, 2014 TO 2030



WSCH, Actual and Projected	Fall 2014	Fall 2018	Fall 2020	Fall 2025	Fall 2030	WSCH Estimated Average Annual Growth Rate, 2018 to 2030
Art	4,302	3,378	3,356	3,301	3,247	-0.33%
Art History and Theory	1,380	1,044	1,037	1,020	1,003	-0.33%
Cinema, TV, Radio	4,871	4,882	4,868	4,834	4,800	-0.14%
Communication Studies	5,361	4,664	4,644	4,593	4,542	-0.22%
Fine Arts	0	69	68	66	64	-0.61%
Music	4,189	4,762	4,744	4,699	4,655	-0.19%
Photography	1,424	1,140	1,135	1,121	1,108	-0.24%
Theatre	1,338	1,196	1,183	1,149	1,117	-0.57%
Fine Arts and Media Technology, Total	22,864	21,135	21,034	20,784	20,537	-0.24%

Data Source: SOCCCD inFORM Data Warehouse, 2019

FUTURE DIRECTION OF THE DIVISION

- Incorporate technology innovations to keep pace with the Arts and Entertainment industry.
- Enhance outreach and recruitment model to increase growth of the program.
- Increase online education to support students who need to upskill to keep pace with technology innovations and maintain marketability.
- Restructure advertising and marketing with more social media engagement.
- Develop a cohesive plan for all programs in FAMT to include student recruitment, curriculum, and marketing.
- Increase community engagement opportunities and program visibility through productions and shows.
- Address equity gaps with access and achievement for both in-person and online courses.

HEALTH SCIENCES AND HUMAN SERVICES

DESCRIPTION

The Health Sciences and Human Services (HSHS) Division provides students with the contemporary academic instruction and experiential preparation needed to successfully complete their program of study and enter the workforce or transfer to higher education. The division includes eight instructional programs, and is comprised of ten Associate Degrees, 15 Certificates of Achievement, and four Occupational Skills Awards. Four new Certificates of Completion will be added to the HSHS Division in 2020, and in 2021 an additional Certificate of Achievement will be added.

The HSHS division office, classrooms, and laboratories are in the Health Sciences (HSC) building. Many HSHS courses and programs have increased online offerings including Health Sciences, Human Services Nursing and Paramedic. The Health Information Technology and the American Sign Language Associate degrees as well as the Healthcare Technology Optimization Specialist and Medical Coding Specialist can be completed fully online. Nearly all HSHS programs rely on partnerships throughout Orange County for student placements in internships/externships and work-based learning opportunities.

Nursing is the largest program in the HSHS division. Several smaller programs are coordinated by one full-time faculty member/department chair, assisted by part-time instructors and shared HSHS division support staff. The Foster and Kinship Care Education (FKCE) Program is within the HSHS division. The FKCE program is 100% categorically funded and is the only FKCE program in all of Orange County.

EXISTING PROGRAMS

Health Information Technology

Health Information Technology AS

Healthcare Technology Optimization Specialist

Medical Coding Specialist Certificate

Health Sciences

Health Sciences AS

Human Services

Alcohol and Drug Studies AS and Certificate

Community-Based Corrections AS and Certificate

Human Services Generalist AS and Certificate

Mental Health Worker AS and Certificate

Medical Assisting

Administrative Medical Assistant Certificate

Clinical Medical Assistant Certificate

Comprehensive Medical Assistant Certificate

Medical Lab Technology

Medical Lab Technology AS and Certificate

Nursing

LVN to RN - Advanced Placement Option AS and Certificate

LVN to RN - 30 Unit Option Certificate

Registered Nurse AS and Certificate

Paramedic
Paramedic AS and Certificate
American Sign Language
American Sign Language AS and Certificate

ENROLLMENT TRENDS

Many of the programs, degrees, and certificates offered in the HSHS Division are in high demand in Orange County. Despite demand, enrollment and class size is limited as a result of mandated low student to faculty ratios to meet regulatory and safety standards. The recent influx of new private for-profit health sciences and nursing programs in Orange County has resulted in competition for clinical placements, and hospitals and health care agencies overcrowded with students. As a result, clinical agencies have limited student placements and internship opportunities that are required for students to complete degrees and certificates.

Nursing, American Sign Language (ASL), Human Services (HS), Paramedic, and Emergency Medical Technician (EMT) generate the most full-time equivalent students (FTES) in the division. Paramedic, Emergency Medical Technician (EMT), Health Sciences (HSC) and American Sign Language (ASL) are the most productive as measured by weekly student contact hours/full time equivalent faculty (WSCH/FTEF). Nursing requires the most FTEF and as a result has the lowest productivity. Health Information Technology (HIT) is the fastest growing program in the division.

Initial efforts to offset dips in enrollment include changes in scheduling, the recruitment of new work-based learning experiences, increased marketing and hiring more part-time faculty. These activities have resulted in increased productivity and enrollments in Fall 2019 that have already surpassed those in 2018.

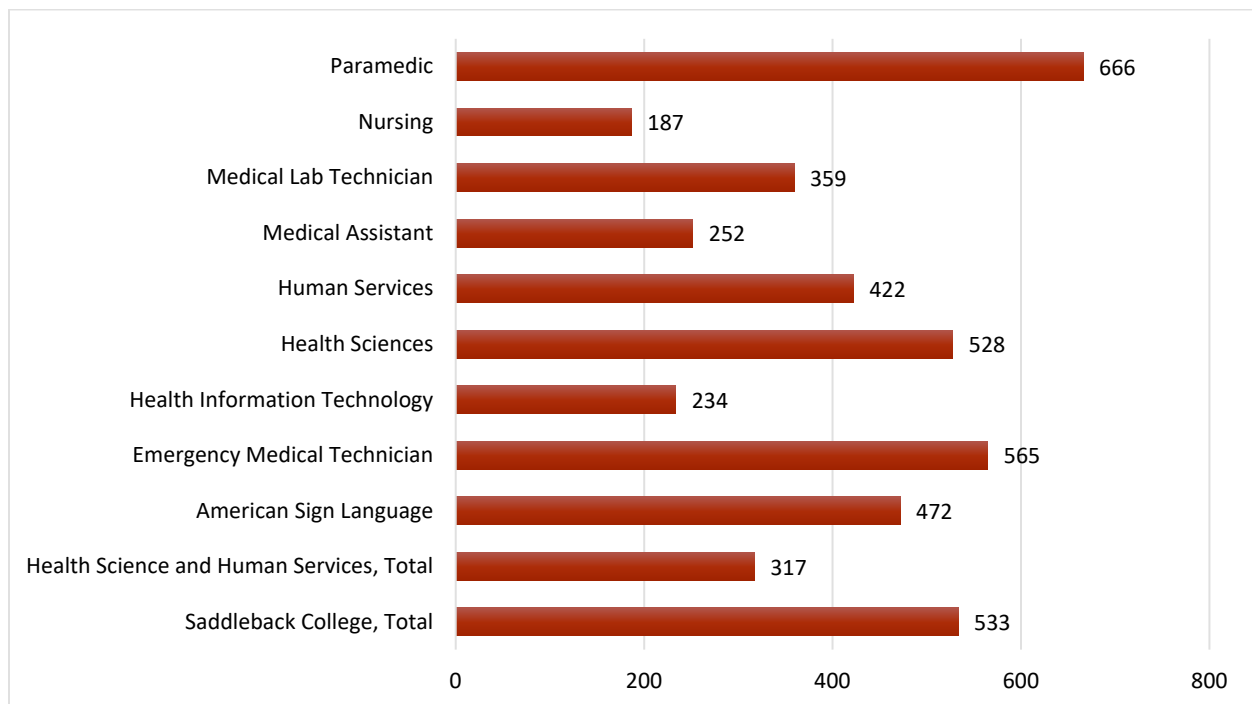
In response to advisory committee recommendations and labor market need, HSHS developed new certificates of completion for Certified Nurse Assistant, Phlebotomist/Lab Assistant and Home Health Aide. Enrollment in these programs beginning Fall 2020 has potential to increase HSHS FTES while providing entry level health care work opportunities for students.

TABLE 4.26: ENROLLMENT AND PRODUCTIVITY, HEALTH SCIENCES AND HUMAN SERVICES AND SADDLEBACK COLLEGE, 2018-19 ACADEMIC YEAR

College, Division, Department, 2018-19 Academic Year	TOTAL SECTIONS	COURSE FILL RATE	FTEF	WSCH	FTES	PRODUCTIVITY (WSCH/FTEF)
Saddleback College, Total	4,934	81.0%	1158.46	617,870	17,189	533
Health Sciences and Human Services, Total	328	64.5%	107.02	33,925	1,072	317
American Sign Language	45	70.7%	12.08	5,700	193	472
Emergency Medical Technician	14	87.9%	5.96	3,367	104	565
Health Information Technology	14	36.8%	3.39	792	27	234
Health Sciences	38	68.5%	5.04	2,660	91	528
Human Services	40	66.9%	8.92	3,765	118	422
Medical Assistant	23	40.5%	7.12	1,792	60	252
Medical Lab Technician	22	29.2%	4.29	1,541	43	359
Nursing	125	73.7%	53.82	10,047	329	187
Paramedic	7	94.4%	6.40	4,263	105	666

Data Source: SOCCCD inFORM Data Warehouse, 2019

FIGURE 4.12: HEALTH SCIENCES AND HUMAN SERVICES, PRODUCTIVITY (WSCH/FTEF), 2018-18 ACADEMIC YEAR, PER TABLE 4.26 FINAL COLUMN



Data Source: SOCCCD inFORM Data Warehouse, 2019

TABLE 4.27: FTES AND WSCH, TOTAL GROWTH AND AVERAGE ANNUAL GROWTH RATES, 2014-15 TO 2018-19 ACADEMIC YEARS

Division/Department	FTES GROWTH, 2014-15 to 2018-19	AVG ANNUAL GROWTH RATE, FTES, 2014-15 to 2018-19	WSCH GROWTH, 2014-15 to 2018-19	AVG ANNUAL GROWTH RATE, WSCH, 2014-15 to 2018-19
Saddleback College, Total	-0.9%	-0.2%	5.4%	1.3%
Health Sciences and Human Services, Total	2.5%	0.6%	-1.4%	-0.4%
American Sign Language	31.3%	7.0%	32.0%	7.2%
Emergency Medical Technician	65.1%	13.4%	66.6%	13.6%
Health Information Technology	107.7%	20.0%	91.8%	17.7%
Health Sciences	30.0%	6.8%	28.6%	6.5%
Human Services	-19.9%	-5.4%	-20.3%	-5.5%
Medical Assistant	-37.5%	-11.1%	-39.3%	-11.7%
Medical Lab Technician	13.2%	3.1%	2.1%	0.5%
Nursing	-9.5%	-2.5%	-16.5%	-4.4%
Paramedic	-0.9%	-0.2%	-2.5%	-0.6%

Data Source: SOCCCD inFORM Data Warehouse, 2019

TABLE 4.28: SECTION COUNT AND FILL RATES, 2014-15 TO 2018-19 ACADEMIC YEARS

Division/Department	AVG NUMBER OF SECTIONS, 2014-15 to 2018-19	AVG CRS FILL RATE, 2014-15 to 2018-19
Saddleback College, Total	5,193	78.5%
Health Sciences and Human Services, Total	349	69.7%
American Sign Language	44	78.4%
Emergency Medical Technician	13	90.8%
Health Information Technology	14	34.6%
Health Sciences	43	66.4%
Human Services	50	64.1%
Medical Assistant	29	62.2%
Medical Lab Technician	22	32.1%
Nursing	128	88.5%
Paramedic	6	80.6%

Data Source: SOCCCD inFORM Data Warehouse, 2019

STUDENT SUCCESS TRENDS

The division has been successful in providing contemporary instruction to students in HSHS programs. Job placement rates for completers of HSHS programs is consistently above institutional set standards and is greater than 90% in American Sign Language (ASL), Medical Assistant (MA), the Medical Coding Specialist certificate, Medical Lab Technician (MLT), Paramedic and Nursing. Greater than 70% of those who complete Emergency Medical Technician (EMT) and Health Information Technology (HIT) obtain employment in their fields. Licensure and certificate pass rates for HSHS programs also consistently exceeds state and national averages. In 2017- 2018, more than 95% of all students who completed MLT, Paramedic, Phlebotomy and Registered Nursing successfully passed the certification or licensure exams.

The Nursing program has been a signature program at the college for decades and continues to rank in the top 10% in Nursing programs nationwide. The program was rated second in the nation for community colleges by Washington Monthly in 2018. Nursing transfer agreements have been developed with a variety of public and private schools that allow seamless transition for graduates into Bachelor of Science Nursing (BSN) programs. Over 85% of Nursing program graduates are enrolled in BSN education within 12 months of graduation. The program is currently exploring concurrent enrollment with BSN programs both in and out of California.

The Paramedic program is the only accredited Community College Paramedic program in Orange County and has educated more paramedics in Orange County than any other program over the past 35 years. The HSHS division is piloting an additional part-time Paramedic program to meet the acute need for paramedics in Orange County, and in response to advisory board recommendations.

The average retention rates for HSHS each over the past five years has consistently been above 90% and has exceeded the college average by four to five percent. HSHS Division success rate has consistently been between 80 to 85% and has exceeded the college success rate by 10 percent.

TABLE 4.29: RETENTION AND SUCCESS RATES, 2014-15 TO 2018-19 ACADEMIC YEARS

Average Retention Rate	2014-15	2015-16	2016-17	2017-18	2018-19
Saddleback College - Retention	86.6%	87.6%	87.5%	87.2%	88.4%
Health Sciences and Human Services - Retention	92.0%	91.8%	91.1%	91.5%	90.9%

Average Success Rate	2014-15	2015-16	2016-17	2017-18	2018-19
Saddleback College - Success	72.2%	73.8%	74.1%	74.2%	74.6%
Health Sciences and Human Services - Success	84.4%	85.2%	83.3%	84.4%	83.2%

Data Source: SOCCCD inFORM Data Warehouse, 2019

CHALLENGES

The HSHS programs require frequent curriculum, equipment, and technology updates to make it possible to provide relevant instruction to support workforce needs. These updates require regular and consistent investments in faculty professional development, as well as investments in facilities, technology, supplies and equipment. Challenges also exist in student access, retention, and completion.

Enrollment Management (Access, Retention, and Completion)

Students who attempt to enroll in HSHS programs without first seeing counselors often struggle. The community college open admission process restricts programs (outside of nursing) from having a formal admission process. Despite not having a formal admission process, most HSHS programs have multiple recommended preparation courses and pre-enrollment activities that students must complete to be successful in the programs.

The total units required for most degrees in the HSHS division are above 60 units, which makes it challenging for students to complete their programs in a timely manner. In some cases, high-unit degrees are due to program requirements, and are based upon accreditation and industry requirements. High-unit degrees may also be a result of students needing to complete a high-unit local general education pattern.

The recent influx of private for-profit health sciences and nursing schools has increased competition for students and clinical placements and has affected enrollment in some HSHS programs. A lengthy curriculum process also makes it a challenge to be responsive to labor market data and advisory committee recommendations. A lack of discipline-specific, well-qualified part-time faculty pools limit scheduling opportunities to meet student demand.

Without a formal admission process or effective databases that can query student information, identifying cohorts to support retention efforts is challenging at best. At worst, students may attempt to take classes towards a HSHS degree or certificate without seeking support from counseling, faculty, or staff, and drop out or fail out before they are ever identified as a student in a HSHS program. Students often fail to recognize the rigor of HSHS programs.

Success in HSHS programs is nearly 10% above college success rates. If students were part of a cohort, it would be possible to identify at risk students earlier. If students who are interested in HSHS programs are identified while they were taking prerequisite or introductory courses and provided timely resources, the completion rate could improve to at least 90%.

Facility Challenges

The rate of change in health care, health sciences, and human services results in an ongoing need to maintain and upgrade classrooms, labs, technology, equipment, and supplies to industry standards regularly. The use of simulation in health care and health sciences is expected to increase significantly as opportunities for hands on patient care decrease. The need to maximize the use of large labs for simulation may necessitate the addition of partitions to some of our classrooms. Consistent access to funding sources to ensure regular classroom and laboratory updates is essential and continues to be a challenge.

The Health Sciences building is 15 years old and needs regularly scheduled maintenance, especially related to classrooms, offices and the division offices, where the original carpet and furniture are still in place. The division office needs updates and modernization to create a more welcoming open space for administrators, staff and students.

Designated classrooms need updated furniture that can be rearranged to support collaborative learning and group problem solving. Classroom upgrades should make it possible to use virtual and augmented reality as well as high fidelity human patient simulation. Health Sciences 112, 128 and 134 (large labs) should be updated to include partitions so that multiple simulations or learning activities can occur simultaneously.

Human Resources Challenges

The greatest human resource challenge in HSHS is finding professional experts in their disciplines who are qualified and willing to teach part-time. Human resources are also needed to strengthen community partnerships and enlist new partners for internships and work-based learning opportunities.

Technology and Equipment Challenges

Technology and discipline specific equipment are used in HSHS on a daily basis. The use of iPads has provided a platform for online testing of students in face-to-face classes. Exams are graded and analyzed after scanning into instructor's gradebooks online. HSHS division laptops make it possible to use specialized software to simulate documentation of patient care.

Industry standard equipment and technology are expensive and require regular updating and replacement. Recently, the audiovisual and technology refresh as well as Strong Workforce funding have made it possible to update classrooms and labs to current industry standard for many HSHS programs. New technology including virtual reality (VR) and augmented reality (AR) are being introduced to Health Science and Health Care. Consistent access to funding sources to ensure regular technology and equipment updates and replacement is essential.

OPPORTUNITIES**Enrollment Management (Access, Retention, and Completion) Opportunities**

HSHS programs are in high demand and provide cost-effective high-quality opportunities for students to become employed almost immediately in their field of study. Efforts to increase access, retention, and completion are underway and have shown significant promise.

Several HSHS programs have effectively implemented a new process for strengthening community partnerships and increasing clinical placements and work-based learning opportunities. To increase HSHS program visibility the division has engaged with K-12 partners by bringing students on campus for immersive experiences with division programs and increased participation in college career fairs. A marketing campaign focused on CTE programs is also underway. In preparing for the marketing campaign, HSHS division staff standardized the information provided to students and potential students in brochures, on program webpages, in information sessions, and through social media.

In response to labor market needs, advisory committee recommendations, and student demand the division has modified curriculum, is fine tuning scheduling, has increased hybrid and online courses, and has offered more courses over shorter terms (typically eight weeks). In Fall 2020 several new programs will be offered, including the Medical Scribe, Certified Nurses Aid, Clinical Lab Assistant/Phlebotomist, Emergency Nursing, and the Home Health Aid programs.

The division has identified effective practices in single programs and has recommended adoption and standardization across all HSHS programs. Student information sessions throughout HSHS introduce students to campus-wide resources including tutoring, mentoring, and financial aid. Most HSHS

programs have program-specific student handbooks that include program-level policies and procedures, tips for success and extensive lists of college and community resources.

HSHS administrators and department chairs constantly review high-unit degrees and certificates to ensure the degrees and certificates are current, completed efficiently, and are responsive to community and advisory committee recommendations. Efforts are underway to decrease units in high-unit degree programs as well as to clearly identify cohorts of HSHS students while they are taking prerequisite or introductory courses. Once cohorts are identified early, intervention and introduction to resources has the potential to improve completion in the division to 90%.

Human Resources Opportunities

Innovative strategies including collaborating with other community colleges or four-year institutions to share full-time faculty is under consideration. The HSHS Division has also created opportunities in a variety of programs, where discipline experts work as teaching assistants and are exposed to the faculty role at the community college. State Chancellor funds have supported the professional development of these discipline experts to meet the minimum faculty qualifications and add to part-time faculty pools.

Technology and Equipment Opportunities

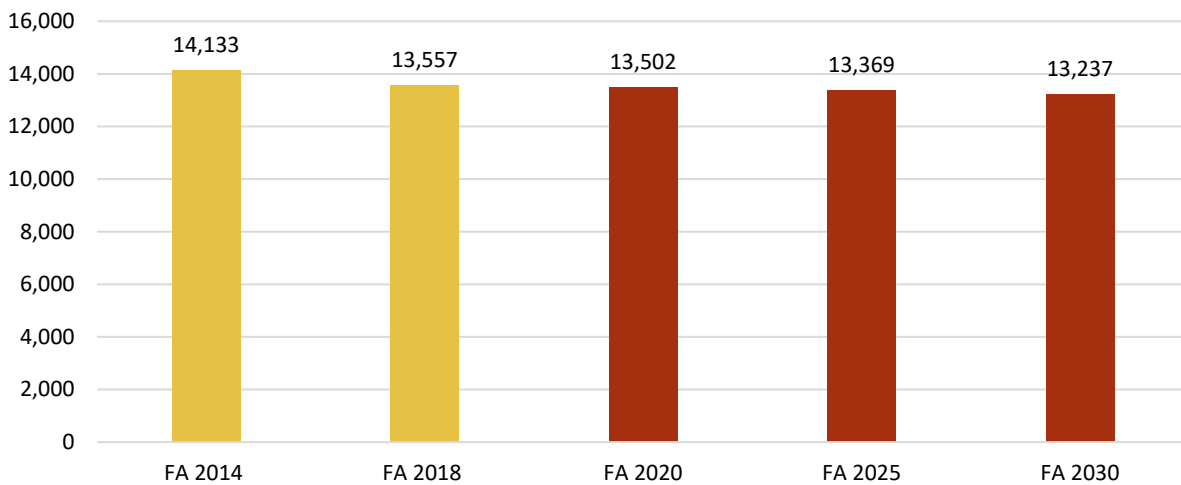
The division is implementing the use of a database in several HSHS programs to automate program-specific student records, to facilitate student tracking and generate reports. The database has also made it possible to identify student cohorts and to communicate with students efficiently.

Industry standard technology and equipment are essential to student success in the HSHS programs. The A/V and technology refresh program and Strong Workforce funds have made it possible for HSHS programs to have industry standard technology and equipment. Secure ongoing funding is essential to HSHS programs and student success.

FUTURE DIRECTION OF THE DIVISION

- Utilize discipline specific liaisons and HSHS administrators to strengthen community partnerships, increase internships, clinical placements, and work-based learning opportunities.
- Increase HSHS program visibility through CTE marketing efforts, updated program web pages, social media, and video links for each program.
- Increasing responsiveness to student inquiries through HSHS Division email links that will be available on new program web pages.
- Streamlining the HSHS Pathway process to identify cohorts and to ensure that students are aware of and have access to college resources early.
- Ongoing outreach to K-12s and participation in college and community career fairs.
- Onboarding discipline specific experts as clinical skills specialists to provide them exposure to the faculty role in the community college and providing them with professional development to meet minimum requirements as faculty.
- Scheduling to meet student demand by offering more short term, 8-week, online, and hybrid classes.
- Scheduling four new certificates of completion starting Fall 2020.
- Utilizing labor market data and advisory committee recommendations to develop new programs.

FIGURE 4.13: SCHOOL AND PROGRAM WSCH, HEALTH SCIENCES AND HUMAN SERVICES, ACTUAL AND ESTIMATED GROWTH, 2014 TO 2030



WSCH, Actual and Projected	Fall 2014	Fall 2018	Fall 2020	Fall 2025	Fall 2030	WSCH Estimated Average Annual Growth Rate, 2018 to 2030
American Sign Language	1,528	1,848	1,843	1,830	1,817	-0.14%
Emergency Medical Technician	749	1,336	1,340	1,349	1,359	0.14%
Health Information Technology	244	411	409	403	397	-0.28%
Health Sciences	799	965	960	949	938	-0.24%
Human Services	1,905	1,659	1,651	1,632	1,613	-0.24%
Medical Assistant	1,084	818	810	789	769	-0.52%
Medical Lab Technician	566	556	551	539	528	-0.42%
Nursing	6,149	4,818	4,795	4,739	4,683	-0.24%
Paramedic	1,110	1,147	1,145	1,139	1,134	-0.09%
Health Science and Human Services, Total	14,133	13,557	13,502	13,369	13,237	-0.20%

Data Source: SOCCCD inFORM Data Warehouse, 2019

KINESIOLOGY AND ATHLETICS

DESCRIPTION

The Kinesiology and Athletics Division's purpose is to provide a critical element in a comprehensive, well-balanced education program. As with the mission of Saddleback College, the division offers a diverse array of activity and lecture-based classes for the enrichment and enhancement of student learning. The learning opportunities offered in this division can be an essential factor to the optimum development of a student in all areas of life: physical, mental, emotional, and social health.

The Kinesiology and Athletics Division's student courses contribute significantly toward the college's mission of lifelong learning and achievement of desirable educational outcomes, such as transferring to four-year colleges and universities and enriching student's future lives through wellness-based activities and experiences.

Saddleback College students enrolled in kinesiology, adapted kinesiology, dance, health, and athletics coursework participate in dynamic, innovative, and student-centered classes. There is an abundance of courses offered in the following areas: adapted kinesiology, aquatics, athletics, combative skills, dance, fitness, individual and team sports, health, and training and theory.

EXISTING PROGRAMS*

Dance
Dance AA
Intercollegiate Athletics
No degrees or certificates offered
Adapted Kinesiology and Special Education
No degrees or certificates offered
Kinesiology
Kinesiology AA and AAT
Health
No degrees or certificates offered

***Occupational Skills Awards excluded**

ENROLLMENT TRENDS

As shown in the figures and tables below, the Kinesiology and Athletics Division has seen a 5.3% decline in enrollment from 2014 to 2019. The division is also projected to see a slight decline in enrollment of 0.051% through the year 2030. The major reason for the enrollment decline is the state's mandated course repeatability limitation that was implemented during the 2012-2013 academic year. In addition, each department within the division has its own unique challenges related to enrollment. However, as a result of improved schedule management, enhanced marketing, and targeted recruiting, the division has seen a 3.97% increase in productivity during the Fall 2019 semester. This trend contradicts the OPRA's future projection of continuing declination and the division is confident it can continue to increase enrollment by pursuing new opportunities.

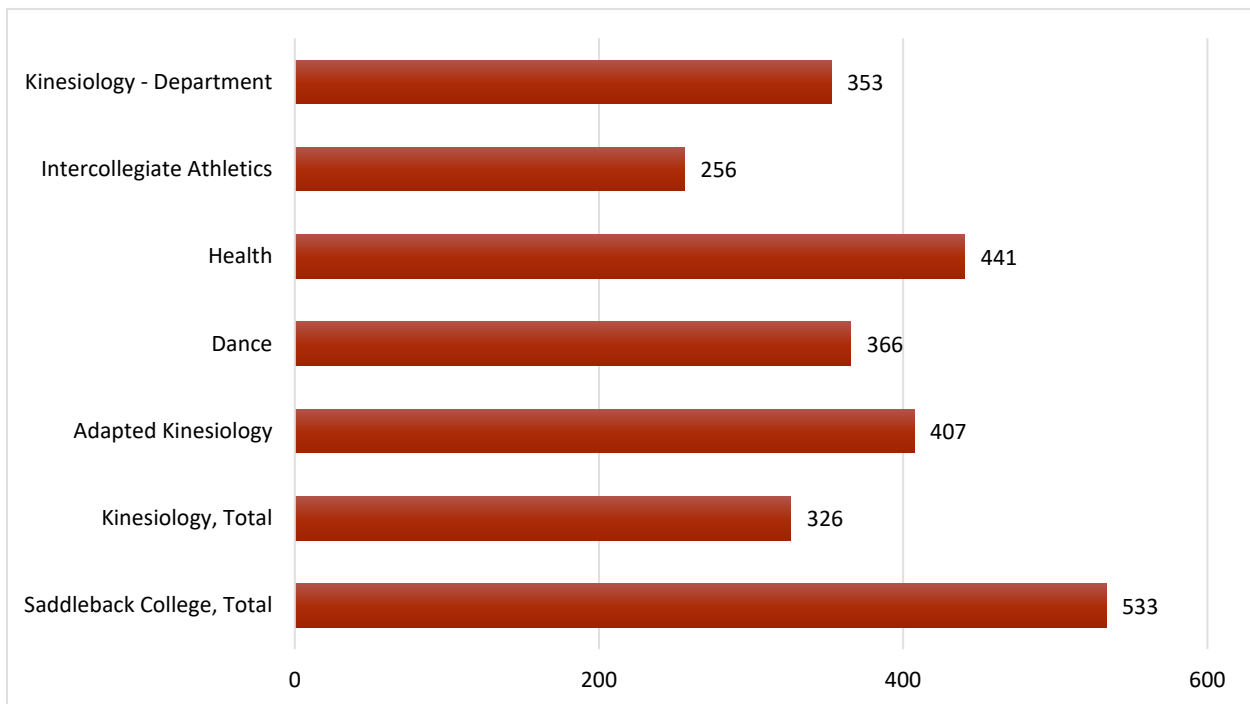
SADDLEBACK COLLEGE EDUCATION MASTER PLAN 2020-2030

TABLE 4.30: ENROLLMENT AND PRODUCTIVITY, KINESIOLOGY AND SADDLEBACK COLLEGE, 2018-19 ACADEMIC YEAR

College, Division, Department, 2018-19 Academic Year	TOTAL SECTIONS	COURSE FILL RATE	FTEF	WSCH	FTES	PRODUCTIVITY (WSCH/FTEF)
Saddleback College, Total	4,934	81.0%	1158.46	617,870	17,189	533
Kinesiology and Athletics, Total	325	48.2%	65.41	21,333	705	326
Adapted Kinesiology	48	54.5%	6.79	2,765	89	407
Dance	40	58.5%	6.74	2,464	77	366
Health	29	67.1%	5.40	2,379	80	441
Intercollegiate Athletics	74	29.0%	27.64	7,083	231	256
Kinesiology - Department	134	50.2%	18.84	6,643	226	353

Data Source: SOCCCD inFORM Data Warehouse, 2019

FIGURE 4.14: KINESIOLOGY, PRODUCTIVITY (WSCH/FTEF), 2018-19 ACADEMIC YEAR, PER TABLE 4.30
FINAL COLUMN



Data Source: SOCCCD inFORM Data Warehouse, 2019

TABLE 4.31: FTES AND WSCH, TOTAL GROWTH AND AVERAGE ANNUAL GROWTH RATES, 2014-15 TO 2018-19 ACADEMIC YEARS

Division/Department	FTES GROWTH, 2014-15 to 2018-19	AVERAGE ANNUAL GROWTH RATE, FTES, 2014-15 to 2018-19	WSCH GROWTH, 2014-15 to 2018-19	AVERAGE ANNUAL GROWTH RATE, WSCH, 2014-15 to 2018-19
Saddleback College, Total	-0.9%	-0.2%	5.4%	1.3%
Kinesiology and Athletics, Total	-18.3%	-4.9%	-19.7%	-5.3%
Adapted Kinesiology	6.6%	1.6%	3.3%	0.8%
Dance	-2.5%	-0.6%	-9.8%	-2.6%
Health	-8.0%	-2.1%	-9.5%	-2.5%
Intercollegiate Athletics	-10.8%	-2.8%	-12.1%	-3.2%
Kinesiology - Department	-36.2%	-10.6%	-36.6%	-10.8%

Data Source: SOCCCD inFORM Data Warehouse, 2019

TABLE 4.32: SECTION COUNT AND FILL RATES, 2014-15 TO 2018-19 ACADEMIC YEARS

Division/Department	AVERAGE NUMBER OF SECTIONS, 2014-15 to 2018-19	AVERAGE COURSE FILL RATE, 2014-15 to 2018-19
Saddleback College, Total	5,193	0.79
Kinesiology and Athletics, Total	366	0.47
Adapted Kinesiology	46	0.54
Dance	42	0.50
Health	31	0.68
Intercollegiate Athletics	74	0.32
Kinesiology - Department	174	0.48

Data Source: SOCCCD inFORM Data Warehouse, 2019

STUDENT SUCCESS TRENDS

The Kinesiology and Athletics Division has always prided itself on retention and student success. As noted in Table 4.31, the division has continued to increase retention and success annually and trends higher than the campus average. This is due in large part to the Athletics program, where student-athletes are heavily recruited by four-year universities. According to Cal-PASS Plus data for the 2017-2018 academic year, student-athletes successfully completed an average of 25.31 units and the average course success rate for student-athletes was 83%. This significant achievement in student success is due to a combination of integrated programs: Saddleback College's Program Assisting Student-Athlete Success (PASS), tutoring, progress reporting, and academic counseling, as well as robust one-on-one faculty to student interaction/mentoring that occurs within the division.

TABLE 4.33: RETENTION AND SUCCESS RATES, 2014-15 TO 2018-19 ACADEMIC YEARS

Average Retention Rate	2014-15	2015-16	2016-17	2017-18	2018-19
Saddleback College - Retention	86.6%	87.6%	87.5%	87.2%	88.4%
Kinesiology and Athletics - Retention	90.2%	90.9%	91.1%	91.6%	92.6%

Average Success Rate	2014-15	2015-16	2016-17	2017-18	2018-19
Saddleback College - Success	72.2%	73.8%	74.1%	74.2%	74.6%
Kinesiology and Athletics - Success	85.1%	85.3%	86.0%	86.0%	86.8%

Data Source: SOCCCD inFORM Data Warehouse, 2019

CHALLENGES AND OPPORTUNITIES FACING THE DIVISION

CHALLENGES

Enrollment Management (Access, Retention, and Completion) Challenges

The Adapted Kinesiology Department is the largest in the state, but program enrollment will continue to remain flat, if not significantly decline, due to limited facility space and resources.

The Emeritus Institute continues to offer similar non-credit courses in the Kinesiology Department at no cost to the student which leads to unbalanced competition regarding student enrollment. A mutually-beneficial collaboration between departments and an agreement related to facility use could help to maximize the course offerings and capture more students for the college at large.

Facility Challenges

The facilities in the Kinesiology and Athletics Division are extremely outdated and are plagued by decades of deferred maintenance, as well as ongoing infrastructure failures. To ensure that the division meets the future goals of student equity in access and optimizes community engagement, it is critical that a thorough and comprehensive baseline assessment is done to review the adequacy, functionality, and safety of Kinesiology and Athletics facilities. These include:

- Current Title IX compliance and ADA accessibility issues must be addressed within the scope of the assessment and an action plan created.
- A holistic facilities plan for the division that would include a new wellness center, softball facility (with ADA access & restrooms), gym renovation, and beach volleyball courts will not only answer the compliance mandates, but will also provide accessible spaces that are equitable for the community, students, faculty, and staff.
- Installation of artificial turf at the softball and baseball fields to increase the safety for students and decrease the risk of injury, and significantly reduce annual field maintenance costs.
- Moving the District mailroom from its current location in the fitness center (PE 600), so a reconfiguration of the fitness center can occur.

These new facilities will enhance the campus while advancing the Kinesiology and Athletics Division within an evolving discipline and competitive local markets. As we face enrollment challenges, this type of facility improvement will benefit the campus and directly improve enrollment for not only Kinesiology, but all disciplines.

Human Resource Challenges

There is a need for a lifeguard to be present at all classes scheduled in the pool to limit liability and decrease safety risks.

The recent elimination of the Assistant Athletic Director position has caused considerably more work for the staff within the Athletics Department. The Athletic Department is critically understaffed compared to the eight other colleges in the Orange Empire Conference.

The Adapted Kinesiology Department needs to employ more student aides to assist instructors with students who have severe disabilities. Unfortunately, DSPS has not been able to fund the full complement of necessary student aides.

Technology & Equipment Challenges

The Adapted Kinesiology equipment does not all currently fit in PE 307 (weight room) so it is stored in containers outside and moved in and out of the room every day. There also is no dedicated budget for the Adapted Kinesiology equipment replacement. Both situations create liability and safety risks for instructors and students.

The fitness equipment in PE 600, PE 100, and PE 307 needs replacement in order to keep up with current trends in physical fitness and wellness.

OPPORTUNITIES

Enrollment Management (Access, Retention, and Completion) Opportunities

With the implementation of *Guided Pathways*, Kinesiology and Athletics has an opportunity to partner with other divisions across campus, such as Health Sciences, to develop creative strategies to provide more educational opportunities to students and increase enrollment.

The Kinesiology 107 course will be offered online during Spring 2020.

The Division will be enhancing the marketing of programs and classes on the campus and within the community.

The 2017-2018 results from the CCCApply interest survey shows that there is an opportunity to add new sports programs such as men's volleyball and men's soccer. These programs, both of which require high roster counts, would significantly increase the FTES in the division while meeting the needs and responding to the interests of the community.

Facility Opportunities

The new stadium/sports complex and tennis courts will be open summer 2020. The new facilities will be utilized to increase the recruitment of students to the division and the college. There will be an opportunity for increased revenue through rentals, concessions, and ticket sales, as well. The loop road and parking project will begin summer 2020, which will add more than 400 spaces. This will help ameliorate the severe parking shortage our students experience daily. Renovation of the women's locker room will begin summer 2020. This project will also resolve the ADA restroom issue in the PE 300 building.

Human Resource Opportunities

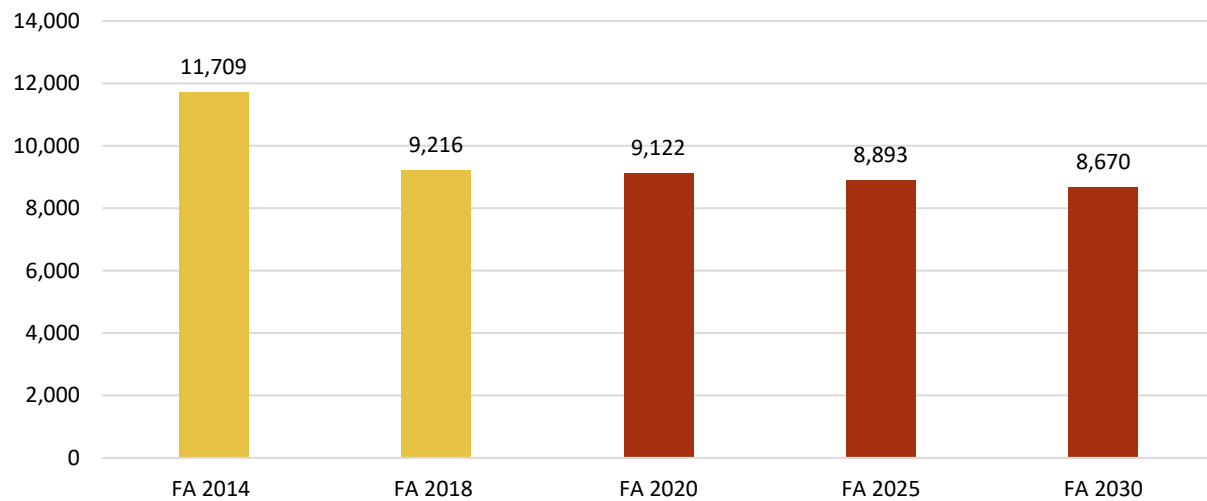
Athletics is currently exploring an opportunity to shift from a full-time tenure track head coach/faculty model to non-teaching contract model for employment.

Technology and Equipment Opportunities

A proposal has been submitted to replace all the video boards in the Athletics Facilities. These upgrades would not only enhance the brand and image of the College but will also provide network access to the softball and baseball facilities. Faculty members would be able to incorporate video and other technology into their teaching when using these spaces.

The new technologies and concessions areas in the stadium will provide opportunities for students in other disciplines, such as Cinema/Television/Radio and Culinary Arts, to gain practical and applied experience in their chosen fields of study.

FIGURE 4.15: SCHOOL AND PROGRAM WSCH, KINESIOLOGY, ACTUAL AND ESTIMATED GROWTH, 2014 TO 2030



WSCH, Actual and Projected	Fall 2014	Fall 2018	Fall 2020	Fall 2025	Fall 2030	WSCH Estimated Average Annual Growth Rate, 2018 to 2030
Adapted Kinesiology	1,131	1,158	1,143	1,106	1,070	-0.66%
Dance	1,095	1,004	995	971	949	-0.47%
Health	1,028	969	965	954	944	-0.22%
Intercollegiate Athletics	3,855	3,335	3,291	3,184	3,080	-0.66%
Kinesiology	4,600	2,750	2,729	2,678	2,628	-0.38%
Kinesiology and Athletics, Total	11,709	9,216	9,122	8,893	8,670	-0.51%

Data Source: SOCCCD inFORM Data Warehouse, 2019

FUTURE DIRECTION OF THE DIVISION

There are multiple opportunities for the Kinesiology and Athletics Division to grow and continue to be an asset within the College and to the community.

- Current trends in Kinesiology and Athletics indicate that today's students are seeking flexible educational delivery modes (e.g., more online academic courses) and additional certifications (e.g., yoga instruction, personal training). In response to these trends, the division has developed additional online-based course offerings in Training and Theory and Sports Officiating, and a new Certificate of Achievement for Personal Training, which itself includes two new hybrid and online courses.
- The Dean and department chairs will continue cross-functional collaboration to create the most productive and effective class schedule, with a dedicated focus on low enrollment courses that can be altered to increase enrollment or converted to high demand courses.
- Programmatic changes have been proposed to reduce the number of Intercollegiate Athletic sections that are being offered to part-time faculty to increase overall productivity, not only within the Athletics Department but the division, as well.
- A Health and Wellness focus area is being developed within *Guided Pathways* for students interested in majors and careers in the Kinesiology field.
- Athletics will continue to increase recruiting efforts within regional high schools, as well as pursue out-of-state and international student first contact inquiries.
- All programs will increase fundraising efforts through the Saddleback College Foundation utilizing eTeam Sponsor.
- The division will continue to evaluate community demographics and needs, as well as pedagogical and technological trends within the disciplines represented in the Kinesiology and Athletics Division to meet ever-evolving interests and best practices.
- Address equity gaps with access and achievement for athletes.

LIBERAL ARTS**DESCRIPTION**

The Division of Liberal Arts values student engagement and innovative teaching and learning. The division uses practices that address the needs of a diverse community unified by its common interest to help one another reach clear academic, personal, and career goals. Members of the Liberal Arts division faculty and staff model and cultivate collegial habits that inspire independent, critical thinking. The Liberal Arts Division welcomes and supports people from all economic backgrounds, abilities, ethnicities, races, ages, religions, genders, gender identities, sexual orientations, and nationalities.

The mission statement, related goals and their attainment is a primary strength of the Liberal Arts Division. Some reinforcing examples include our high faculty participation rate in college and off-campus professional development, timely evaluation of our faculty, flexible data-driven scheduling that includes an emphasis on online classes and degrees, solid productivity numbers given the lower enrollment caps in most of our curriculum, student success outcomes that typically exceed our college and system-wide measures, outreach to our area high schools, campus events every semester that reinforce important themes related to our mission, study abroad opportunities, and student publications that receive regional and national recognition.

Perhaps the single most important accomplishment in the division is our annual Outstanding Students Recognition Ceremony that acknowledges students in each of our departments who have illustrated the criteria of an outstanding student. Family and friends are invited to celebrate our exemplary students.

Departments in the division include English, Reading, ESL, Humanities, Philosophy, International Languages and Journalism.

EXISTING PROGRAMS

English
English AAT
English Literature AA
Reading
English as a Second Language
Advanced Level Completion (certificate of completion)
Beginning Level Completion (certificate of completion)
Intermediate Level Pre-College Completion (certificate of completion)
Humanities
Humanities AA

International Languages
Arabic AA
Chinese AA
French AA
German AA
Italian AA
Japanese AA
Spanish AA and AAT
Journalism
Journalism AS, AAT, and Certificate
Philosophy
Philosophy AA and AAT

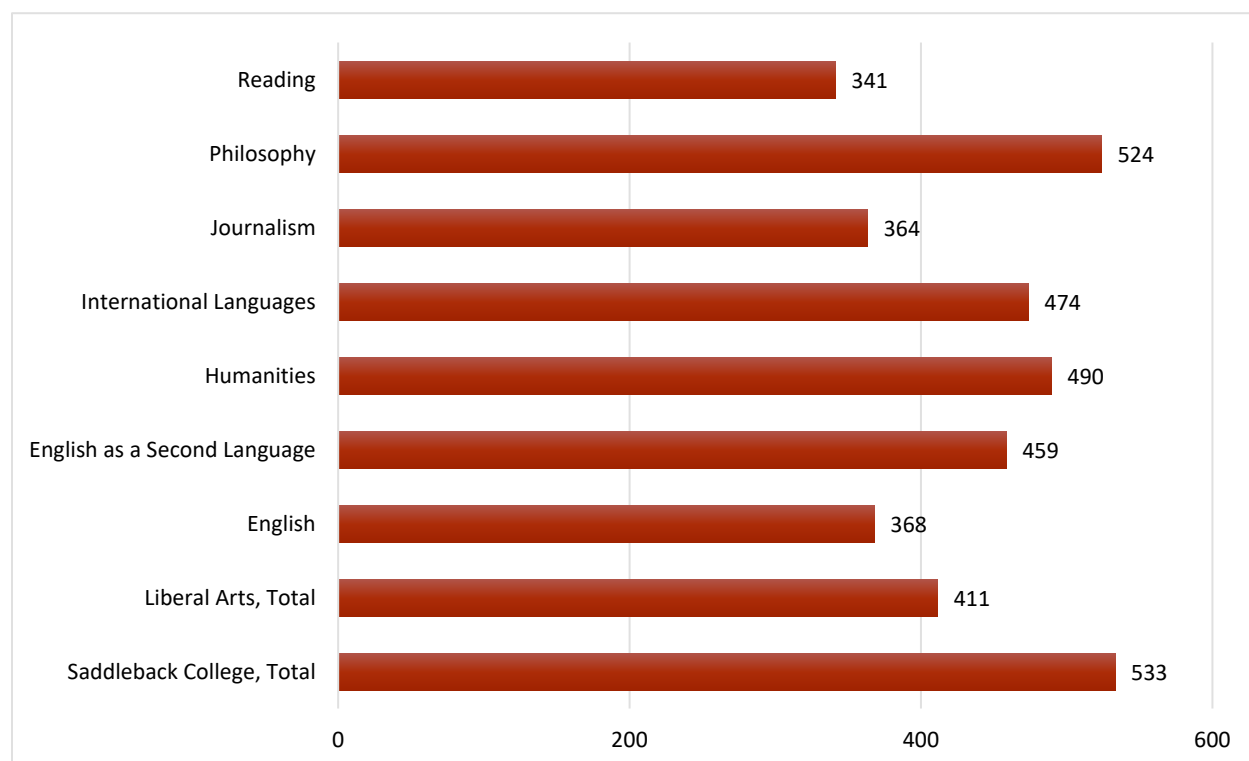
ENROLLMENT TRENDS

As indicated in Table 4.35 below, the Liberal Arts Division and the majority of its seven departments have experienced a 2.8% enrollment decline from 2014-2019. Given discipline-specific changes in transfer general education requirements and a general reduction in GE requirements, Philosophy and Humanities have experienced the largest percentage decline. The moving of Humanities courses that are part of the Honors Program to the OE/LR Division also reduced enrollment during this period. English and Reading have declined in large measure due to AB 705, since students are now able to enter college-level courses their first semester.

TABLE 4.34: ENROLLMENT AND PRODUCTIVITY, LIBERAL ARTS AND SADDLEBACK COLLEGE, 2018-19
ACADEMIC YEAR

College, Division, Department, 2018-19 Academic Year	TOTAL SECTIONS	COURSE FILL RATE	FTEF	WSCH	FTES	PRODUCTIVITY (WSCH/FTEF)
Saddleback College, Total	4,934	81.0%	1158.46	617,870	17,189	533
Liberal Arts, Total	819	70.4%	180.43	74,245	2,253	411
English	365	94.6%	87.45	32,189	1,074	368
English as a Second Language	91	69.2%	25.68	11,777	252	459
Humanities	25	72.5%	5.00	2,448	81	490
International Languages	203	56.2%	40.09	18,995	588	474
Journalism	23	29.9%	5.48	1,992	33	364
Philosophy	31	77.6%	6.20	3,249	109	524
Reading	81	47.1%	10.53	3,595	115	341

Data Source: SOCCCD inFORM Data Warehouse, 2019

FIGURE 4.16: LIBERAL ARTS, PRODUCTIVITY (WSCH/FTEF), 2018-19 ACADEMIC YEAR, PER TABLE 4.34
FINAL COLUMN

Data Source: SOCCCD inFORM Data Warehouse, 2019

TABLE 4.35: FTES AND WSCH, TOTAL GROWTH AND AVERAGE ANNUAL GROWTH RATES, 2014-15 TO 2018-19 ACADEMIC YEARS

Division/Department	FTES GROWTH, 2014-15 to 2018-19	AVERAGE ANNUAL GROWTH RATE, FTES, 2014-15 to 2018-19	WSCH GROWTH, 2014-15 to 2018-19	AVERAGE ANNUAL GROWTH RATE, WSCH, 2014-15 to 2018-19
Saddleback College, Total	-0.9%	-0.2%	5.4%	1.3%
Liberal Arts, Total	-11.8%	-3.1%	-10.8%	-2.8%
English	-14.6%	-3.9%	-14.9%	-4.0%
English as a Second Language	-5.3%	-1.3%	-1.2%	-0.3%
Humanities	-35.2%	-10.3%	-34.9%	-10.2%
International Languages	6.3%	1.5%	4.9%	1.2%
Journalism	-14.3%	-3.8%	2.2%	0.5%
Philosophy	-26.8%	-7.5%	-27.6%	-7.8%
Reading	-31.1%	-8.9%	-30.0%	-8.5%

Data Source: SOCCCD inFORM Data Warehouse, 2019

TABLE 4.36: SECTION COUNT AND FILL RATES, 2014-15 TO 2018-19 ACADEMIC YEARS

Division/Department	AVERAGE NUMBER OF SECTIONS, 2014-15 to 2018-19	AVERAGE COURSE FILL RATE, 2014-15 to 2018-19
Saddleback College, Total	5,193	78.5%
Liberal Arts, Total	983	72.3%
English	464	94.8%
English as a Second Language	98	80.3%
Humanities	37	82.6%
International Languages	214	56.0%
Journalism	26	33.0%
Philosophy	38	73.8%
Reading	107	46.1%

Data Source: SOCCCD inFORM Data Warehouse, 2019

STUDENT SUCCESS TRENDS

Table 4.37 below clearly demonstrates that retention and success in the Liberal Arts Division has increased from 2014-2019. This increase is due to a concerted focus on professional development programs. The division-based Level Up grant enabled the Liberal Arts Division to create and deliver numerous professional development opportunities to its faculty.

TABLE 4.37: RETENTION AND SUCCESS RATES, 2014-15 TO 2018-19 ACADEMIC YEARS

Average Retention Rate	2014-15	2015-16	2016-17	2017-18	2018-19
Saddleback College - Retention	86.6%	87.6%	87.5%	87.2%	88.4%
Liberal Arts - Retention	86.2%	88.5%	87.6%	87.2%	88.1%

Average Success Rate	2014-15	2015-16	2016-17	2017-18	2018-19
Saddleback College - Success	72.2%	73.8%	74.1%	74.2%	74.6%
Liberal Arts - Success	72.5%	74.9%	73.9%	73.5%	74.5%

Data Source: SOCCCD inFORM Data Warehouse, 2019

CHALLENGES AND OPPORTUNITIES FACING THE DIVISION

CHALLENGES

Enrollment Management (Access, Retention, and Completion) Challenges

The Liberal Arts Division serves all students who want to get a degree or transfer to a 4-year university. For this reason, it is critical to the division that the college has a comprehensive strategic enrollment management plan that clearly identifies the number of students it wants to serve each academic year. Without this information, it is difficult for the division to develop a schedule that meets student demand.

Additionally, the decline in traditional college-age students within the local area paired with a strong job economy have led to a steady decline in enrollments within the division. This decline in enrollment has been exacerbated by curriculum changes legislated by AB 705, which now allows all students to enter a college-level English course in their first semester. These changes in demographics and curriculum have shifted the enrollment patterns for the division and make it difficult for the area to anticipate student demand.

Facilities Challenges

Students prefer morning classes and are not inclined to enroll in either late afternoon or evening classes. Consequently, the division needs increased access to additional classrooms during prime scheduling hours.

Human Resource Challenges

Given the central role most of our division's courses play in meeting degree and general education requirements, we need more full-time faculty. Accountability, the completion agenda, and AB 705 have put additional requirements and expectations on our faculty and staff, making it more difficult to manage general operations.

OPPORTUNITIES

Enrollment Management Opportunities

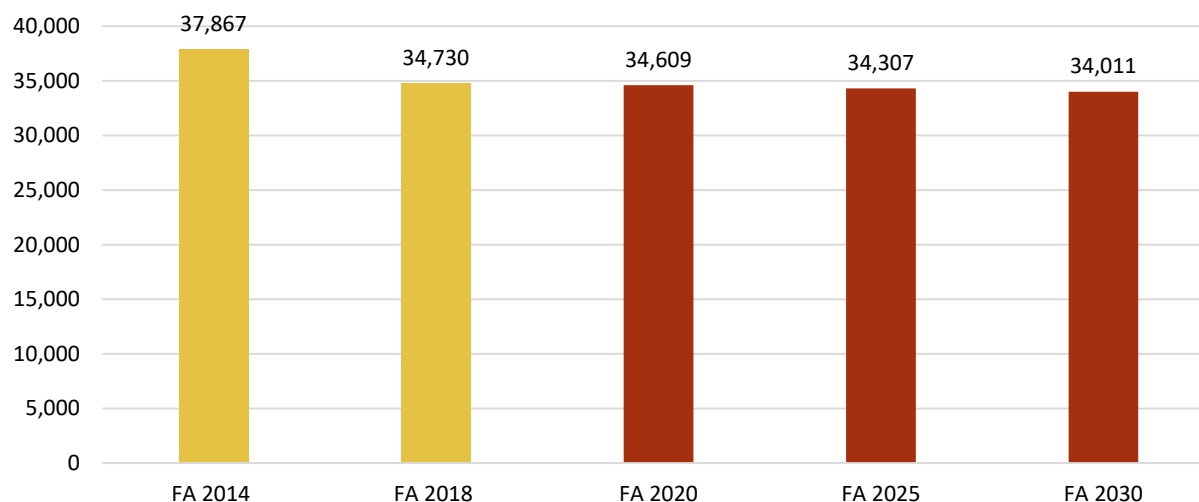
The English Professional Learning Council (PLC) connects Saddleback English department faculty and high school English classes, offering a presentation to over 1,200 students annually that emphasizes concurrent enrollment and the opportunities of a successful college experience. In addition to reaching out to students through presentations, the division embraces the Sherpa and Progress Report tool, and uses it to customize messages to students regarding course enrollments and academic support.

Faculty professional development opportunities designed to increase retention and persistence have taken hold and we are seeing increased retention and enrollments.

Facilities Opportunities

Due to insufficient classroom space in mornings, we have grown our online courses in all seven of our departments and have several degrees that can be completed fully online.

FIGURE 4.17: SCHOOL AND PROGRAM WSCH, LIBERAL ARTS, ACTUAL AND ESTIMATED GROWTH, 2014 TO 2030



WSCH, Actual and Projected	Fall 2014	Fall 2018	Fall 2020	Fall 2025	Fall 2030	WSCH Estimated Average Annual Growth Rate, 2018 to 2030
English	17,723	16,661	16,645	16,606	16,567	-0.05%
English as a Second Language	5,014	5,240	5,205	5,120	5,036	-0.33%
Humanities	1,740	1,308	1,296	1,265	1,236	-0.47%
International Languages	7,611	7,448	7,427	7,375	7,323	-0.14%
Journalism	873	817	810	793	776	-0.42%
Philosophy	2,013	1,452	1,438	1,405	1,372	-0.47%
Reading	2,894	1,805	1,787	1,743	1,701	-0.50%
Liberal Arts, Total	37,867	34,730	34,609	34,307	34,011	-0.17%

Data Source: SOCCCD inFORM Data Warehouse, 2019

FUTURE DIRECTION OF THE DIVISION

- Increase access to programs and courses through online courses and technology innovations.
- Leverage educational partners to increase enrollments and completion of certificates and degrees for high school students.
- Strengthen professional development for high engagement classroom strategies to increase retention and persistence.
- Target and customize communications with students in the programs.
- Address equity gaps with access and achievement for both in person and online courses.

MATHEMATICS, SCIENCE, AND ENGINEERING

DESCRIPTION

The Division of Mathematics, Science, and Engineering (MSE) is committed to serving the educational community at Saddleback College in fulfilling its goal to support student transfer and admission into allied Health and Science, Technology, Engineering, and Mathematics programs. In addition, the division contributes to the development of quantitative reasoning skills and a general understanding of the sciences for students who complete a degree and/or transfer to 4-year universities.

MSE is comprised of nine departments, including Astronomy, Biological Sciences, Chemistry, Computer Science, Engineering, Geology, Mathematics, Oceanography, and Physics. The MSE staff and faculty are committed to providing open access and equity in success outcomes for all STEM students through its innovative and rigorous teaching practices. MSE courses have wide articulation agreements with top California State University and University of California schools. In addition, there is a strong focus on research through its honors-level Biology courses, hands-on laboratory skills curriculum, and opportunities for field study across the division. MSE students are also able to access research-grade equipment, including a Gas Chromatography (GC) machine with auto-sampler, an observatory with research-grade telescope, real-time Polymerase Chain Reaction (PCR) machine, and other equipment and technology innovations with the support of a stellar team of staff and faculty.

MSE's focus on student research has produced many successes, showing the power of an enriched learning environment. MSE students are active participants in the Honors program, winning important recognition for their student research. At the Spring 2018 Honors Transfer Council of California (HTCC) conference, a student in Biological Sciences won one of the Outstanding Abstract Awards for work on Antibacterial Activity of Cinnamon Oil. During the Spring 2019 HTCC conference, a different group of students won first prize in the STEM Poster Division for their research on coralline algae and its effect on ocean acidification.

MSE also supports a very active student club scene. The Physics and Astronomy Club frequently hosts field trips to research institutions and sponsor research projects in the field. Examples include field trips to the Jet Propulsion Laboratory (JPL) and General Atomics. In addition, they have successfully built a radio telescope for use in research, rivaling those in use at top four-year research institutions. This culture of research has spread campus-wide, culminating in the student-led NASA Rover team, which only in its second year is competing for the invitation to compete at the national level against top four-year research institutions across the country.

Beyond their work with students, MSE faculty and staff have been busy innovating to increase student success. Highlights include the development of AB 705 compliant support courses for transfer-level mathematics courses, as well as the MSE division-led work on the NSF grant-funded STEM Core project with cohort-based learning to ready underprepared students for study in calculus in one year. The STEM Core has produced stellar results, preparing a very diverse group of students for calculus with throughput rates much higher than those in the general student population consistently, year after year.

In addition, MSE has innovated in creating new programs, highlighted by the Computer Science department's new Cybersecurity program that was developed in collaboration with the Computer Information Management department in the Economic & Workforce Development and Business Science Division. Outside of Saddleback College, the Computer Science department developed key relationships

with entities such as the Naval Information Warfare Center (NIWC) Pacific, to receive guidance and to plan for successful future partnerships in building out the Cybersecurity program. The Computer Science department developed a new Cyber Defense AS Degree as well as a Cyber Operations certificate to serve as the foundational core for the program.

EXISTING PROGRAMS

Astronomy
Astronomy AS
Biological Sciences
Biology AS and AST
Chemistry
Chemistry AS
Computer Science
Computer Science AS
Geology
Geology AST
Mathematics
Mathematics AA and AST
Physics
Engineering AS
Physics AS and AST

ENROLLMENT TRENDS

There are several areas of strengths as evident in the data. MSE boasts division-wide, very high, course fill rates. MSE classes have a division-wide fill rate of 85.63%, which far exceeds the 77.98% campus average. Out of all of the departments in MSE, Mathematics boasts the highest fill rate of 93.22%.

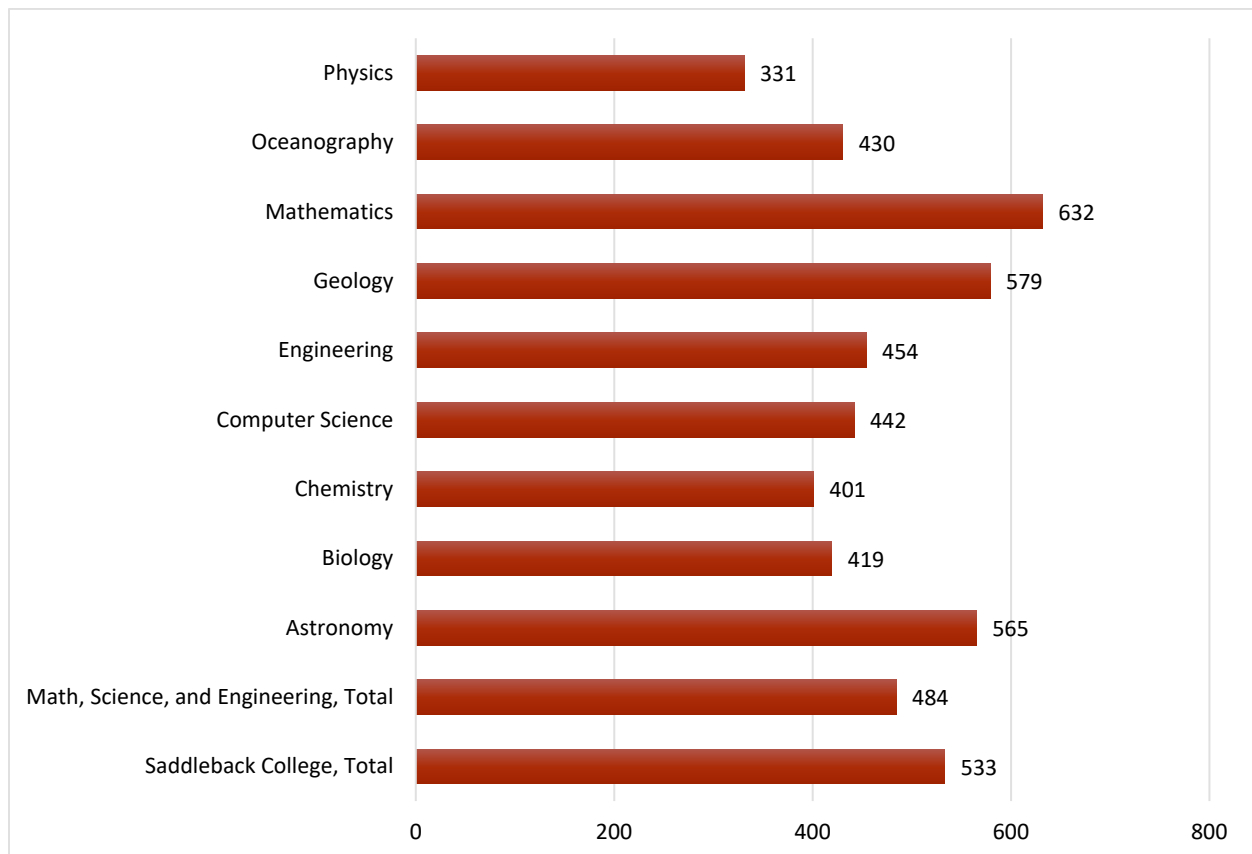
The high fill rates support MSE's strong performance in the area of efficiency. Despite a large proportion of class offerings for Biology and Chemistry locked into laboratory classes with a maximum size of 28, strong productivity of 494.17 WSCH/FTEF ratio has been achieved overall for the division. Mathematics supports MSE's strong efficiency with a very high efficiency ratio of 637.51, despite the detrimental effects of AB 705 on student enrollments. Of the Sciences, Astronomy boasts the highest efficiency ratio of 507.08.

Table 4.38: Mathematics, Science and Engineering and Saddleback College

College, Division, Department, 2018-19 Academic Year	TOTAL SECTIONS	COURSE FILL RATE	TOTAL FTEF	WSCH	FTES	PRODUCTIVITY (WSCH/FTEF)
Saddleback College, Total	4,934	81.0%	1158.46	617,870	17,189	533
Math, Science, and Engineering, Total	535	83.8%	180.27	87,315	2,937	484
Astronomy	20	90.3%	4.72	2,667	83	565
Biology	126	81.3%	45.80	19,208	657	419
Chemistry	81	82.2%	35.56	14,258	486	401
Computer Science	48	78.3%	14.88	6,575	221	442
Engineering	13	65.0%	3.33	1,512	45	454
Geology	116	86.5%	32.88	19,040	644	579
Mathematics	105	92.1%	30.34	19,168	642	632
Oceanography	15	64.3%	6.77	2,914	94	430
Physics	11	58.8%	5.99	1,982	66	331

Data Source: SOCCCD inFORM Data Warehouse, 2019

Figure 4.18: Mathematics, Science and Engineering, Productivity Bar Chart (WSCH/FTEF), Fall 2018, per Table 4.38 Final Column



Data Source: SOCCCD inFORM Data Warehouse, 2019

Table 4.39: FTES and WSCH, Total Growth and Average Annual Growth Rates

Division/Department	FTES GROWTH, 2014-15 to 2018-19	AVERAGE ANNUAL GROWTH RATE, FTES, 2014-15 to 2018-19	WSCH GROWTH, 2014-15 to 2018-19	AVERAGE ANNUAL GROWTH RATE, WSCH, 2014-15 to 2018-19
Saddleback College, Total	-0.9%	-0.2%	5.4%	1.3%
Math, Science, and Engineering, Total	-18.0%	-4.9%	-17.5%	-4.7%
Astronomy	-27.2%	-7.6%	-26.5%	-7.4%
Biology	-13.6%	-3.6%	-14.1%	-3.7%
Chemistry	16.5%	3.9%	16.7%	3.9%
Computer Science	13.3%	3.2%	16.4%	3.9%
Engineering	7.1%	1.7%	10.2%	2.5%
Geology	-33.1%	-9.6%	-33.0%	-9.5%
Mathematics	-28.1%	-7.9%	-26.5%	-7.4%
Oceanography	-24.2%	-6.7%	-23.5%	-6.5%
Physics	-14.3%	-3.8%	-13.9%	-3.7%

Data Source: SOCCCD inFORM Data Warehouse, 2019

Table 4.40: Section Count and Fill Rates

Division/Department	AVERAGE NUMBER OF SECTIONS, 2014-15 to 2018-19	AVERAGE COURSE FILL RATE, 2014-15 to 2018-19
Saddleback College, Total	5,193	78.5%
Math, Science, and Engineering, Total	576	83.5%
Astronomy	25	83.7%
Biology	126	78.5%
Chemistry	73	83.9%
Computer Science	37	78.5%
Engineering	13	62.1%
Geology	146	86.2%
Mathematics	125	93.0%
Oceanography	18	62.9%
Physics	12	62.5%

Data Source: SOCCCD inFORM Data Warehouse, 2019

STUDENT SUCCESS TRENDS

MSE boasts strong and stable retention rates. Although it lags the college average, MSE's overall retention rates have consistently sat approximately 9% below the campus-wide average. MSE was successful in improving its retention rates over the last three years, keeping pace with the campus-wide improvements in retention.

For Fall 2018 semester, MSE's retention rate increased to 83.36%, which represented a 1.44% jump over the Fall 2017 figure and a 2.96% increase over Fall 2016. Although MSE houses many rigorous transfer level science and mathematics courses impacting retention, efforts to improve retention rates are continuing with the goal of achieving average rates closer to the campus average overall.

Success rates have been more of a challenge for MSE. MSE's overall success rates in the low 60% range have lagged the overall campus average in the low 70% range. However, the data also shows that positive changes are taking place and moving success rates in the right direction. Over the last five fall semesters, the campus average has been stable in the 72% to 73% range, while during this same time period, MSE improved success rates, from 59%-60% (Fall 2014 and 2015) to 61%-62% (Fall 2017 and 2018). MSE will continue its work to improve success rates in order to close the gap with the campus wide average. Strategies for improving student success are discussed in detail in the next section under "Opportunities", as well as in the preceding section under "Existing Programs".

Table 4.41: Retention and Success Rates

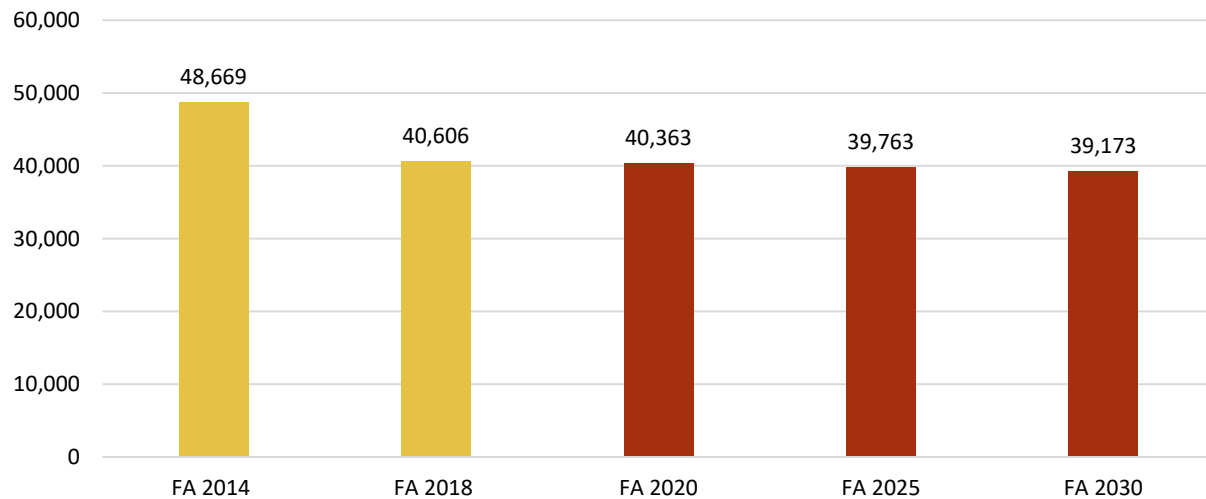
Average Retention Rate	2014-15	2015-16	2016-17	2017-18	2018-19
Saddleback College - Retention	86.6%	87.6%	87.5%	87.2%	88.4%
Math, Science, and Engineering - Retention	81.0%	81.1%	81.1%	81.6%	82.4%

Average Success Rate	2014-15	2015-16	2016-17	2017-18	2018-19
Saddleback College - Success	72.2%	73.8%	74.1%	74.2%	74.6%
Math, Science, and Engineering - Success	61.1%	61.0%	62.0%	62.9%	63.7%

Data Source: SOCCCD inFORM Data Warehouse, 2019

CHALLENGES AND OPPORTUNITIES FACING THE DIVISION

Figure 4.19: School and Program WSCH, Math, Science and Engineering, Actual and Estimated Growth, 2014 to 2030



WSCH, Actual and Projected	Fall 2014	Fall 2018	Fall 2020	Fall 2025	Fall 2030	WSCH Estimated Average Annual Growth Rate, 2018 to 2030
Astronomy	1,749	1,146	1,134	1,105	1,077	-0.52%
Biology	9,489	8,096	8,020	7,833	7,650	-0.47%
Chemistry	5,456	6,155	6,114	6,014	5,916	-0.33%
Computer Science	2,463	2,900	2,889	2,862	2,835	-0.19%
Engineering	45	63	63	62	61	-0.24%
Geology	858	1,136	1,130	1,114	1,098	-0.28%
Mathematics	25,533	18,558	18,488	18,314	18,142	-0.19%
Oceanography	774	570	564	548	532	-0.57%
Physics	2,302	1,982	1,961	1,911	1,862	-0.52%
Math, Science and Engineering, Total	48,669	40,606	40,363	39,763	39,173	-0.30%

Data Source: SOCCCD inFORM Data Warehouse, 2019

CHALLENGES

There are several core issues facing MSE, both internal and external to the division. The internal issues fall into two broad categories: aging facilities and flat division budgets.

Enrollment management (access, retention, and completion) Challenges

There are several serious external issues facing MSE today. The main issue is centered on the declining traditional-aged student population in the local service area due to a fundamental shift in demographics. The decline in the traditional-aged population has provided challenges to MSE as the division struggles to increase enrollments to support the growth targets set for the entire campus. In addition, AB 705 implemented fully for Fall 2019 has greatly limited MSE enrollments as it reduced the number of mathematics classes offered. In addition, MSE faces the same challenges facing every community college in California meeting the needs of a rapidly changing student population by offering up-to-date curriculum and course offerings that are in demand today.

Facility Challenges

With productivity increases limited by maximum laboratory classroom size, it is essential for the MSE Division to have access to classrooms that can fully support Mathematics and Computer Sciences as the engines for enrollment growth. However, MSE suffers from a lack of modern, adequate facilities for Mathematics classrooms, and also a lack of modern, adequate facilities for Computer Science classrooms, instructional labs, and drop-in tutoring labs. Mathematics and Computer Sciences are housed in the aging Science Math building, which is now over 45 years old. New classrooms and computer labs are essential to support the great potential shown by Mathematics and Computer Science to grow and support MSE enrollments. With mathematics courses scheduled to capacity in their assigned classrooms, new classrooms tailored to facilitate non-traditional instruction are needed in order to expand the number of available AB 705 compliant support classes for transfer level mathematics courses.

Technology and Equipment Challenges

In addition, dealing with the challenge of aging facilities, the MSE budget has been flat over the past several years with no appreciable funding increase despite increased materials, equipment, repair, and maintenance costs. The absence of a consistent replacement equipment budget from year to year has hampered efforts to maintain high quality laboratory facilities. In addition, the staff hiring freeze and a lack of additional budget to augment staff support have provided challenges in maintaining the high quality of instruction within the division.

The lingering issues with the new Sciences building have proven problematic with limitations in direct funding available to the division to alleviate these issues. Unresolved issues include poor lighting throughout the building, carry-over telescope used in the observatory, issues with the building's 'Notifier' maintenance alarm on the fire alarm system, ongoing issues with the HVAC and ventilation systems, and numerous leaks throughout the building.

OPPORTUNITIES

Enrollment Management (Access, Retention, and Completion) Opportunities

MSE has responded strongly to all its internal and external challenges.

The Mathematics department responded swiftly to large-scale programmatic and curricular changes imposed by AB 705. The department worked expeditiously to become AB 705 compliant by implementing placement based on high school grades. In addition, the department created and scheduled new support courses to allow any student to enroll in transfer-level mathematics courses such as College Algebra and Trigonometry.

To support students and their changing needs, MSE has changed how courses are developed and offered to students. The Mathematics department has put professional development at its core in order to have faculty fully ready to teach the AB 705 support courses. Best practices implemented include the Mathematic department's Community of Practice Committee developing student-centered pedagogy for instructors teaching support classes. In addition, MSE strengthened its online presence to broaden its reach to students who cannot physically access the campus. Biology added a new course offered online, BIO 28 – Plants and Human Affairs, starting Fall 2019. Mathematics for the first time, began offering transfer-level mathematics courses online with Math 10 – Statistics, and Math 7 – College Algebra for Fall 2019. MSE is set to continue innovating, with Chemistry launching the department's first-ever, hybrid Chemistry course during the Spring 2020 semester. Next, a hybrid version of CHEM 3 – Fundamental Chemistry will be launched starting Summer 2020 semester. Currently, plans are in place to have both CHEM 3 – Fundamental Chemistry, and CHEM 108 – Introduction to General, Organic, and Biochemistry offered regularly as hybrid courses.

Facility Opportunities

In light of challenges stemming from the aging infrastructure, MSE has been resourceful in finding ways to meet the needs of students. To resolve the shortage of rooms for the Mathematics and Computer Sciences department, MSE has worked with other divisions on campus to find and schedule classes and tutoring laboratory hours, outside of the division. Through this successful collaboration, MSE courses have been successfully scheduled in the HS, LRC, and BGS buildings.

This collaboration positively impacted Computer Sciences, as MSE works to support development of their new Cybersecurity program. For example, the program requires a new Cyber Operations Center (COC) computer lab, as a hub of activity for students in the program. MSE worked with the LRC and ITC, to relocate existing drop-in tutoring labs outside of the division so that an existing MSE spaces can be utilized to meet this urgent facility need.

Partnership Opportunities

In addition, none of this work is relevant if MSE cannot engage with students. To this end, MSE continues to support the special enrichment opportunities available to our students including Summer Research program at UCI-Madon labs, the NASA Rover team, and the Physics and Astronomy Club. Additionally, MSE is a proud participant in the campus-wide Honors program with several Honors program offerings within the division including Math 3AH – Honors Analytic Geometry, and BIO 3AH/BH – Honors General Biology I/II.

FUTURE DIRECTION OF THE DIVISION

- Increase access to programs and courses through more effective scheduling, especially college level math courses.
- Increase access to programs and courses through online courses and technology innovations, such as “flipped” classrooms.
- Increase efficiency of existing facilities to better align with scheduling needs.
- Strengthen collaboration on campus to support math and science courses for non-STEM majors.
- Expand project-based learning opportunities and curriculum development with Career Education programs on campus.
- Seek opportunities to increase the funding for program enhancements.
- Address equity gaps with access and achievement for both in person and online courses.

SOCIAL AND BEHAVIORAL SCIENCES

DESCRIPTION

Seeking to educate students for a lifetime of success, the Social and Behavioral Sciences (SBS) Division teaches general education courses that may lead to an Associate degree and offers Career Education (CE) courses that provide real-world skills to secure employment in Child Development, Education Studies and Gerontology.

EXISTING PROGRAMS*

Anthropology
Anthropology Degree
Child Development and Education
Early Childhood Education Degree
Early Childhood Teacher Certificate of Achievement
Elementary Teacher Education Degree
Infant Toddler Teacher Certificate of Achievement
Master Teacher Certificate of Achievement
School Age Care and Recreation Certificate of Achievement
Site Supervisor Certificate of Achievement
Economics
Economics Degree
Geography
Geography Degree
History
History Degree
Political Science
Political Science Degree
Psychology
Psychology Degree
Sociology/Gerontology
Sociology Degree
Gerontology Certificate of Achievement
Gerontology Interdisciplinary Certificate of Achievement
Gender and Sexuality Studies
Gender and Sexuality Studies degree

***Occupational Skills Awards excluded**

ENROLLMENT TRENDS

Since Spring 2019, the Social and Behavioral Sciences Division continues to see growth in enrollments and productivity. As of late September 2019, FTES has grown 13% year over year. In Fall 2018, the division generated 1156 FTES; during Fall 2019, SBS has generated 1310 FTES. However, due to attrition among students in the second eight-week class period, FTES is expected to be up approximately 10% year over year by the end of Fall 2019.

Additionally, the division's productivity rates have increased. In the fall of 2018, SBS WSCH/FTEF was 540; in Fall 2019, WSCH/FTEF landed at 568. This growth is due to the division's increase in introductory

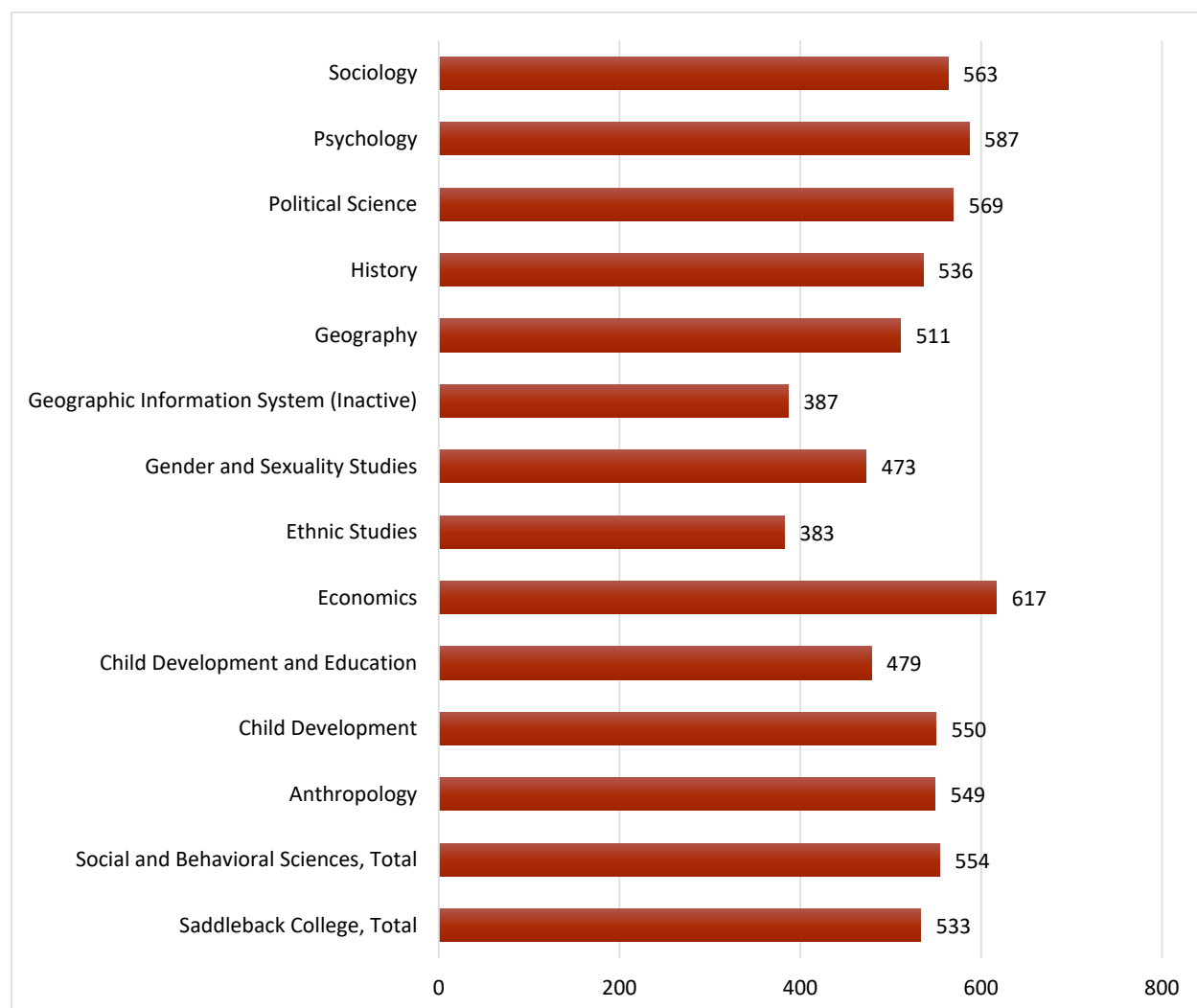
offerings and online success; SBS will continue to experience this growth in the next five years. The division's online enrollments alone make up approximately 50% of all SBS enrollments.

TABLE 4.42: ENROLLMENT AND PRODUCTIVITY, SOCIAL AND BEHAVIORAL SCIENCES AND SADDLEBACK COLLEGE, 2018-19 ACADEMIC YEAR

College, Division, Department, 2018-19 Academic Year	TOTAL SECTIONS	COURSE FILL RATE	FTEF	WSCH	FTES	PRODUCTIVITY (WSCH/FTEF)
Saddleback College, Total	4,934	81.0%	1158.46	617,870	17,189	533
Social and Behavioral Sciences, Total	778	84.5%	160.35	88,878	3,024	554
Anthropology	74	82.9%	14.90	8,184	279	549
Child Development	136	84.4%	29.04	15,982	549	550
Child Development and Education	17	65.9%	2.62	1,254	43	479
Economics	51	101.4%	11.01	6,795	234	617
Ethnic Studies	2	56.7%	0.40	153	5	383
Gender and Sexuality Studies	15	76.3%	3.00	1,419	50	473
Geographic Information System (Inactive)	6	53.3%	1.26	487	14	387
Geography	56	79.2%	11.04	5,640	192	511
History	149	79.6%	30.47	16,326	545	536
Political Science	74	88.4%	15.64	8,904	295	569
Psychology	134	85.2%	28.03	16,445	541	587
Sociology	64	93.4%	12.94	7,290	276	563

Data Source: SOCCCD inFORM Data Warehouse, 2019

FIGURE 4.20: SOCIAL AND BEHAVIORAL SCIENCES, PRODUCTIVITY (WSCH/FTEF), 2018-19 ACADEMIC YEAR,
PER TABLE 4.42 FINAL COLUMN



Data Source: SOCCCD inFORM Data Warehouse, 2019

TABLE 4.43: FTES AND WSCH, TOTAL GROWTH AND AVERAGE ANNUAL GROWTH RATES, 2014-15 TO 2018-19 ACADEMIC YEARS

Division/Department	FTES GROWTH, 2014-15 to 2018-19	AVERAGE ANNUAL GROWTH RATE, FTES, 2014-15 to 2018-19	WSCH GROWTH, 2014-15 to 2018-19	AVERAGE ANNUAL GROWTH RATE, WSCH, 2014-15 to 2018-19
Saddleback College, Total	-0.9%	-0.2%	5.4%	1.3%
Social and Behavioral Sciences, Total	2.2%	0.6%	1.7%	0.4%
Anthropology	-21.4%	-5.8%	-21.9%	-6.0%
Child Development	31.3%	7.1%	31.7%	7.1%
Child Development and Education	53.6%	11.3%	44.3%	9.6%
Economics	8.3%	2.0%	7.2%	1.8%
Ethnic Studies	-44.4%	-13.7%	-42.0%	-12.7%
Gender and Sexuality Studies	-10.7%	-2.8%	-11.8%	-3.1%
Geographic Information System (Inactive)	27.3%	6.2%	44.9%	9.7%
Geography	-6.8%	-1.7%	-8.7%	-2.3%
History	1.3%	0.3%	0.9%	0.2%
Political Science	7.7%	1.9%	7.3%	1.8%
Psychology	-4.6%	-1.2%	-4.1%	-1.0%
Sociology	-1.8%	-0.4%	-3.1%	-0.8%

Data Source: SOCCCD inFORM Data Warehouse, 2019

TABLE 4.44: SECTION COUNT AND FILL RATES, 2014-15 TO 2018-19 ACADEMIC YEARS

Division/Department	AVERAGE NUMBER OF SECTIONS, 2014-15 to 2018-19	AVERAGE COURSE FILL RATE, 2014-15 to 2018-19
Saddleback College, Total	5,193	78.5%
Social and Behavioral Sciences, Total	808	78.6%
Anthropology	87	76.2%
Child Development	126	80.0%
Child Development and Education	15	61.1%
Economics	57	86.4%
Ethnic Studies	2	62.4%
Gender and Sexuality Studies	15	71.7%
Geographic Information System (Inactive)	6	53.0%
Geography	60	76.5%
History	152	74.9%
Political Science	77	80.4%
Psychology	140	81.5%
Sociology	70	83.6%

Data Source: SOCCCD inFORM Data Warehouse, 2019

STUDENT SUCCESS TRENDS

Faculty within the Social and Behavioral Sciences Division take great strides to ensure mastery of their discipline and pedagogical best practices. These efforts are apparent through SBS Division success and retention rates, both of which are approximately 2.5% above College rates. Additionally, the differences in success, retention, and persistence rates of our in-person and online offerings are marginal. Initial data suggests the SBS Division is a leader in terms of reducing equity gaps.

SBS faculty are actively engaged in Distance Education, Senate, Faculty Association, POER, ZTC, and other efforts. Faculty from across the division are actively working towards increasing student success and reducing non-academic barriers by converting their courses from publisher textbooks to Zero Textbook Cost (ZTC). One out of three (114 of 337, or 34%) SBS sections are ZTC (excluding canceled sections), whereas across the college, 398 of 2,415 (16.5%) sections are ZTC. SBS ZTC courses represent 29% of all ZTC courses at Saddleback (114 of 398 ZTC classes). The Office of Planning, Research and Accreditation analyzed ZTC and non-ZTC during the 2018-2019 academic year and found that cancel rates are lower and success rates are higher for ZTC sections.

TABLE 4.45: RETENTION AND SUCCESS RATES, 2014-15 TO 2018-19 ACADEMIC YEARS

Average Retention Rate	2014-15	2015-16	2016-17	2017-18	2018-19
Saddleback College - Retention	86.6%	87.6%	87.5%	87.2%	88.4%
Social and Behavioral Sciences - Retention	88.0%	88.7%	89.5%	89.6%	91.0%

Average Success Rate	2014-15	2015-16	2016-17	2017-18	2018-19
Saddleback College - Success	72.2%	73.8%	74.1%	74.2%	74.6%
Social and Behavioral Sciences - Success	71.0%	73.2%	74.9%	75.5%	77.9%

Data Source: SOCCCD inFORM Data Warehouse, 2019

CHALLENGES AND OPPORTUNITIES FACING THE DIVISION

CHALLENGES

Enrollment Management (Access, Retention, and Completion) Challenges

Current enrollment challenges include fluctuations in demand from year to year. While InFORM and the Enrollment Management Dashboard provide some insight, the division receives few updates regarding real time enrollments or the needs of future students. It is challenging to ensure SBS programs are meeting demand based on current available data. Additionally, more data and information are needed to ensure division staff are working with intentionality to reduce equity gaps in all forms of instruction.

Facility Challenges

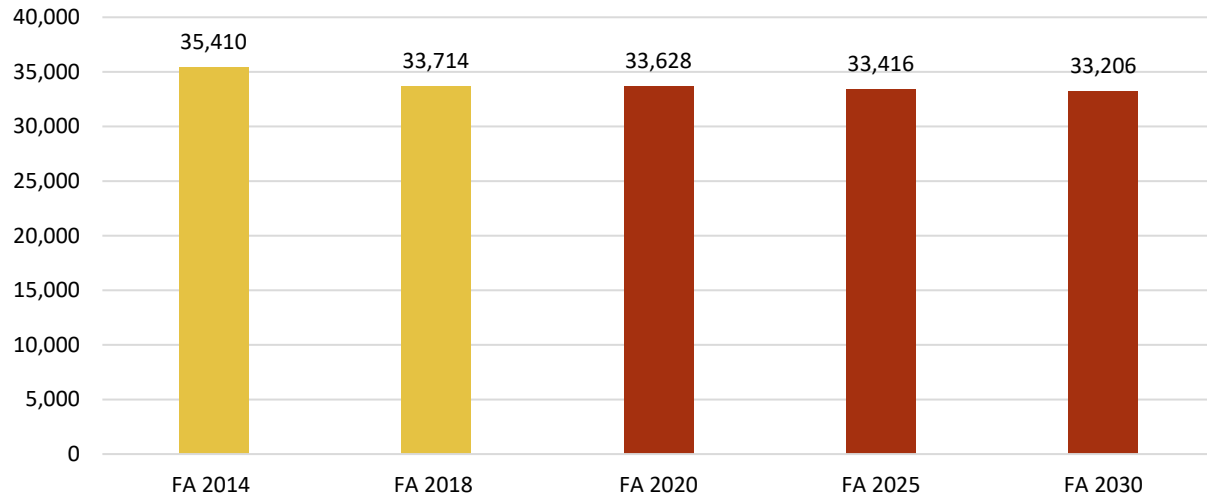
One of the largest and most consistent issues for SBS is a lack of classroom space relative to the size of the division. The SBS Division generates approximately 20 percent of FTES for the College but has access to less than five percent of the classroom space. The current executive administration is aware of this issue, and they are working to address these concerns.

In addition to classroom challenges, most of the Social and Behavioral Sciences Division is housed in the BGS Building. While upgrades were completed within the last ten years, the HVAC system has not been updated in over thirty years. As a result, the classrooms experience extreme temperature fluctuations of 20 degrees regularly.

Human Resource Challenges

Currently SBS offers more sections than any other division on campus. Because of this, more than 140 employees work within the division. SBS is currently assigned two full-time and one part-time staff member. This current staffing structure does not allow the division to take an active role in creating engagement activities beyond the basic events put on by SBS departments. In addition to engagement activities, the division wants to increase student access to internship and work experience opportunities. Without additional staff, these efforts will be limited.

FIGURE 4.21: SCHOOL AND PROGRAM WSCH, SOCIAL AND BEHAVIORAL SCIENCES, ACTUAL AND ESTIMATED GROWTH, 2014 TO 2030



WSCH, Actual and Projected	Fall 2014	Fall 2018	Fall 2020	Fall 2025	Fall 2030	WSCH Estimated Average Annual Growth Rate, 2018 to 2030
Anthropology	4,245	3,069	3,055	3,019	2,983	-0.24%
Child Development	4,642	6,179	6,173	6,159	6,144	-0.05%
Child Development and Education	327	470	467	461	454	-0.28%
Economics	2,325	2,337	2,322	2,284	2,246	-0.33%
Ethnic Studies	123	90	89	85	82	-0.74%
Gender and Sexuality Studies	762	675	671	662	652	-0.28%
Geographic Information System (Inactive)	57	60	59	57	54	-0.80%
Geography	2,915	2,226	2,211	2,175	2,139	-0.33%
History	6,171	6,027	6,021	6,007	5,993	-0.05%
Political Science	3,612	3,477	3,470	3,454	3,438	-0.09%
Psychology	6,913	6,107	6,101	6,087	6,073	-0.05%
Sociology	3,318	2,997	2,989	2,967	2,947	-0.14%
Social and Behavioral Sciences, Total	35,410	33,714	33,628	33,416	33,206	-0.13%

Data Source: SOCCCD inFORM Data Warehouse, 2019

Technology & Equipment Challenges

The classrooms currently assigned to the Social and Behavioral Sciences Division do not offer enough space or electrical access to modify configurations and update classrooms to integrate new technology.

OPPORTUNITIES**Enrollment Management (Access, Retention, and Completion) Opportunities**

The Division sees opportunities for growth and improvement due to AB 705; the development of the Global Studies Program; College Pathways efforts; and modifications in modalities. Recently, AB705 has provided the opportunity for more students to enroll in Economics courses starting Fall 2019. The Economics Department met additional student demand by offering additional short-term 8-week courses and has revised the Spring 2020 schedule in anticipation of increased enrollments. Social and Behavioral Sciences faculty were early adopters of online education. As a result, students outside of our service area enroll in the department's online classes, including online Anthropology labs, online Child Development courses, and online Statistics for Social and Behavioral Sciences which meets Area 2 (quantitative reasoning) of the IGETC transfer pattern. During the summer session, the division has experienced growth in four-year college and university students enrolling in SBS courses. These students represent a local untapped market with great growth potential. Due to the above, and additional efforts towards supporting completion and equity improvements, SBS expects that the trajectory of enrollment will continue to increase.

Facility Opportunities

Based on initial plans, the Gateway Building will enable SBS to expand courses during prime time to meet demand. However, the Gateway Building is projected to open in 2023, and the division will need to seek an interim solution to space needs on campus to meet growing demand.

Technology and Equipment Opportunities

In an effort to increase the quality of online courses, several faculty within the SBS Division are involved in the College's Peer Online Course Review process. Faculty from Anthropology, Economics, Political Science, and Sociology are part of the review team that is using the CVC-OEI Course Design Rubric to provide professional development to colleagues. Additionally, faculty from Child Development, Economics, Geography, History, Political Science, and Sociology are having their online courses reviewed and aligned (including accessibility) to the CVC-OEI rubric.

FUTURE DIRECTION OF THE DIVISION

- Increase growth through additional online course offerings and visibility through the CVC_OEI Finish Faster Website.
- Address equity gaps for both in-person and online courses.
- Increase interdisciplinary efforts align with the college learning pathways.
- Increase professional development opportunities.
- Increase faculty collaboration with integrated programs such as Global Studies.

INSTRUCTIONAL SUPPORT SERVICES DIVISIONS

The instructional support branch of the college strives to provide additional infrastructure to support programs, students and faculty in carrying-out the vision for instruction and focuses on addressing equity gaps to ensure that all students and faculty are able to meet their fullest potential. In addition, instructional support also works to ensure that our programs are connected and able to meet the economic workforce needs of our community. The two divisions that support instructional services are Economic & Workforce Development and Business Science, and Online Education & Learning Resources.

ECONOMIC & WORKFORCE DEVELOPMENT AND BUSINESS SCIENCE

DESCRIPTION

The Economic Workforce Development and Business Science (EWDBS) Division is unique in that it houses instructional programs and instructional support services that connect the college and its programs to educational and industry partners in Southern Orange County.

The division cultivates collaborations and partnerships with regional employers and workforce partners to develop high quality instructional offerings, industry specific skills training, student work-based learning opportunities, and contributions of knowledge, resources, and engagement for our academic programs. In addition, the division fosters collaborations and partnerships with K-12 and four-year university partners that will provide opportunities to advance students' academic pursuits towards economic stability.

On campus, the EWDBS Division supports the college's academic programs and Economic Workforce Development (EWD) initiatives by providing labor market data, opportunities to partner and collaborate, and instructional resources for faculty and students.

CHALLENGES AND OPPORTUNITIES FACING THE DIVISION**CHALLENGES****Human Resources Challenges**

Over five years ago, initial seed funding was provided to develop a team to build out the EWD function at the college level. As increased opportunities for customized training and work-based learning opportunities are developed, there will be a need to expand the human resources capacity in this area to continue the growth and expansion of the programs. The current capacity of staffing is close to reaching its maximum output limit. A human resources plan will need to be developed to ensure that the potential for growth in this area is not stifled.

Data Challenges

Traditional labor market information is limited and does not capture awards from programs that do not report outcome data to the California Community College Chancellor's Office (CCCCO). Fee-based and contract education program outcomes are currently not captured. In addition, there is a lag in reporting supply data to the CCCCCO, therefore recently created programs will not be represented in traditional labor market information.

Additionally, there continues to be a challenge with capturing the outcomes for skills builders who do not come to the college to complete a certificate or degree. Instead, these students only take courses to expand their knowledge base and at times do not return after taking only one class.

Infrastructure Challenges

There has been an increase in interdisciplinary and cross-disciplinary collaboration at the College and regionally with the Strong Workforce Program and Perkins V funding allocations. Since our traditional budgeting infrastructure was developed to track funding and expenses within a department or division, these across program projects are hard to monitor. Reporting is difficult since the gathering of data for reporting purposes is done manually, given the siloed budget infrastructure.

For projects that are across colleges and systems, as well as those involving community and industry partners, there continues to be a need for data sharing agreements to allow for easy access to information that is needed to better serve the students in the programs.

OPPORTUNITIES**Leveraging Educational Partnerships**

The EWDBS division continues to expand and leverage its educational partnerships. High school career education articulation agreements continue to expand to increase the number of students who earn college credit while in high school. In addition, new K-12 College and Career Access Pathways (CCAP) agreements and four-year university partnership programs are launching to create seamless transition opportunities for students while increasing enrollments for the college.

Career Pathways at the K-12 level are being enhanced with funding, accountability, and new initiatives within the state of California, and our division is poised to be a leader locally and regionally. This includes participation in the Orange County Department of Education's Dual Enrollment Task Force, where regional efforts support local student success in Early College Pathways. Additionally, the division participates in the Strong Workforce Early College Career Pathways Initiative and hosts a Grant Project Manager to enhance dual-enrollment development.

Leveraging Instructional Partnerships

The division seeks opportunities to support college academic programs and participates in regional economic and workforce development through industry specific initiatives. Within the energy, construction and utilities sector, our division will be hosting a Regional Director for Employer Engagement, formerly known as a Deputy Sector Navigator. Within the real estate sector, the division facilitates the California Community College Real Estate Education Center supporting the advancement of real estate education statewide.

The division also actively supports the college and its programs by developing additional work-based learning activities through Cooperative Work Experience, on-campus student worker programs, new programming for apprenticeships and pre-apprenticeships, and formalized student internships.

Over the past two years, there has been an increase in our contract education partnerships through other colleges using an Employment Training Panel (ETP) contract, a funding source which subsidizes the cost of customized training to employers. Given this growth opportunity, the College is seeking its own ETP contract and is contracting with Chaffey College to address the administrative tracking and reporting to ETP on behalf of the college.

FUTURE DIRECTION OF THE DIVISION

- Expand staffing capacity to increase learning services to the college and leverage external partnerships.
- Facilitate expansion of Early College Pathways with K-12 partners.
- Develop and expand work-based learning placement services.
- Increase efficiency and alignment of contract education programs across the college.
- Increase revenues for contract education by expanding customized training opportunities.
- Leverage internal collaborations to establish structures which support integrated learning opportunities.

ONLINE EDUCATION AND LEARNING RESOURCES

DESCRIPTION

The primary purpose of the Online Education and Learning Resources (OELR) division is to 1) grow and support online education; 2) provide academic instructional support to students through library services, learning assistance, student technical support, Study Abroad and Honors; and 3) coordinate college-wide activities that promote student success, such as the Institute for Teaching and Learning, Zero Textbook Cost Initiative, and the Student Equity and Achievement Program administration. Programs include Online Education, Learning Assistance, Library, Honors, Study Abroad, Institute for Teaching and Learning, Zero Textbook Cost Initiative, Student Equity, and Achievement Program.

ONLINE EDUCATION DEVELOPMENT

Saddleback College has developed a robust offering of online programs, which contributes significantly to the college's overall full-time equivalent students (FTES). During 2017-2018, 28% of all FTES generated at the College were in online education courses. Saddleback College has been a leader in online enrollments over the last several years.

At present, Saddleback has 50 fully-online courses and certificates, including fully-online GE pathways, CTE pathways, certificates, and ADTs. Saddleback College has been aggressive in developing its online education platform over the last four years from 992 online sections offered in the 2013-14 year and no known online degrees to the most recent semester with over 1,392 courses offered online in 2017-18. To accommodate this dramatic growth in online programs and courses over the last four to five years, the college has provided critical institutional resources to ensure the strategic planning and success of the online education program.

In 2018, the Online Educator Certificate was developed to provide professional development to support faculty to teach the growing number of fully online courses offered at the college. At the direction of the Dean of Online Education and Learning Resources, four key faculty members with expertise in online education were selected to create and facilitate a 10-week fully-online program for teachers. The program includes sections on technology tools, accessibility, assessment and orientation, and offers both best practices and practical guidance to faculty preparing to teach online for the first time. Since its creation, the division has offered three sections of the certificate each year, reaching as many as 300 faculty members. In collaboration with ITL and the Faculty Center, the college launched a certificate in Online Equity and Culturally Responsive Teaching in Spring 2020. The certificate is designed to encourage, assist, and promote equity and culturally responsive teaching and learning, and is modeled after the Online Educator Certificate. Outcomes and activities focus on strategies to reduce the achievement gap in online settings, enacting solutions, and interventions in classes, and looking at equity data, while learning to come up with action plans to address gaps for students.

INSTRUCTIONAL STUDENT SUPPORT PROGRAMS**Honors**

The Honors Program is an interdisciplinary effort to develop exceptional talent, ability, and scholarship in highly motivated students of all majors. The program is open access, allowing all students interested in doing Honors coursework to enroll in Honors courses. Through a partnership with the Transfer Center, there is support for students seeking admission to their best-fit colleges, including the 35 institutions with which Saddleback College has preferential transfer agreements. There is also strong faculty support for student research through participation in several undergraduate research conferences and through incorporation of research into Honors course curricula.

The Honors Program has exceptional success in transfer acceptance and research conference presentations. While students are not required to report their acceptances, internal tracking indicates that Fall 2018 acceptance rates were 93% and 98% to UCLA and UCI, respectively. In addition, in Fall 2018, students were also accepted to UC Berkeley, UC Santa Barbara, UC San Diego, UC Davis, CSU Fullerton, CSU Long Beach, SDSU, and many private/out-of-state institutions, including Chapman University, Loyola Marymount University, Mount Holyoke College, Northwestern University, Reed College, Scripps College, Smith College, the University of Michigan, Whitman College, and Williams College, among others.

Learning Assistance Program

The Learning Assistance Program (LAP) provides direct instructional support to students, both online and on-campus, and works collaboratively with all divisions and programs. The LAP is an integral part of the student's learning experience and has a direct impact on their success, retention, and persistence rates. The LAP provides instructional support through the LRC Tutoring Center, Program Assisting Student-Athlete Success (PASS), Academic Success Program (ASP), and Student Technical Support.

The LRC Tutoring Center provides one-on-one, group, and online tutoring (asynchronous and synchronous) for over 30 disciplines. Specialized tutoring programs, such as VETS, DSPS, and EOPS/CARE/CALWorks/Foster Youth, were created to better serve our special populations of students by offering extended tutoring times and program-specific trained tutors. Other specialized tutoring programs, such as Nursing and CTE-focused tutoring, were created to address growing industry needs. The Center stays current with relevant state mandates and legislation by being proactive in the subjects provided and tutors hired. In the past two years, the Center has expanded its Embedded Tutoring program to meet the needs of AB 705 and placed Embedded Tutors in English and math support courses.

Additionally, the Center has several joint partnerships slated for Fall 2019, in an effort to better support students and streamline processes. The Center is currently working on housing the CIM and CS labs within the area. The Center is also working with the CVC-OEI Grant, to launch the Online Student Mentor Program, which is designed to target first time online students. In the fall of 2016, 2017, and 2018, the Center had, on average, 52,260 student contact hours per semester (SCAT data). To keep up with student demand and Title V, the Center employs over 120 tutors, 8-12 Faculty Tutorial Specialists, four classified staff (full-time/part-time), and 3-6 Federal Work-Study students.

In collaboration with the Extended Learning Division, the LRC Tutoring Center also provides support to the two off-site Adult English as a Second Language (AESL) tutoring centers in San Juan Capistrano and Mission Viejo. The AESL tutoring centers provide support to over 200 AESL students who need assistance as they learn the basics of the English Language. With primary oversight from an AESL faculty coordinator, the AESL tutoring centers employ nine tutors and six Faculty Tutorial Specialists.

The Program Assisting Student-Athlete Success (PASS) has been operating since its creation in 2013. As the needs of the student-athletes have increased, so have the services offered by the program. The collaboration with the Athletic Department provides orientations, PASS specific tutors, study hall hours, grade checks, PASS counseling hours, and on-campus workshops to over 400 student-athletes. Fall 2017 and 2018 had record-breaking numbers of student-athletes on Honor Roll (54% and 53%) and Fall 2018 also had the largest number ever of student-athletes with a 4.0 GPA. The LAP has one full-time Learning Assistance Specialist dedicated to PASS, but he also splits his time supporting other special populations as well.

Since 2014, Student Technical Support (STS) has been part of the LAP and provides technical support to students via in-person, email, telephone, and online chat. Topics range from the password, email, and MySite assistance to Canvas and Wi-Fi support. STS recently updated its website to provide a more user-friendly, ADA-accessible, informational site. STS tracks their student traffic through DeskTraker, which counted over 4,000 student cases in Fall 2018. The STS team is comprised of two (one is vacant) full-time Lab Technicians, Computers, one 27-hour Lab Technician, and one 15-hour Project Specialist.

Library

The Library's goal is to assist students, faculty, staff, administrators, and community members in achieving their educational and personal goals for independent, lifelong learning. The Library offers high-quality face-to-face and online instruction, print and electronic collections, professional development training, and technical support that Library users need to develop, build, and change their knowledge bases. The Library supports the college transfer goal by offering credit courses that articulate with universities including, LIB 2 Honors. The Library provides services to users both on and off campus and is an early adopter of new technologies in support of student learning. The Library is highly involved with equity, OER, pathways, and student success at the campus level.

The Library continues to be highly used by students. The computer lab and group study rooms are in high demand throughout the year, and the Library's print and online resources see substantial usage. The Library's Reserves collection continues to be the most heavily used, accounting for over 75% of all checkouts. This critical service provides students with access to over 1,000 course textbooks and other classroom materials at no cost. Interlibrary Loan (ILL) requests have increased since 2014 and continue to grow now that users can submit and track requests online. In addition, the librarians are working closely with faculty that have research assignments within their courses to embed library services within their courses. To enhance this service, the librarians have adopted the use of LibGuides to reach a larger segment of users. We are currently working to implement LibGuides within the Canvas shell so that a link to the guides will appear in the navigation tool.

Study Abroad

Saddleback College offers a variety of study abroad programs that integrate academic learning in classroom and/or field settings with exposure to different cultures and environments, as students explore the natural beauty and ecology of a foreign country; savor its foods; live among its people; visit its galleries, theaters, museums, and night clubs; and take excursions to unique heritage sites and biological reserves, all while earning transferable college credits and developing new perspectives on academic subjects and real-world issues. The college typically offers five to six programs per year, during the spring and summer terms. While Study Abroad programs have typically lived within the divisions, as of Fall 2019, coordination of the program is now located within the Division of Online Education and Learning Resources. Through this division support, the program now has coordinated marketing, outreach, processes for promotion and selection of new programs, a faculty handbook, a coordinated website for students, and an advisory committee.

INSTRUCTIONAL FACULTY SUPPORT PROGRAMS**Institute for Teaching and Learning**

The Institute for Teaching and Learning, revived in Fall 2019, seeks to coordinate the efforts around faculty professional development. Efforts include coordinating new faculty orientation, induction and tours, training for pedagogy, equity and excellence, and creating a centralized system for sharing and disseminating information about professional development. Professional development efforts at the college include Peer Online Course Review (POCR), kicked off at Saddleback College in Summer 2020 through support of a \$500,000 grant through the Online Education Initiative (CVC-OEI). The grant supported the creation of a POCR process at the college, which included an intensive peer-review process. First, through this process, approximately 20 discipline experts received training through the state to become certified reviewers, learning how to apply the nearly 15-page intensive course quality review rubric and provide feedback, and as of Spring 2020, 50 reviews have been completed.

Faculty Center

The Faculty Center for Student Success is located in the BGS building, and houses a state-of-the-art Apple computer lab, in addition to space for faculty to meet, learn, lounge, work on grades, and receive support. Faculty have access to technology for instructional support in the Faculty Center, including use of copiers, specialized software and hardware, video and audio hardware, and sound booths for recording. The Faculty Center houses three full-time Instructional Technologists who report to the Dean of Online Education and Learning Resources. These staff members provide one-on-one support to faculty members for instructional design, accessibility, and other online education needs. They also hold small workshops, both online and in-person, and provide critical support for the college's fledgling Peer Online Course Review (POCR) process, by helping faculty to align their courses to the quality rubric, and by reviewing all Section D (Accessibility) requirements before certifying courses.

Zero Textbook Cost Initiative (ZTC)

Since 2018, the College has been working intensively to increase the number of courses that use Zero Textbook Cost (ZTC) resources. An initial survey indicated that fewer than a dozen faculty had adopted ZTC at the College, and through both external state grants and internal support from the College's executive leadership, nearly 20% of all courses offered at the College are as ZTC courses. Through leadership in the division and core faculty leads, the College continues to increase this number. Students have saved more than \$3.7 million (using a national average of \$83/course for textbook costs), and

more than 44,000 students have benefitted through this initiative, with more than 420 ZTC sections offered in 2019-2020.

ENROLLMENT TRENDS

In general, due to the unique nature of the Division of Online Education and Learning Resources, the standard set of data tables do not provide an accurate description of the division. In Table 4.46, while it does capture the Honors sections offered, it does not accurately capture the total number of sections in the division. Since the Learning Assistance Program exclusively uses TU 300 for positive attendance hours for students receiving tutoring support, the fill rates at 515% percent and the productivity (in the thousands) are not applicable or relevant.

In Figure 4.23, the same issue exists: the productivity for TU 300 sections, which typically enrolls thousands of students each semester, skews the entire chart for our division. The productivity outcomes for Honors courses are typically lower since they are capped at 25 students. Furthermore, around half a dozen Honors courses are co-taught by interdisciplinary faculty, thereby lowering the overall productivity. While these courses do cost the college more to run, the overall benefit to the 325+ honors students and non-honors students (since Honors courses are open access) is considered to outweigh the losses. Table 4.47 and 4.48 outlines fill rates, WSCH and FTES, but fail to capture the growth in FTES generated by the increases in Online Education at the college. In 2014-2015, online education was only 23.8% of all credit courses, whereas today it is nearly 39%.

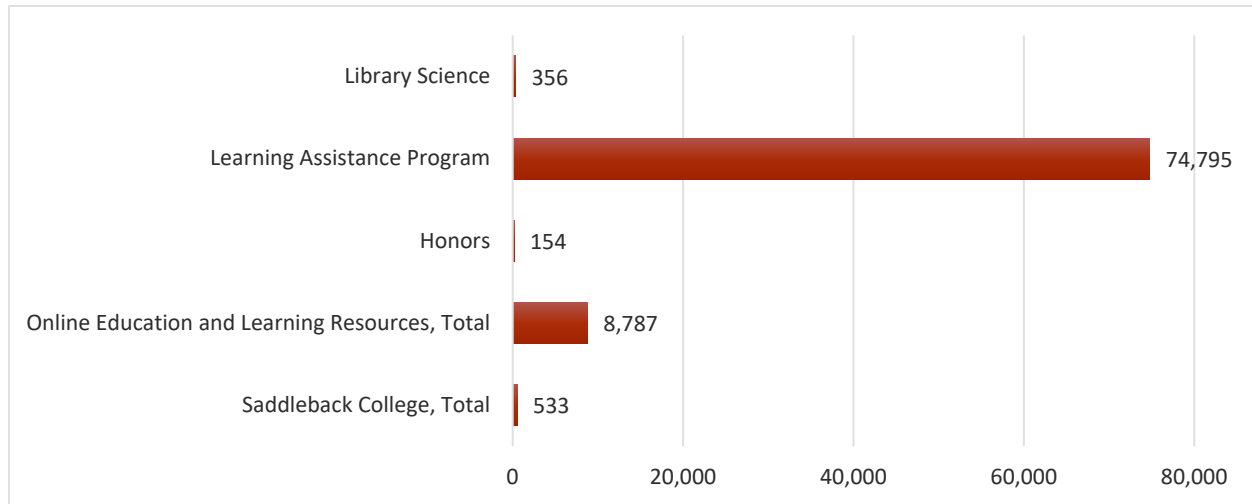
TABLE 4.46: ENROLLMENT AND PRODUCTIVITY, ONLINE EDUCATION AND SADDLEBACK COLLEGE, 2018-19 ACADEMIC YEAR

College, Division, Department, 2018-19 Academic Year	TOTAL SECTIONS	COURSE FILL RATE	FTEF	WSCH	FTES	PRODUCTIVITY (WSCH/FTEF)
Saddleback College, Total	4,934	81.0%	1158.46	617,870	17,189	533
Online Education and Learning Resources, Total	42	316.2%	6.34	55,709	228	8,787
Honors*	11	82.2%	4.40	678	22	154
Learning Assistance Program	23	439.6%	0.73	54,600	191	74,795
Library Science	8	72.7%	1.21	431	14	356

***Note: Honors data available starting in the fall of 2018**

Data Source: SOCCCD inFORM Data Warehouse, 2019

FIGURE 4.22: ONLINE EDUCATION, PRODUCTIVITY (WSCH/FTEF), 2018-19 ACADEMIC YEAR, PER TABLE 4.46 FINAL COLUMN



Data Source: SOCCCD inFORM Data Warehouse, 2019

TABLE 4.47: FTES AND WSCH, TOTAL GROWTH AND AVERAGE ANNUAL GROWTH RATES, 2014-15 TO 2018-19 ACADEMIC YEARS

Division/Department	FTES GROWTH, 2014-15 to 2018-19	AVG ANNUAL GROWTH RATE, FTES, 2014-15 to 2018-19	WSCH GROWTH, 2014-15 to 2018-19	AVG ANNUAL GROWTH RATE, WSCH, 2014-15 to 2018-19
Saddleback College, Total	-0.9%	-0.2%	5.4%	1.3%
Online Education and Learning Resources, Total	0.4%	0.1%	83.0%	16.3%
Honors*	NA	NA	NA	NA
Learning Assistance Program	-10.3%	-2.7%	81.6%	16.1%
Library Science	0.0%	0.0%	12.8%	3.1%

***Note: Honors data available starting in the fall of 2018**

Data Source: SOCCCD inFORM Data Warehouse, 2019

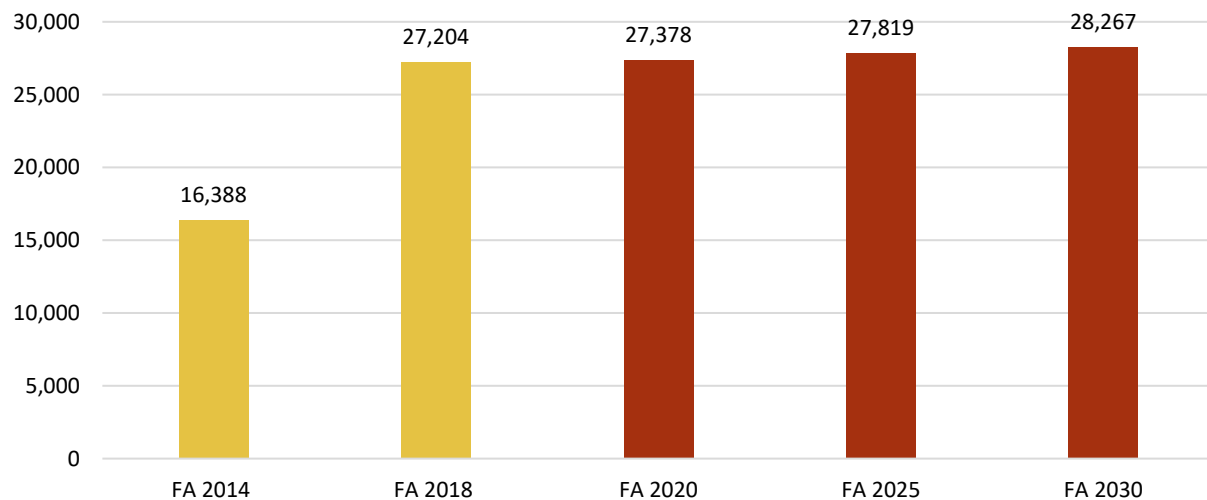
TABLE 4.48: SECTION COUNT AND FILL RATES, 2014-15 TO 2018-19 ACADEMIC YEARS

Division/Department	AVG NUMBER OF SECTIONS, 2014-15 to 2018-19	AVG CRS FILL RATE, 2014-15 to 2018-19
Saddleback College, Total	5,193	78.5%
Online Education and Learning Resources, Total	26	374.8%
Honors*	2	82.2%
Learning Assistance Program	17	525.0%
Library Science	7	53.6%

***Note: Honors data available starting in the fall of 2018**

Data Source: SOCCCD inFORM Data Warehouse, 2019

FIGURE 4.23: SCHOOL AND PROGRAM WSCH, ONLINE EDUCATION, ACTUAL AND ESTIMATED GROWTH, 2014 TO 2030



WSCH, Actual and Projected	Fall 2014	Fall 2018	Fall 2020	Fall 2025	Fall 2030	WSCH Estimated Average Annual Growth Rate, 2018 to 2030
Honors*	0	237	235	229	223	-0.50%
Learning Assistance Program	16,224	26,868	27,046	27,495	27,951	0.33%
Library Science	164	99	98	95	92	-0.58%
Online Learning and Learning Resources, Total	16,388	27,204	27,378	27,819	28,267	0.32%

***Note: Honors data available starting in the fall of 2018**

Data Source: SOCCCD inFORM Data Warehouse, 2019

CHALLENGES AND OPPORTUNITIES FACING THE DIVISION

CHALLENGES

External Challenges

Across the state, other colleges are ramping up their online presence, and the state has also dedicated millions of dollars to create a fully online 115th college, Calbright. These will be critical competitors to Saddleback College's dominance in online education. Furthermore, many colleges are realizing that online education is the key to growth as their own local enrollments decrease. Competition from private universities and colleges and these other public institutions will be a significant factor for consideration.

Human Resource Challenges

The OELR Divisions is highly dependent on categorical and grant funding to maintain its current level of staffing. While categorical funding is more dependable than grant funds, the dependence on non-general funds to support the area makes it more challenging for the division to respond quickly to emerging needs since use of categorical and grant funds are restricted.

Given the dependence on categorical and grant funds, the majority of the staffing in the area is part-time permanent or part-time temporary. A part-time staffing model presents a lot of turnover and creates a need to have to continually hire and rehire, creating a burden that is challenging on the full-time staff.

In addition, the dependence on technology, as well as the implementation of new and updated technology innovations, creates additional burdens on the OELR team to support and train the campus each time the college introduces a new instructional technology tool. This also pushes the need to embed criteria to evaluate competency in teaching online and utilization of technology tools with every new hire since current job descriptions do not require this as a minimum qualification.

Facilities Challenges

Space continues to be a challenge for the OELR Division. Currently the existing space allocated to the division does not meet the needs for students, tutors, faculty, and staff. As the college becomes more dependent on the OELR team to provide centralized instructional student support services, the need for space continues to grow. The LRC Tutoring Center sees over 50,000 student contact hours. This, combined with an increase in the use of the center due to AB 705, often finds students without a space to receive tutoring. Additionally, during busier times in the semester including before midterms, term paper due dates, and finals, students can be found sitting on the floor of the Tutoring Center. In addition, with the focus on productivity and the need for classrooms that allow for 45 or more students, the library has had to open up their dedicated classroom space for other divisions to schedule courses in so that we can maximize enrollments. Not having exclusive access to the classroom space makes it difficult for the division to provide on-demand face-to-face workshops.

Technology and Equipment Challenges

The College's instructional programs are becoming more and more reliant on the Learning Management System (LMS) as we increase the dependence on the system for online, hybrid and face-to-face classes. In addition, the College has an interest in establishing comparable services for students who are exclusively online which requires the implementation of additional technology solutions, such as

tutoring, counseling, proctoring, and other traditional student services within the LMS. While online education does not need physical buildings and infrastructure, the need for updated online infrastructure and technology is required for the College and its programs to thrive.

In addition, the College will need to navigate an increasingly aligned and universalized approach to library services, including a central library services platform, consortiums for book loans, and other centralized services. Furthermore, student and staff utilization of these services are continuously changing and requires a need for continuous improvement of the student and faculty experience using the library services.

OPPORTUNITIES

External Opportunities

The division has aggressively pursued categorical and grant funding to support new innovations and enhancements in technology to improve the instructional support services provided. The online education program pursued and was awarded a \$500K grant from the state in 2019-2020 to establish additional online pathways, to pilot a Peer Online Course Review program, to increase high school outreach to the student, and to create an online Peer Mentorship Program for students.

Human Resources Opportunities

Collaborations across the campus with the centralization of support services has led to increased use of existing staff in OELR and other divisions. In addition, continuous improvement through research findings are increasing the efficiency of the embedded services provided by aligning it to areas that garner the biggest impact to student success with these services.

Facilities Opportunities

The library has seen a dramatic increase in the number of students taking the three online library workshops. In addition, the division is collaborating with IVC Library to develop additional online workshops at both campuses. Delivering workshops online will lessen the need for facilities and provides the service for students on demand, as needed.

Also, as the institution seeks to centralize instructional faculty support, there is interest in expanding the facilities for the faculty center to incorporate all faculty support services including curriculum development, Educational Planning and Assessment, Faculty Senate and Union.

FUTURE DIRECTION OF THE DIVISION

The Division of Online Education and Learning Resources offers unique opportunities to support student success for the College's future. Some of these opportunities for future directions for the division include:

- Develop and expand service-learning opportunities with instructional student support programs.
- Identify and implement a co-curricular transcript system to document student engagement.
- Develop Certificate of Achievement award to recognize completion of Honors coursework.
- Establish a strong Alumni network of support for Honors program.
- Increase more guaranteed and priority transfer partnership agreements.
- Enhance tutoring opportunities for online students.
- Identify areas of need to embed instructional student support services within student learning pathways.
- Strengthen overall collaboration with other divisions to expand student and faculty support programs.
- Seek opportunities for external funding to support technology innovations and program enhancements.

STUDENT SERVICES DIVISIONS – DESCRIPTIONS, TRENDS, AND FUTURE DEVELOPMENT

DESCRIPTION

Saddleback College offers a comprehensive array of services aimed at addressing the comprehensive needs of Saddleback College students, and Student Services approaches its work guided by the following Student Services-wide Core Values:

Whole-Student Approach. Provide resources and make appropriate referrals to meet the comprehensive needs of Saddleback College students.

Collaboration. Work collaboratively, across campus, to provide the best possible educational experience for our students.

Innovation. Produce highest quality outcomes by developing more effective ways of delivering services

Excellence. Strive for excellence in academics, student support, and community service.

Mutual Responsibility. Act with integrity and to accept our mutual role in student success.

Learning-Focused. Help students acquire knowledge and skills essential for their success.

Below is a snapshot of Student Services’ “reach” into the student population during the 2018 – 2019 academic year.

Snapshot of Services to Students (2018-2019)	
ADMISSIONS & RECORDS	<p>Student Enrollment Count -Summer 16,111 Fall 25,498 Spring 26,298</p> <p>Applicants- Summer 11, 320 Fall 16, 059 Spring 14, 371</p> <p>Total Program Award Count- 6,922</p> <ul style="list-style-type: none"> • AST Degree 378, AAT Degree 573 • AS Degree 567, AA Degree 1,595 • Certificate of Achievement 3,402, OSA 407 <p>Transcript & Enrollment Verification Requests-14,817</p> <p>In Person Registration (Emeritus Off Site Locations)-</p> <p>Summer 923 Fall 1,437 Spring 1,498</p>
CALIFORNIA WORK OPPORTUNITY AND RESPONSIBILITY FOR KIDS (CalWORKs)	<p>Direct services to 80 students (unduplicated) with 779 service contacts.</p>
CAREER & RE-ENTRY	<p>Career Guidance Appointments: 211</p> <p>Student Participation in Workshops: 1,021</p> <p>Unduplicated Career and Re-Entry Attendance for one-on-one appointments and workshops: 1,232</p> <p>Total Duplicated Headcount: 13,193</p>

SADDLEBACK COLLEGE EDUCATION MASTER PLAN 2020-2030

CAMPUS LIFE	Approximately 400 students involved in Associated Student Government and Student Clubs, resulting in over 110 event and travel requests processed by Student Development Office.
CHILD DEVELOPMENT CENTER	74 families served (61% from Saddleback College employees and community members; 39% from Saddleback College students) Instructional placement site for over 2,956 students on campus, providing over 7,014 observation hours.
COLLEGE PROMISE	270 students received “free college” and personalized case management support. Disbursed \$577,035 in book vouchers, supplies, and tuition support. Promise program to grow significantly over the next several years (2019—630; 2020—1,400; etc)
COUNSELING SERVICES	Counseling Office Appointments: 35,730 Student Participation in Probation and MAP Workshops:1,691
DISABLED STUDENTS PROGRAMS & SERVICES (DSPS)	Direct services to 3,068 students (unduplicated), with 27,410 service contacts. Services ranging from interpreter services to counseling to accommodate testing services.
EXTENDED OPPORTUNITY PROGRAMS & SERVICES (EOPS)	Direct services to 517 students (unduplicated), with 9,830 service contacts. Services ranging from personalized counseling appointments, assistance with registration, book vouchers, scholarships, assistance with fee waiver to four-year colleges and universities, textbook loan program, tutoring, among others.
FINANCIAL AID	Received and processed 14,918 financial aid applications. Disbursed \$28,341,919 of federal and state funds to students
FARMERS MARKET GROCERIES	Over 3,000 students served. (Permanent Food Pantry and Clothing Closet opened October 4, 2019).
INTERNATIONAL STUDENT PROGRAM	Enrollment Count: Summer-109; Fall-254; Spring-258
MATRICULATION OFFICE	Over 58,000 contacts with students for Matric services: Testing Services (8,319); Alternative Evidence (5,333); Orientation (15,192); Advisement (8,288); Student Ed Plans (675); Emails & Phone Calls (20,198).
STUDENT HEALTH CENTER	Over 12,000 student visits for comprehensive acute medical and psychological services, which almost reflects a 43% increase in crisis intervention and an overall increase of 16 % for mental health services.

TRANSFER CENTER	Direct services to 2,115 students (unduplicated), with 5,319 service contacts.
VETERAN EDUCATION AND TRANSITION SERVICES	Direct services to 870 students (unduplicated), with 2,552 service contacts.

CHALLENGES AND OPPORTUNITIES FACING THE DIVISION

Many of Student Services challenges and opportunities reside in capacity (space, people, technology, and student awareness capital). Student Services facilities have been in desperate need of upgrades as the Student Services Center is an aging facility and too small to house the comprehensive set of support services offered by the College. The increase in state initiatives, scattered location of student services, and need for updated technologies has put a strain on Student Services personnel. Student Services has the opportunity to innovate, consolidate, and update our staffing capacity. First, staffing levels need to increase to ensure the pre-enrollment/onboarding process is able to serve all students in a more efficient and timely manner. Second, in addition to ramping up staffing levels, there is also an increasing need for higher level positions. This staffing issue poses a challenge as some lower-level positions will have to give way to new positions that are better aligned with the new technologies and service delivery expectations. The last major challenge that has been at play for many years is students' lack of awareness of services available to them on campus. A student cannot be helped or supported if the student is unaware of services available to them or if services are too difficult to access.

FUTURE DIRECTION OF THE DIVISION

The future of Student Services at Saddleback College is bright. Aside from continuing a tradition of exceptional services to students, the new Gateway (Student Services) Building, scheduled to open Spring 2023, brings with it a lot of excitement and new service experiences for our students. This will be the first time Student Services core programs will be housed under one roof, within a "One Stop Shop" design, but with the additional design consideration of co-locating Instruction and Student Services and strategically creating study spaces throughout the building, in an effort to increase students' awareness of available services and increase likelihood that students access key services. In addition to expanding into a new building, Student Services plans to expand its online offerings with the creation of the Saddleback College "Student Services Hub", a "One Stop Shop" for online support and service. Saddleback College looks to be an innovator in online student support and service. The third area of expansion for Student Services at Saddleback College will be in the capturing and tracking of student experiences/interactions with Student Services personnel for use in customizing and delivering timely and targeted support to students leveraging the power of analytics. Student Services sees the implementation of a Customer Relationship Management (CRM) solution as a strong step in that direction.

COUNSELING SERVICES DIVISION

DESCRIPTION

The Counseling Services Division is dedicated to assisting students in identifying, clarifying, and reaching their individual life goals by providing individual academic, career, and personal counseling, as well as, courses that focus on the above areas. Services are available “on-ground” and online. Cranium Café is the online counseling platform currently being used by the division. The Division of Counseling includes General Counseling Services, Counseling course instruction, Articulation, Career, and Re-Entry Services, and Matriculation. The Division is also responsible for ongoing tracking of Academic and Progress Probation, and the Counseling Dean serves as the College’s Student Discipline Officer. The Counseling Division’s major strength is providing students with academic, career, and personal counseling. Counselors are experienced and knowledgeable in all these facets of counseling and help the student plan with the end goal in mind. Over 33,000 counseling appointments take place each academic year.

COUNSELING SERVICES

Counseling classes support students in a group setting to identify their educational and life-long goals quickly and help to keep students on track. The Counseling Division prides itself on being collaborative. The Career and Re-Entry Center and Matriculation Department are daily partners in working to help our students, but we also work closely with our evaluators in Admissions and Records, curriculum committee, and each full-time counselor is assigned as a liaison to all departments on campus. Through this relationship, we bring back specific information regarding each of our college academic programs and inform all counselors, so we are ready to serve our students accurately. As the College launches *Guided Pathways* the Counseling Division has been involved at all levels, including representation on the *Guided Pathway* leadership team and seven counselors have been identified to participate in the College’s *Guided Pathways* Completion teams. Counselors are not only found providing support in the division, but 16 part-time counselors are assigned to each of the area high schools in Capistrano Unified School District and Saddleback Valley Unified School District, including each of the district’s continuation schools. This commitment to our high school partners, support concurrent enrollment and dual enrollment programs. In addition to high schools, four counselors are assigned to our Adult ESL Program supporting both our adult learners and students completing their high school equivalency. These counselors serve as a bridge to Saddleback College credit programs. Counselors work closely with career education by providing CTE counseling that is primarily supported through Perkin’s Funding.

ARTICULATION

The Articulation office is comprised of one full-time counselor assigned to Articulation, and one full-time Articulation Specialist. This small team ensures that all college course work and programs are transferable to our four-year partners, both in-state, out-of-state, and private. The Articulation Officer (AO) is a member of the college curriculum team and supports college-wide faculty with the development of new programs and aligns new curriculum with statewide transfer program. This office manages approximately 30 Associate Degrees for Transfers (ADTs).

CAREER AND RE-ENTRY CENTER

The Career and Re-Entry Center offers a robust series of career exploration workshops including the New World of Work, 21st Century Skills. Under the direction of a new director of Career and Re-Entry Center, the Career and Re-Entry Center is quickly increasing its services to our students. Through a strong collaboration with our college’s Job Placement Office, Gaucho Jobs has become a focal point for on-campus student employment. The Career and Re-Entry Center now provides new student on-campus employee training, including information on soft skills, customer service, and leadership skills. The

Career and Re-Entry Center also looks to help lead the college with non-recent graduates into Promise Program, as well as support students through our Strong Economic Workforce Development efforts.

MATRICULATION DEPARTMENT

The Matriculation Department ensures that all students who seek a certificate, two-year degree and/or transfer complete orientation, placement, and advisement. A great number of students successfully complete the matriculation process through the long-standing Freshman Advantage Program, which helps specifically guided first-time college students seeking to earn a certificate, two-year degree and/or transfer. In addition, the Matriculation Department collects all prerequisite documentation. The Matriculation Department clears all English and math prerequisites directly. The Matriculation Department manages Title V required academic probation notification using Sherpa Nudge system. The Matriculation Department facilitated AB 705 implementation for the college, bringing together Math, English, ESL and counseling, research, along with our IVC counterparts and District IT in order to meet our implementation deadline of Fall 2019. This effort was not easy, but it has transformed how students are now placed into transfer-level English and math courses.

CHALLENGES AND OPPORTUNITIES FACING THE DIVISION

COUNSELING SERVICES

For Counseling, requiring a student to see a counselor is the single greatest challenge. Too often, students wait until they have completed a semester or two before coming in to plan for their educational goals.

External challenges include the many statewide initiatives that, at their core, rely on counselors to support students at an even greater capacity than the college is currently able to support. The Student Counseling Ratio (Fall 2016) of 1,296:1, is well beyond the statewide Student Counseling Ratio (Fall 2016) of 611:1 (California Community Colleges 2018 Student Success Scorecard).

Programmatic changes include increasing Counseling's online presence through Cranium Café, which will allow Counseling to extend its service times beyond the traditional 8:00 am to 7:00 pm to better meet the needs of working adults and online learners. Additional challenges include navigating the changes of the California Community College system with ever-changing requirements of our four-year partners. A great number of opportunities are in the near future.

ARTICULATION

The Articulation Office with the launch of a new and improved Assist.org, will now be able to better support articulation between counselors which will enable them to provide this information on to our students. The idea of *Guided Pathways* is bringing greater attention to the development of our local college programs and identifying ways to reduce units within our programs. The approval of a new General Education Pattern will support student's ability to both complete their lower-division course work at our college, as well as complete our local degrees. Finally, a future opportunity our AO is exploring is the expansion of our Transfer Equivalency System (TES) and Transferology.

CAREER AND RE-ENTRY CENTER

One of the challenges of the Career and Re-Entry Center is that our students intuitively come to the Center seeking career and job placement services. Currently, student job placement is housed outside of the department.

MATRICULATION DEPARTMENT

The new Gateway Building places matriculation in the Counseling area which will improve our service delivery to students. The Matriculation department is currently housed on lower campus.

FUTURE DIRECTION OF THE DIVISION

COUNSELING SERVICES

The Counseling Division's anticipated future directions include offering more group-counseling sessions, more online counseling sessions, and maximizing a student's interests early on in a guided pathway. Counseling anticipates a greater number of students accessing support services with the shift to *Guided Pathways*.

We have more than doubled our Counseling 100 (Counseling Success) enrollments from Spring 2018 to Fall 2019. We anticipate a significant increase in Spring 2020 as well; a result of our Counseling 100 (College Success) being an "entry point" into our Saddleback College Promise program.

The steady decline of high-school graduates and subsequent rapidly changing demographics of the service area has been known to the College for several years. The aging of our service area and high cost of housing and living is a major barrier to young families of school-aged children. Given this reality, Saddleback College will be focusing on new markets for prospective students (i.e. working professionals 29-years old and older, contracted education, etc.). With this renewed focus, the recruitment and support of adult learners will become a greater priority than in the past. Additionally, focus on homeschooled students, as another source of dual enrollment and university and college recruitment, both public and private, will also become a market we pursue.

The Counseling Division as a whole, looks to embrace technological innovations, while continuing to provide "high touch" support services to our students.

CAREER AND RE-ENTRY CENTER

The future of the Career and Re-Entry is exciting as it will be a focal point in the new Gateway building, visible to the entire staff and student body from the quad. The Center will play a pivotal role in *Guided Pathways* by championing the use of tools such as Career Coach and helping to coordinate critical programs and activities such as Pathways Fair and providing support to our Pathway Completion Teams.

ARTICULATION

With the statewide expansion of ASSIST.org, the Articulation office, in the future, looks forward to streamlining the articulation amongst the three institutional systems (CCC, CSU, and UC) in articulating course to course and major preparation work for transfer. The Articulation Office will maximize the use of the Transfer Evaluation System (TES) in an effort to expedite the evaluation of external college-level

courses that are statewide and national. Both initiatives, ASSIST.org and TES, will support transparency of transfer credit for students entering the College as well as existing to the CSU and UC.

MATRICULATION

The impact as a result of AB705 on Matriculation has been monumental. The future direction of Matriculation is to support students in capturing alternative evidence that might improve their initial placement that is awarded through Guided Self-Placement (GSP). The Matriculation team will continue to work closely with English and Math Departments to track and facilitate online placement. Matriculation also looks to better centralize the prerequisite process in an effort to better support students in a more streamlined process for class enrollment. Finally, Matriculation looks to establish a more centralized and expedited electronic system to support students with Advance Placement scores.

ENROLLMENT SERVICES DIVISION

DESCRIPTION

The Division of Enrollment Services employees engage customers with an ethic of care in a manner that demonstrates courtesy, attentiveness, active listening, proactive problem solving, and patience with executing the functions of their job. The Division consists of the following areas: Admissions and Records, Financial Aid, International Student Program, and Outreach and Recruitment. Division employees work as a team and in partnership college-wide and district-wide colleagues, from a student's first point of contact through successful completion. It is expected that employees across the division possess cultural sensitivity and awareness of our diverse student population.

CHALLENGES AND OPPORTUNITIES FACING THE DIVISION

Identifying and securing technological solutions that increase efficiency, provide students with self-serve options, and which allow departments to successfully monitor and support students through completion, remains the biggest challenge and opportunity moving forward. The Dean assists with tracking Saddleback College Promise Students. In the past, the Research Office had created dashboards, reports which now may not be sustainable for future needs. There is a need for a software solution which provides holistic and intuitive case-management support (Customer Relationship Management system); one that offers comprehensive student monitoring capabilities and standardizes processes while coordinating services, referrals, and record keeping. The second major challenge/opportunity facing the division are staffing levels. The expansion of new technologies and service delivery expectations should drive the priority of the division to re-evaluate positional and staffing requirements.

ADMISSIONS AND RECORDS

Like the division as a whole, the Admissions and Records Department has a need for automation, particularly as it relates to the continued implementation and refinement of a process for automatically awarding Degrees and other Awards. Current capacity requires a staff member to manually enter each student award application data for every award the student is eligible for. This process is time-consuming and ineffective. Admissions and Records is working with District IT on the automation of this process with our current MySite (in-house) Student Information System. Achieving this automation will increase efficiency in processing many thousands of awards and certificates every semester.

The College's degree auditing program, uAchieve is a secondary database and therefore requires ongoing and frequent updating. There is a need to explore Enterprise Resource Planning (ERP) systems with this functionality. Having a single source student data solution means real-time analysis and accurate program details can be achieved. Another need is the ability to generate accurate and robust reporting tools. MySite users are limited to reports written by District IT staff. The Dean of Enrollment Services, Registrar, and staff need to be able to generate reports at various levels to increase performance and efficiency. Lastly, Admissions and Records needs a robust communication system (a CRM has this functionally) which allows communication across the admissions funnel including prospects, applicants, admitted students, and enrollees.

FINANCIAL AID

The Financial Aid Office has a specific need for a fully integrated Financial Aid system that seamlessly integrates admissions data, student records, and student payment/billing information.

INTERNATIONAL STUDENT PROGRAM

The International Student Program will need additional office space as the international student population continues to grow. The need for space includes a larger student lobby area able to accommodate more than 2-3 students at a time, two additional private offices to house an international student counselor and international student specialist, and one additional work station for student workers.

OUTREACH AND RECRUITMENT

The Outreach and Recruitment department has the additional need of a Customer Relation Management (CRM) solution which captures key interactions between college Outreach and Admissions staff and prospective students. This CRM will be key, particularly as the college pursues new student markets, in direct response to the decline of high school graduating seniors within Saddleback College's service area. Current missing functionality:

For applicants:

- Online inquiry application forms.
- Online document submission and process tracking.

For Outreach staff:

- Prospect information and status.
- Contact plan and to-do list with automated timetable.
- Automated database entry and integration with Student Information System(s).
- Group and individual contact tools.

For Dean of Enrollment Services:

- Outreach staff effectiveness measurement tools.
- Operational and management reports.
- Event management.

FUTURE DIRECTION OF THE DIVISION

The new Gateway (Student Services) Building brings with it a lot of excitement and new service experiences for our students. With these innovations comes the need for a new category of division employees who can serve as "Student Support Generalists" in areas such as: admissions, financial aid, academic programs, and the breadth of student service support services Saddleback College offers. As students continue to increase online enrollment, Student Services as a whole, but Enrollment Service in particular, will need to expand the use of online resources in relation to enrolment services. With enrollment management being one of the key priorities for the college and initiatives such as *Guided Pathways* and the new Student Centered Funding Formula, the demands on Enrollment Services will continue to expand and evolve.

STUDENT DEVELOPMENT OFFICE

DESCRIPTION

The Student Development Office extends learning outside of the classroom by providing diverse opportunities for our student population to develop social, personal, and professional skills through involvement in 30+ student clubs, the Associated Student Government, leadership programs, and various social and educational activities on campus. Our goal is to develop the whole student by providing meaningful experiences that empower students, create community, and provide new opportunities for students to be challenged and discover untapped potential within.

The primary goals of the Student Development Office are to:

- Foster an inclusive community that will engage students in a wide variety of out of classroom experiences.
- Provide intentional opportunities for students to develop their intellectual, personal, and professional growth.
- Challenge and empower students to contribute to their communities through leadership and service.

CHALLENGES AND OPPORTUNITIES

Because our student population is very transient, it is difficult to enact long-term planning with student leaders. The Student Development Office may only be able to work with a student for one to two years before they move on to the next phase in their life. Ensuring that there is consistent professional staffing to preserve the history of the programs, services, and initiatives is imperative to keeping a long-term vision. If staffing is lost, or new student leadership has different agendas, long-term planning can falter and fail to come to fruition. Initiatives such as those pertaining to campus sustainability and civic engagement are just two examples.

The campus community is also ever changing as what students need and want from their out-of-classroom experiences will continue to evolve. There are also new populations of students that need to be addressed, including some of those who may never set foot on campus, like our online learners. Student Development must look beyond what we are currently doing to find new ways to provide meaningful engagement opportunities for all students.

Student Development has many opportunities to work with the student leaders in Associated Student Government and within our student clubs to discuss new ways to engage our campus community and also to create new committees and documents to ensure historical data and initiatives are not lost. Because Student Development works very closely with students, we must tap into their knowledge and ideas to continue to create new opportunities for future students.

Student Development will also be working across campus with colleagues to be a part of committees and projects that will allow us to better reach all of our students. Campus Sustainability is an initiative that ASG has been championing for the past few years, ensuring that they have a voice on committees such as the Campus Sustainability and Beautification Committee. Student Development is also working on being a part of projects such as the online student support hub that is being created through Online Education and Learning Resources, so Student Development can have a more direct link to our online students to engage them in opportunities.

FUTURE DIRECTIONS

Our overall vision is to be the standard for an engaged campus and provide diverse meaningful experiences for all Saddleback College students. The Student Development Office will continue efforts in providing high quality programs and services for our students while adapting to their changing needs. We must avoid “the way things have always been done” mentality and look beyond what we find comfortable to create new ideas and initiatives that will make lasting impacts on the lives of our students. We will create ways to survey our students more periodically and continue to build upon our existing strengths and work collaboratively with the campus community to increase student engagement opportunities. With an increase in potential programs and initiatives, such as peer mentor programs, sustainability and civic engagement initiatives, and leadership trainings and programs, the need for additional staffing to effectively drive these programs may be needed in the future.

STUDENT EQUITY AND SPECIAL PROGRAMS

DESCRIPTION

The Student Equity and Special Programs division includes: Disabled Student Programs & Services (DSPS) which houses Special Services Instruction, Learning Disability Services Alternate Media and Accommodated Testing; Extended Opportunity Programs & Services (EOPS) and Cooperative Agencies Resources for Education (CARE); Foster Youth; California Work Opportunity & Responsibilities to Kids (CalWORKs); Transfer Center; and the Veterans Education and Transition Services (VETS) Program. The division is made up of 90 employees, which includes faculty, classified staff, and non-bargaining student workers.

DISABLED STUDENT PROGRAM & SERVICES

Disabled Student Programs & Services is committed to providing quality support services and specialized instruction, which enables students with verified disabilities to access and participate in all programs at Saddleback College. The work of Disabled Student Program & Services is in compliance with state educational regulations, the Americans with Disabilities Act, and the Rehabilitation Act. It strives to provide disabled students with the means to achieve the same goals for student success available to all students by providing equitable educational accommodations and support services that remove barriers to accessing education at Saddleback College.

CALIFORNIA WORK OPPORTUNITY & RESPONSIBILITY TO KIDS (CALWORKS)

The California Community Colleges CalWORKs Program was funded as part of California's plan for welfare reform, helping students achieve their goal of family self-sufficiency and helping families by providing educational and career opportunities combined with an array of high-quality support services that enable students to complete their educational goals, and a successful transition into the workforce.

EXTENDED OPPORTUNITY PROGRAM AND SERVICES (EOPS/CARE)

Extended Opportunity Program and Services (EOPS) is a state-funded program designed to support students with economic disadvantages to attain educational and career goals. Per Education Code, the program's goal is to increase the number of underrepresented students enrolled in the community college, increase the number of EOPS students who transfer to four-year institutions, and improve the delivery of programs and services to our students. The other program within the unit is the Cooperative Agencies Resources of Education (CARE), which provides childcare assistance to single parents who have at least one child under the age of 18 receiving public assistance and who meet EOPS guidelines.

TRANSFER CENTER

The Transfer Center assists students with a successful transfer to a university of choice. Originally established to address equity issues for marginalized communities and their access to higher education, Transfer Centers help ensure a transfer culture by providing resources and counseling services to empower students so they can achieve their direct transfer goal and career objectives. In the 2018-2019 academic year, we had 2,482 unique students making 5,017 visits.

VETERANS EDUCATION AND TRANSITION SERVICES (VETS) PROGRAM

The Veterans Education and Transition Services (VETS) Program opened its doors to the public in 2009. It has grown to the point that in the 2018-19 academic year, the office of research identified 1,465 unduplicated self-identified student veterans enrolled in classes. The VETS Program's primary mission

continues to be serving the veterans, active military, and dependents attending Saddleback College. This mission includes seven pillars of services: counseling, outreach, advocacy, faculty/staff training, student leadership, camaraderie building, and external partnerships.

CHALLENGES AND OPPORTUNITIES FACING THE DIVISION

The division has several stand-alone programs which reside in different locations across campus. The programs have grown, yet the staff numbers have remained consistent for the last ten years. It is difficult to provide quality services to students when the staff is being stretch in different directions. Also, the programs have limited space which makes it challenging to find office space for the part-time counselors and staff members. Another challenge is having faculty coordinators who are not administrators which creates a gap in supervision. The wide span of control and increased demands negatively impacts the availability and efficiency for the dean to direct the team and have direct oversight of the programs.

The challenges impacting all programs are:

- The staffing structure is limited in all programs. The programs need low-level front office positions to assist with office coverage, tracking student data and services, scanning, cart drivers, outreach, and case management support.
- Space is a significant barrier and challenge that impacts daily operation of programs such as Transfer, VETS, EOPS and CalWORKs.
- Technology is a challenge for the programs. The software or systems used by some of the programs do not interact with our District Student Information System creating additional burden on staff to keep tracking, documentation, and reports.

Opportunities:

- The Gateway Building will bring the opportunity to have all the programs under one roof, making it easy to interact and supervise the areas. Also, the new building will provide the space needed for office and workstations.
- The goal is to have all the programs in the division use the dashboard and onboarding surveys being used in some of the other programs on campus. Also, EOPS has been the leader in utilizing technology to better serve their students. The EOPS/CARE program will continue to work with District IT to merge or reconstruct some of the networks such as SARS or Perceptive Web Now.
- Work to remove barriers identified in the ADA Transition Plan.

FUTURE DIRECTION OF THE DIVISION

Increasing accessibility throughout the campus continues to be a major point of emphasis for the division and it plans to accomplish this goal by working in partnership with the District ADA Transition Planning Steering Committee to eliminate barriers, thus improving access on the Saddleback College campus. Similarly, the division is also interested in increasing educational access (the number and percentage) of underserved student populations (i.e. students affected by language, social, and economic disadvantages), consistent with state and local matriculation policies. Similarly, one of the programs within the division, CalWORKs, which offers comprehensive student services that are specifically designed to supplement the college's existing support programs is looking to grow significantly once the curriculum for high school equivalency is approved. This projected growth in the program will benefit students to reach self-sufficiency. Counseling services are imperative to assist

students with a successful transition to college. To continue to serve and support students, there is a high need for additional staffing and office space. Finally, the division is excited about moving to a new location in the Gateway building and meeting the demands of the different initiatives through a “One Stop Shop” approach to student services.

WELLNESS, SOCIAL SERVICES, AND CHILD DEVELOPMENT CENTER

DESCRIPTION

WELLNESS

The mission of the Saddleback College Student Health Center is to strengthen student learning, retention, and success. This is facilitated by supporting the physical, psychological, and social well-being of students through high quality, excellent health care services, and referrals.

Student Health Services have been providing medical services to Saddleback College students since 1970. The physical facility of the health center was updated in the Fiscal Year 2012-13 calendar year complying with all state and federal guidelines. In Fall 2020 the Student Health Services opened the Student Wellness and Resource Center within the Student Services Center (SSC) in order to meet the ongoing needs presented in our college. Due to the decreasing availability of community-based public health and mental health services, along with the rising cost of health insurance the number of students seen and treated has significantly increased. In Fiscal Year 2018-19, the health services saw more than 12,000 students of which approximately 4,000 were mental health concerns.

The Health & Wellness center is the first line of intervention for on-campus psychological emergency calls and provides crisis intervention services to students. Faculty and staff are advised to notify the Student Health Center directly in the event a student in crisis is identified. The Center responds to all emergencies on campus and supports our AED Program. In addition, we deliver an educational health care environment in which the student can learn to participate in their healthcare and make healthy lifestyle choices while respecting each student's unique physical, mental, emotional, spiritual, and cultural needs. Saddleback Health & Wellness works collaboratively to provide referrals and links to resources within our community as needed for our students.

SOCIAL SERVICES

More than half the students attending a California community college have trouble affording balanced meals or worry about running out of food, and nearly one in five, are either homeless or do not have a stable place to live, according to the CCCCO's report on March 7, 2019. Since 2012, Saddleback College Student Health Services has taken a step forward by creating a partnership with Helping Hand World Wide offering free nutritious groceries bi-weekly through our Farmer's Market to students and the community, and have brought Cal-Fresh on campus to sign up students who are eligible. During Fall 2019, the college opened a new and gently-used Clothing Closet and Permanent Food Pantry in addition to the Farmer's Market. In the last seven years, the division has served almost 18,000 students and community members with fresh groceries. Additionally, Saddleback College was the first college in the nation to become a Medi-Cal provider for Saddleback College students and since, have also become a Family Pact provider, and it partners with many community agencies for temporary housing needs for currently enrolled students in order to deploy real-time solutions.

CHILD DEVELOPMENT CENTER

The Child Development Center (CDC) is a model integrated child development and educational studies program providing services to the Saddleback College campus and the surrounding community. It provides a high-quality learning environment for young children; nurturing support and resources for parents; a training model for students pursuing the field of early childhood; and observation and hands-on opportunities for many other disciplines on campus. In 2016-17, the CDC, as an Instructional placement site, provided access for over 2,886 students in our Child Development program who clocked in over 7,963 observation hours at our Child Development Center. Currently, the center provides direct care and educational development for 82 children ranging in age from 18 months to six years of age.

Currently, a feasibility plan has been completed in February 2018 to offer an additional infant program starting at 12 months, up to 18 months of age, in Fall 2020.

CHALLENGES AND OPPORTUNITIES FACING THE DIVISION

WELLNESS

The Student Health Center needs additional staffing due to the complex demands placed on this division, especially as a result of an increased need for psychological and psychiatric support on campus. The center is averaging more than 300 requests for student intervention per year. The resources needed by our student population far out paces the fees collected through the students \$21 health fee per semester, requiring several grants to be written and maintained to provide the services needed by our students. Housing and food insecurities along with mental illness are on a rise across our state. Suicide is the second leading cause of death among college students and education and awareness on suicide prevention is a core issue. The hiring of a health educator to help with the coordination educational component of health and wellness will greatly benefit students.

SOCIAL SERVICES

Social Services programs need additional staffing to keep up with growing the demands of students, particularly evening students. Whether through grant funding or student workers, the opportunity to increase the hours for the Food Pantry and Second Hand Clothing Closet personnel is a primary goal. Job duties require coordination and ordering of food supplies, washing of clothing being donated, and stocking of shelves. These tasks consume considerable time but are needed in order to effectively address the non-academic barriers confronting our students. Partnerships for food and other resources have been established including the Helping Hand Worldwide partnership which is providing more than 3000 pounds of fresh foods each month to our campus. A partnership with Family Ministries and Starbucks Orange County provides more than 500 fresh meals weekly in the Tutor Center. Use of the Hunger Free foods allocation have enabled the College to open its Permanent Food Pantry. All of these require on-going relationships and commitments to ensure these resources continue to be available to our students.

CHILD DEVELOPMENT CENTER

Saddleback Child Development Center was able to completely paint and update the interior of the Child Development Center in December 2019. It is currently working with the Horticulture Department and Early Childhood Education faculty after applying for and receiving a Perkins grant to help update the current playgrounds. To improve quality, the Center and staff have been working with the County of Orange Department of Education for QRIS accreditation with a site visit scheduled for early Spring 2020. Lastly, a federal OCCAMPIS grant was written and awarded to help supplement the tuition costs for students in order to allow them to reach their academic goals.

FUTURE DIRECTION OF THE DIVISION

WELLNESS

The anticipated direction of the Health and Wellness area is to continue to meet the ever-changing demands of our student population while delivering high quality medical and psychological services to the students we serve.

SOCIAL SERVICES

To continue to look for ongoing opportunities to provide support services and reduce non-academic barriers for students.

CHILD DEVELOPMENT CENTER

Implementation of an infant program has been determined after careful review of current programs offered and a community-based needs feasibility study. In addition, the Center is working on the development of a Wellness Newsletter and Prevention classes by working with local agencies to enhance opportunities for programs at Saddleback College. The Center will be providing health brochures and literature to parents, including vaccination information. Lastly, the division hopes to provide parenting classes, domestic violence classes, sexual violence prevention, Title IX and opportunities for social service programs such as Cal Fresh to parents of the Child Development Center.

APPENDIX

TRANSFER DATA

TABLE 1: TOP 25 TRANSFERS TO ALL FOUR-YEAR INSTITUTIONS, SADDLEBACK, 2013 TO 2017

Type of Institution	University	Total Transfers, 2013 to 2017
In-State Public	CALIFORNIA STATE UNIVERSITY - FULLERTON	2,443
In-State Public	UNIVERSITY OF CALIFORNIA - IRVINE	782
In-State Public	CALIFORNIA STATE UNIVERSITY - LONG BEACH	761
Out-of-State Public	ARIZONA STATE UNIVERSITY (AZ)	419
In-State Public	UNIVERSITY OF CALIFORNIA-LOS ANGELES	407
In-State Private	UNIVERSITY OF SOUTHERN CALIFORNIA	348
In-State Private	NATIONAL UNIVERSITY	307
In-State Public	UNIVERSITY OF CALIFORNIA-SAN DIEGO	302
In-State Public	SAN DIEGO STATE UNIVERSITY	300
Out-of-State Private	UNIVERSITY OF PHOENIX (AZ)	287
In-State Public	UNIVERSITY OF CALIFORNIA-SANTA BARBARA	259
Out-of-State Private	GRAND CANYON UNIVERSITY (AZ)	236
In-State Private	CHAPMAN UNIVERSITY-ORANGE	230
In-State Public	CALIFORNIA STATE POLYTECHNIC	229
In-State Public	SAN FRANCISCO STATE UNIVERSITY	224
In-State Public	CALIFORNIA POLYTECHNIC STATE UNIVERSITY	221
Out-of-State Private	WESTERN GOVERNORS UNIVERSITY (UT)	206
In-State Private	BRANDMAN UNIVERSITY	184
In-State Private	VANGUARD UNIVERSITY OF SOUTHERN CALIFORNIA	171
In-State Public	CALIFORNIA STATE UNIVERSITY - SAN MARCOS	170
In-State Public	UNIVERSITY OF CALIFORNIA - BERKELEY	170
Out-of-State Public	NORTHERN ARIZONA UNIVERSITY (AZ)	169
In-State Public	UNIVERSITY OF CALIFORNIA-DAVIS	160
In-State Private	CONCORDIA UNIVERSITY - IRVINE	159
In-State Private	AZUSA PACIFIC UNIVERSITY- UNDERGRADUATE	125

Source: SOCCCD inFORM Data Warehouse

TOP 25 DEGREE AND CERTIFICATE AWARDS DATA

TABLE 2: TOP 25 ASSOCIATE DEGREE AWARDS BY MAJOR, SADDLEBACK COLLEGE, 2013 TO 2017

Top 25 Degrees	2013-14	2014-15	2015-16	2016-17	2017-18	Total
LIBERAL STUDIES	272	284	269	301	391	1,517
BUSINESS ADMINISTRATION	38	106	213	217	278	852
PSYCHOLOGY	122	128	116	126	114	606
REGISTERED NURSE	101	94	104	118	114	531
HEALTH SCIENCES	70	87	90	125	140	512
COMMUNICATION STUDIES	45	65	84	106	106	406
GENERAL STUDIES: FINE ARTS AND HUMANITIES	30	39	32	42	34	177
ECONOMICS	14	21	23	32	51	141
CHEMISTRY	13	22	28	37	39	139
SOCIOLOGY	16	29	30	27	33	135
GENERAL STUDIES: SOCIAL AND BEHAVIORAL SCIENCES	14	18	24	29	38	123
HISTORY	18	14	26	31	31	120
GENERAL STUDIES: NATURAL SCIENCES	10	17	17	22	40	106
POLITICAL SCIENCE	13	8	20	23	30	94
BUSINESS ADMINISTRATION FOR TRANSFER	46	46	2			94
MATHEMATICS	4	10	11	29	40	94
PHYSICS	7	9	16	23	30	85
ENGLISH	4	10	15	16	30	75
EARLY CHILDHOOD TEACHER	6	9	5	11	30	61
FINE AND APPLIED ARTS	18	19	8	5	10	60
PHYSICAL SCIENCES	6	5	7	9	31	58
BIOLOGY	10	9	8	14	16	57
EARLY CHILDHOOD EDUCATION	1	8	15	17	10	51
KINESIOLOGY FOR TRANSFER	-	3	18	12	18	51
SPANISH	5	4	11	15	14	49

Source: SOCCCD inFORM Data Warehouse

TABLE 3: TOP 25 CERTIFICATE AWARDS BY PROGRAM, SADDLEBACK COLLEGE, 2013 TO 2017

Top 25 Certificates	2013-14	2014-15	2015-16	2016-17	2017-18	Total
GENERAL EDUCATION	931	1,597	1,589	1,736	1,718	7,571
GENERAL EDUCATION: CSU	647	814	860	905	942	4,168
GENERAL EDUCATION: IGETC	413	522	559	572	575	2,641
REGISTERED NURSE	103	95	105	113	114	530
COSMETICIAN	73	63	70	57	88	351
COSMETOLOGY	59	97	64	52	70	342
GENERAL STUDIES	249	7	3	1	-	260
EMERGENCY MEDICAL TECHNICIAN	107	32	25	15	13	192
PARAMEDIC	54	28	25	17	49	173
ASSOCIATE TEACHER	24	51	23	30	34	162
CLINICAL MEDICAL ASSISTANT	24	25	28	23	23	123
ALCOHOL AND DRUG STUDIES	19	28	24	26	24	121
MEDICAL INSURANCE BILLING	-	25	46	21	19	111
EARLY CHILDHOOD TEACHER	11	18	15	18	37	99
ADMINISTRATIVE MEDICAL ASSISTANT	22	21	18	19	12	92
CINEMA/TV/RADIO: CINEMA SPECIALTY	11	20	12	31	12	86
YOGA TEACHER TRAINING	-	13	37	16	7	73
ACCOUNTING	12	14	10	17	15	68
MEDICAL INSURANCE CODING	43	15	4	-	-	62
MEDICAL LAB TECHNOLOGY	8	8	11	17	13	57
COMPUTER MAINTENANCE TECHNOLOGY	7	21	8	8	12	56
NETWORK ADMINISTRATOR	9	9	15	12	9	54
AMERICAN SIGN LANGUAGE	7	6	17	7	16	53
BUSINESS LEADERSHIP	8	9	11	11	9	48
COMPUTERIZED ACCOUNTING SPECIALIST	9	5	12	12	9	47

Source: SOCCCD inFORM Data Warehouse

PROGRAM OVERLAP, SOCCCD COLLEGES

TABLE 4: ASSOCIATE DEGREES OFFERED AT BOTH SOCCCD COLLEGES

Major, A.A. or A.S. Degrees	Major, A.A. or A.S. for Transfer
Accounting	Anthropology
Administrative Assistant	Art History
Anthropology	Biology
Art	Business Administration
Biology	Communication Studies
Business Management	Early Childhood Education
Chemistry	Economics
Computer Science	Elementary Teacher Education
Dance	English
Economics	Geography
English Literature	Geology
Fine and Applied Arts	Global Studies
French	History
Geology	Kinesiology
Health Sciences	Mathematics
Humanities	Music
Infant/Toddler	Philosophy
Japanese	Physics
Mathematics	Political Science
Music	Psychology
Philosophy	Sociology
Physical Sciences	Spanish
Political Sciences	Studio Arts
Real Estate	Theatre Arts
Social and Behavioral Sciences	
Spanish	
Theatre Arts	
Theatre Arts: Technical Theatre	

Sources: COCI Program Data, SOCCCD, 2019; Website Course Listings, 2019

TO: Board of Trustees

FROM: Kathleen F. Burke, Chancellor

RE: SOCCCD: FY 2020-21 Tentative Budget

ACTION: Approval

BACKGROUND

Title 5, California Code of Regulations, Section 58305(a) requires that each community college district Board of Trustees adopt a tentative budget no later than July 1 of each fiscal year. Approval of this budget allows the normal processing of payrolls and vendor payments at the start of the new fiscal year.

The District Resource Allocation Council (DRAC) has met and completed its work on the tentative budget model, which includes changes in the May Revise. The Basic Aid Allocation Recommendation Committee (BAARC) has also completed its process for tentative budget. Based on the impacts of the May Revise and the recommendations from the Board study session, BAARC funding allocations have been amended and are included in the presented tentative budget.

STATUS

The estimate of financial resources available to the District is based on the Governor's May Budget Revision. The tentative budget includes a projected unrestricted ending balance for June 30, 2020 in the amount of \$64 million plus unrestricted general fund resources of \$302 million. The actual ending balance for June 30, 2020 and the State Budget Act are not finalized; these projections will be updated before the adopted budget is presented to the Board on September 21, 2020. The Reserve for Economic Uncertainties has been set at 7.5% in accordance with the Budget Development Guidelines adopted by the Board of Trustees.

The tentative budget also includes a new Student Representation Fee fund that was approved by the Board at its January 21, 2020 meeting. Per AB1504, the District began collecting this fee on January 1, 2020. After reimbursement of the costs for collecting and administering the program (up to seven percent of the total), 50 percent of the funds remaining will be remitted to the statewide student body organization and the remaining 50 percent will stay with our own associated student body organizations to be used for any purpose related to representing the views of students with governmental bodies.

In addition to the general fund, all other District fund budgets are reported in the tentative budget enclosure (EXHIBIT A).

RECOMMENDATION

The Chancellor recommends that the Board of Trustees approve the FY 2020-21 Tentative Budget as presented.



TENTATIVE BUDGET

FY 2020-2021



June 22, 2020

THE DISTRICT



Overview: The South Orange Community College District (SOCCCD) is a multi-campus district encompassing Saddleback College (SC) in Mission Viejo, Irvine Valley College (IVC) in Irvine, and the Advanced Technology & Education Park (ATEP) in Tustin. Founded in 1967, the 382-square mile district covers almost 50 percent of Orange County and is governed by a seven-member elected Board of Trustees and a Chancellor.

Over the past three years, SOCCCD student enrollments have declined slightly. Total student headcount for spring 2020 is over 43,000 and resident full time equivalent students (FTES) for FY 2019-20 is over 26,500 as compared to 27,400 in FY 2016-17. SOCCCD has approximately 4,000 team members consisting of faculty, management, classified staff, and police.

Budget Outlook: The District is projecting difficult budgets over the next several years due to the economic downturn caused by the Coronavirus pandemic (COVID-19). The nation is officially in a recession, which will likely take three to seven years to recover. Joint meetings with the colleges and district services are taking place to discuss district-wide budget impacts and strategies. These strategies include using a multi-year approach to planning, distinguishing between ongoing and one-time revenues to align with expenses, implementing efficiencies to improve services and lower costs, thoroughly evaluating and assessing all positions as they become vacant, and expanding resource development to supplement revenue.

Planning Efforts: District-wide planning and budgeting processes are continually evaluated and improved. In response to accreditation recommendations, the district-wide planning processes were developed and are integral to all aspects of college and district-wide decision-making and resource allocations in a transparent, inclusive and open process. The District-wide Planning Council (DW/PC) implements the recommendations and oversees the strategic planning processes with other major district-wide committees making recommendations on resources, such as the District Resources Allocation Council (DRAC), the Capital Improvement Committee (CIC), the District-wide Technology Committee (DTC), and the Basic Aid Allocation Recommendation Committee (BAARC).

State Budget and the Community College System: The Governor released his May Revision on May 14, 2020. The overall allocation for Proposition 98 funding is \$70.5 billion with 10.93% going to community colleges. This is a drastic reduction (\$13.5 billion) from the January proposed budget when the economic outlook was much brighter. The Governor is predicting a \$54 billion budget shortfall in the current year with continued deficits through FY 2023-24 due to the economic impacts of COVID-19.

The proposed impacts to the Student Centered Funding Formula (SCFF) include an approximately 8% base reduction, no COLA or growth,

and slightly adjusting the 2019-20 funding rates. Although community-supported (basic aid) districts do not receive state funds for their operating budgets, for the first time, the proposed budget language reduces the categorical programs for these districts by a proportional amount of the base reduction in addition to the individual program cuts outlined below. The budget also proposes adding two additional years of the funding guarantee (hold-harmless) through FY 2023-24 for the SCFF. Despite these large budget cuts, the Governor expects colleges to maintain enrollment at the current levels.

Some of the budget highlights that relate to community colleges are:

- (\$593) million base reduction (8%)
- \$0 for COLA
- \$0 for apportionment growth
- \$2.3 billion to offset the PERS and STRS rates in 2020-21 and 2021-22
- (\$135.6) million reduction in Strong Workforce program (58%)
- (\$68.8) million reduction in Student Equity and Achievement program (15%)
- (\$7.3) million reduction in Part-Time Faculty Compensation and Office Hours programs and the statewide Academic Senate (15%)
- (\$54.4) million reduction in the Adult Education program (10%)
- \$223.1 million for 25 new and 15 continuing capital outlay projects

The passage of Proposition 55 in the fall of 2016 continues to provide Educational Protection Account (EPA) funds through December 31, 2030 at \$100 per FTES.

SOCCCD Budget: The SOCCCD tentative budget for all fifteen funds totals over \$1.1 billion, which is comprised of \$535 million in beginning fund balances and \$544 million in revenue. Our total budgeted expenditures is \$883 million and we anticipate spending down our reserves by \$339 million leaving \$197 million in ending fund balance. Because the District is a community-supported (basic aid) district, it is essential that the budget remain conservative. For this coming year, property tax revenues remain a constant, reliable funding stream with an estimated 2.5 percent increase in secured taxes. Prior to COVID-19, it was anticipated that property taxes would increase an estimated 3.9 percent. We have further adjusted our estimates in response to COVID-19 so that the tentative budget includes conservative estimates for enrollment fees, non-resident tuition, EPA funds, Lottery, interest, and other miscellaneous revenue.

Although SOCCCD does not receive state general apportionment, proposed changes to the funding formula do have an impact on college operating budgets as our Board policies dictate we follow the SCFF for allocating funds. In order to maintain operations and serve students

during these tumultuous times, we determined that we would make a one-time exception to our Board policy by utilizing our property taxes to avoid the 8% base funding reduction, fund the calculated COLA of 2.31%, and fund an additional 0.48% growth. The base reduction cut to the categorical programs totals \$13 million for SOCCCD. In order to mitigate the impact to those programs, property tax funds were again used to backfill 50% (\$6.5 million) of the cuts. The State legislature has put forward a budget proposal that would alleviate these cuts; therefore, the categorical reductions will be adjusted based on the final state budget, if needed, for the FY 2020-21 Adopted Budget to be approved by the Board of Trustees in September.

District-wide operating costs continue to increase from negotiated salary increases, health and welfare benefit increases, and pension rate increases. Personnel costs as a percentage of total budget expenditures equal 86.6%, which is within our recommended budget target of 86% - 88%. However, the number jumps to 89.1% if the categorical backfill funds are excluded. This indicator demonstrates the need for future budget vigilance. The budget includes the current negotiated salary increases for all units.

The \$2.3 billion State investment in the pension plans will reduce the anticipated STRS and PERS rates for fiscal years 2020-21 and 2021-22. It brings down the 2020-21 employer rate for PERS from 22.67% to 20.7% and for STRS from 18.41% to 16.15% generating approximately \$2.5 million in savings for our District in 2020-21. This will also decrease the projected 2021-22 rates for PERS and STRS from 25% and 18.2% to 22.84% and 16.02%, respectively. The estimated increased costs for 2020-21 over the current year are \$257 thousand. This will grow an additional \$848 thousand in 2021-22. The Board has approved participation in a Pension Stabilization Fund to offset these increased costs. Deposits totaling \$39.7 million were previously made to the trust but with the withdrawals made to fund these increased costs, the balance at May 31, 2020 is only \$25.8 million. Additional deposits will be made to maintain the fund beginning with a \$5 million BAARC allocation for 2020-21.

After providing \$17.5 million in COLA, growth, and no base reduction to the SCFF funding formula for the colleges through the DRAC model, excess property tax revenues available for basic aid distribution for 2020-21 fiscal year total approximately \$89 million. These funds are used for long-term debt obligations, technology projects, and capital expenditures in lieu of bonds that other community colleges use. These funds are allocated in the budget based on the recommendations from BAARC that were approved at the April 27, 2020 Board meeting. As a result of the May Revise, subsequent adjustments to reduce our property tax estimates and backfill the categorical programs described above were made to the BAARC recommended amounts based upon direction provided at the June 4, 2020 Board study session.

The State capital outlay budget funds the construction phase for our two projects as follows: \$20,838,000 for the Fine Arts Complex at Irvine Valley College and \$23,626,000 for the Gateway Project at Saddleback College. These amounts are not included in this tentative budget but will be added to the adopted budget once final approval is received from the State.

The unrestricted general fund budget provides for each college's operations, district-wide general expenses, District Services, and a general reserve of 7.5%. The reserve is necessary for a self-sufficient district and allows the District to manage cash flow throughout the year as well

as prepare for unforeseen expenditures and emergencies that may arise during the year.

We have added a new fund, the Student Representation Fee Fund, to account for the \$2 fee charged to students as required by Assembly Bill No. 1504 that passed the legislature and was signed into law by the Governor in October 2019. The fees collected will be distributed equally between the college associated students' accounts and the statewide community college student organization after deducting no more than seven percent for the cost of collecting and administering the fees. The college associated students organizations may use the funds to support their governmental affairs advocacy at the local, state, and national level.

Saddleback College

In the FY 2019-20 Tentative Budget, Saddleback College faced an estimated \$8 million structural deficit – ongoing expenses exceeding ongoing revenues – caused by less revenue from the new Student Centered Funding Formula, declining enrollment, and rising costs. Nevertheless, ongoing and one-time revenue allocated in the final Adopted Budget, enrollment growth, and significant cost savings measures have dramatically changed the college's financial outlook for FY 2019-20. Instead of a large deficit, the college expects to end FY 2019-20 with a surplus, increasing the college's reserves in the Adopted Budget. Carrying forward the one-time funds allocated in FY 2019-20 will provide much needed financial stability to get through the economic turbulence caused by the COVID-19 pandemic.

While the college's financial position has greatly improved in the last year, the Tentative Budget includes a \$5.4 million projected deficit due largely to the high cost of its comprehensive CTE programs, and increasing salaries and other operating costs. Cost savings offset some of the operating deficit but reduced categorical funding (partially backfilled) and projected loss of revenue from fees impacted by the COVID-19 pandemic will result in a dependence on the college's reserves.

While ongoing revenue in the DRAC formula increases in FY 2020-21 by \$2.7 million, the total DRAC revenue (minus basic aid categorical backfill and ending balances) decreases by \$1 million due to a decrease in one-time revenue. In addition, revenue from State categorical allocations are projected to decrease \$10 million based on the Governor's proposed budget (before the categorical backfill from property taxes); and other local revenue sources (parking, Child Development Center, community facility use, community and contract education programs, food and vending commissions, etc.) are projected to decrease by up to \$3 million due to the campus closure. Nearly \$4 million mitigate the projected loss of categorical revenue, backfilled from basic aid funds, and program carryover funds. The college is also using some of the funding from the CARES Act Higher Education Emergency Relief Funds and Minority Serving Institution Funds to cover expenses associated with the move to distance learning.

In FY 2020-21, the college will continue the work to eliminate its structural deficit and ensure long-term financial stability while also making

short-term cuts to address the challenges caused by the projected reduction to categorical funding and other COVID-19 related impacts. We also anticipate needing to increase the budget for instructional faculty to create new sections to accommodate projected enrollment increases, though some of that increased enrollment will increase efficiency in existing sections, while additional sections are created only where long waitlists require them. Over the last two years, the college has conserved resources and increased its reserves to provide stability through the transition to the new State funding formula. The reserves will enable the college to effectively meet the growing needs of its students and community over the next few years.

Irvine Valley College

The total tentative budget for IVC is proposed at \$81.7 million reflecting a modest 0.4% increase compared to prior year. Additional SCFF revenue included in the budget is \$804,000, which factors in a \$1 million increase in base allocation, offset by a \$2.4M reduction in the supplemental allocation, and a base reduction of \$5.1 million, or 8%, and a basic aid funded augmentation of \$6.9 million to offset the 8% cut plus COLA and growth. Non-resident tuition revenue is conservatively budgeted at 95% of prior year level as a net result of a 9.4% increase in tuition rate and a 14% projected decline in the international student enrollments due to COVID-19.

Expenditures have been budgeted conservatively reflecting two new faculty in Economics and Japanese in support of those programs and to maintain compliance with the faculty obligation number (FON). Baseline increases include negotiated salary increases, step and column movement, benefit changes, and other costs of doing business. Given the fiscal uncertainties at both the state and federal levels, no further major increases are included in the budget at this time.

IVC's share of the categorical program reductions is \$5.1 million, which coupled with the basic aid backfill amounts to about a 25% net reduction to these programs. This is in addition to \$1.2 million in program-specific cuts applied to Student Equity and Achievement Program (15%), Adult Education Block Grant (10%) and Strong Workforce (58%) programs. For the purposes of the tentative budget, the college applied the 25% reduction across the board to all programs. The college will be working with the district to finalize any reductions to the categorical programs throughout the summer as State budget information becomes available. The goal is to minimize any negative impact on students while maintaining the short-term and long-term fiscal viability of the programs.

Looking Ahead: The Tentative Budget gives us the authority to begin spending on July 1. The Legislature is required to adopt a budget by June 15 and the Governor has 12 days to sign or veto the budget. The Governor has indicated that he will revise the State budget in August after receipt of the final tax returns, which are due on July 15. This "junior" budget bill will then run through both the Assembly and Senate

before being finalized and adopted. Due to this additional budget, we are postponing our Adopted Budget approval to the September Board of Trustees meeting so we can incorporate the final budget assumptions approved in June and any changes from this “junior” budget bill into our Adopted Budget.

Chancellor Burke reviewed the budget and confirms that it is balanced as required by law.

Ann-Marie Gabel

*Vice Chancellor, Business Services
South Orange County Community College District*

BUDGET DEVELOPMENT GUIDELINES

Board Philosophy:

The Board of Trustees shall support and follow fiscal policies that:

1. Ensure wise and prudent use of public resources.
2. Promote financial strength and stability.
3. Maximize educational opportunities for students.

Participatory Governance:

An opportunity for review and input will be provided to the appropriate participatory governance groups prior to adoption of the budget.

Guiding Principles:

The following guiding principles are provided by the Board of Trustees for use when recommendations are made about the budget.

1. Reserve for Economic Uncertainties

The general fund reserve for economic uncertainties shall be no less than 7.5% of the projected unrestricted revenue. A monthly update will be provided to the Board of Trustees that reviews current revenue, expenditure, and ending balance projections. Any action proposed by a staff member, a Board member, or the Board of Trustees as a governing body, which could potentially reduce the reserve, will be reported to the Board in the monthly update. A reported reduction in the reserve below 7.5% shall be accompanied by a plan that indicates how the reserve shall be restored.

2. Future Long Term Debt Issues

No additional Certificates of Participation (COP), or other long-term debt, will be issued until:

- a. An ongoing revenue stream has been identified that covers the full payment for the existing issues or
- b. A dedicated revenue stream has been identified for the payments for the new issue.

The Board has identified this principle as having a very high priority.

3. Retirement Incentives

No retirement incentives will be provided unless one-time funds have been identified that will cover the full cost or the plan savings are sufficient to pay the cost of the incentive.

4. Area/College Allocations

The expenditure budgets for each area/college shall not exceed the projected resource allocations. Any college or district balances existing at the end of each fiscal year, either positive or negative, will result in an equivalent adjustment in the allocation in the subsequent year. In addition, the Vice Chancellor of Business Services and college business officers shall monitor the college budgets to ensure there are no negative balances.

5. Deficit Financing

Deficit financing is defined as a budget in which projected expenditures exceed projected revenue and beginning fund balance for the year. Deficit financing should not occur for ongoing expenses such as salary increases. The amount of deficit financing should always be clearly presented in the budget document. Deficit financing shall not result in a reserve balance that is less than 7.5%.

6. Retiree Medical, Dental, Vision, and Medicare Coordination of Benefits (COB) Plans

To be compliant with GASB 43 and 45, an irrevocable trust was formed in FY 2007-08 to fund medical, dental, vision, and Medicare plans for SOCCCD retirees. This trust was established and the Futuris Public Entity Investment Trust Program was selected to organize the structure and operations of the trust. Benefit Trust Company was selected to manage the funds in the trust. An actuarial study is conducted annually to update the District's OPEB (other post-employment benefits) liability. It is the Board's intent to fully fund the liability once it is identified.

7. Basic Aid

While the District is a basic aid district:

- a. The expenditure budgets for ongoing purposes shall be the resources that would have been available from state apportionment.
- b. Excess revenue above apportionment shall be allocated at the college or district level for one-time purposes, such as to cover some of the unfunded obligation for the retiree benefit plans.
- c. Excess revenue above apportionment shall not be used for regular ongoing expenditures, such as salaries.
- d. Excess revenue above apportionment shall not be used for any other purposes that will jeopardize the District's future financial stability.
- e. BP and AR 3110 will be followed when allocating basic aid funds, unless the Board of Trustees authorizes a departure from the policy.

8. One-time Cost Savings

One-time cost savings shall be allocated to purposes such as the unfunded obligation for the retiree benefit plans, or to one-time expenditures.

9. Full Time Equivalent Student Targets

When developing the target FTES, consideration will be given to the following:

- a. The needs of students and the community.
- b. The percentage of growth allocation in the state apportionment formula.
- c. The FTES generated in the most recent academic year.
- d. The number of FTES the college administration realistically believes can be generated.

10. Funding for Growth

The District resource allocation model shall limit funding for growth FTES to a maximum of the SOCCCD individual adjusted growth rate published by the California Community College System Office, adjusted by subsequent System Office revisions. District growth funding shall also be constrained by FTES growth achieved by the District up to the maximum amount funded through the state funding formula.

SUMMARY OF GENERAL FUND BUDGET ALLOCATIONS (BEGINNING FUND BALANCE & REVENUES)

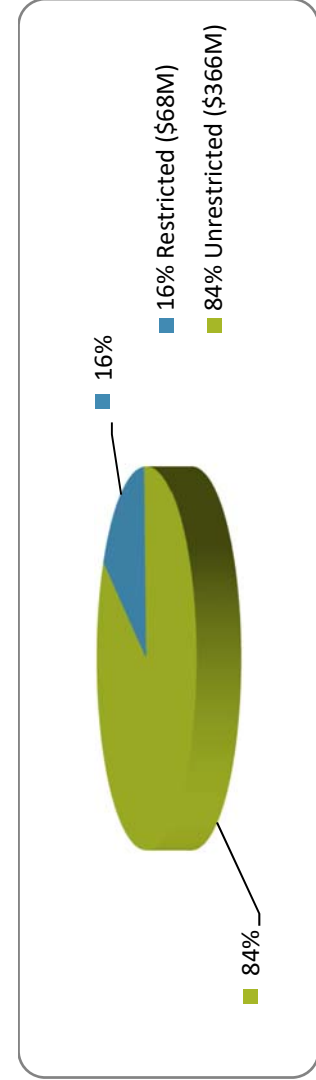
Allocated Area	* Unrestricted	* Restricted	Total
Saddleback College	\$ 125,134,154	\$42,505,886	\$167,640,040
Irvine Valley College	\$ 84,262,731	\$22,106,988	\$106,369,719
District Services	\$ 24,375,819	\$ 3,236,399	\$ 27,612,218
Basic Aid			
Basic Aid Allocation/Transfer**	\$ 87,594,870		\$ 87,594,870
Basic Aid Contingency	\$ 17,733,682		\$ 17,733,682
Other			
District-wide General Expense	\$ 4,848,302	\$ 112,356	\$ 4,960,658
Part-Time Faculty Parity Funds/STRS On-Behalf	\$ 7,983,600		\$ 7,983,600
Reserves for Economic Uncertainties	\$ 14,547,503		\$ 14,547,503
TOTALS	\$ 366,480,661	\$ 67,961,629	\$434,442,290

* See pages 26 and 27 (Revenue, expenditures and change in fund balance for each budget location)

**Prior Year Beginning balance of Basic Aid funds (\$1 M) is in the Capital Outlay Fund.

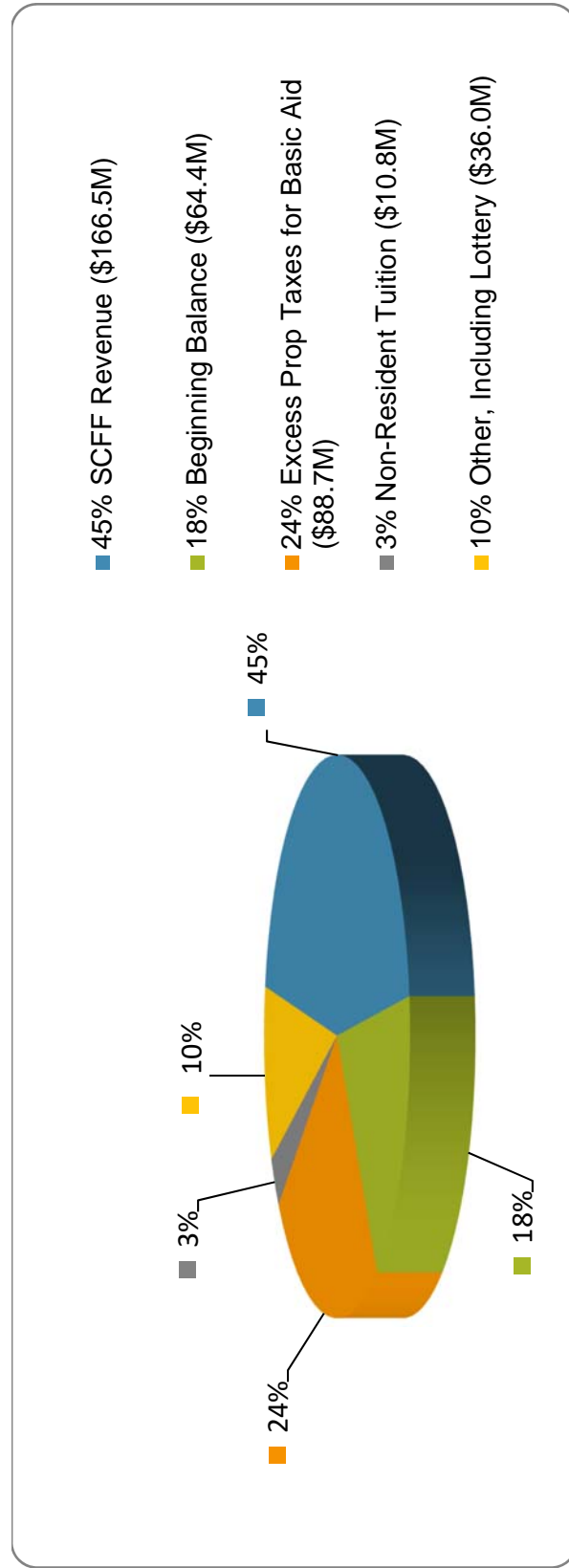
GENERAL FUND REVENUE

The general fund, which totals \$434 million in beginning balances and revenues, consists of accounts that are not required to be recorded in a separate fund. There are two segments of the general fund: "Unrestricted" and "Restricted."



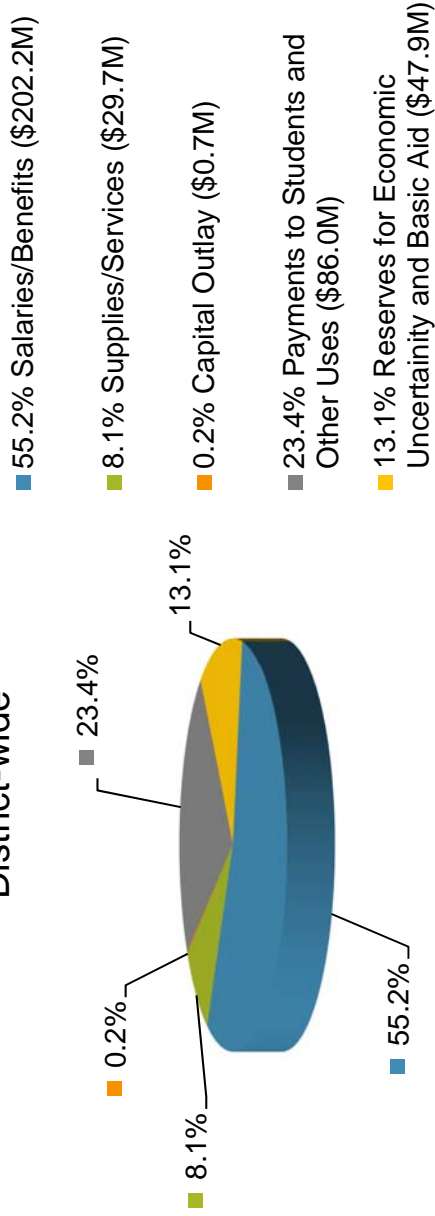
UNRESTRICTED GENERAL FUND REVENUE

The largest segment of the general fund is the *unrestricted portion*, which totals \$366 million and accounts for resources for the general-purpose programs of the District (84% of the activity). This is a decrease of \$7 million over last year due primarily to a decrease in the beginning balances. Of the resources, 45% is equivalent to the amount that would be calculated in the SCFF assuming no base reduction and funding for COLA and growth. The total amount that is equivalent to what would be potentially received from state apportionment funding is determined by the State Budget Act and is distributed to the 73 community college districts by formulas developed by the California Community College Chancellor's Office. The District will not receive state apportionment funding because local property taxes and student enrollment fees exceed the calculation entitlement. The remaining part of the unrestricted resources comes from 2020-21 Basic Aid (24%), Non-Resident Tuition (3%), and other sources, including transfers, EPA funds, interest, ground leases, and Lottery (10%). The beginning balance, carried forward from the prior year, is 18% of available unrestricted funds.

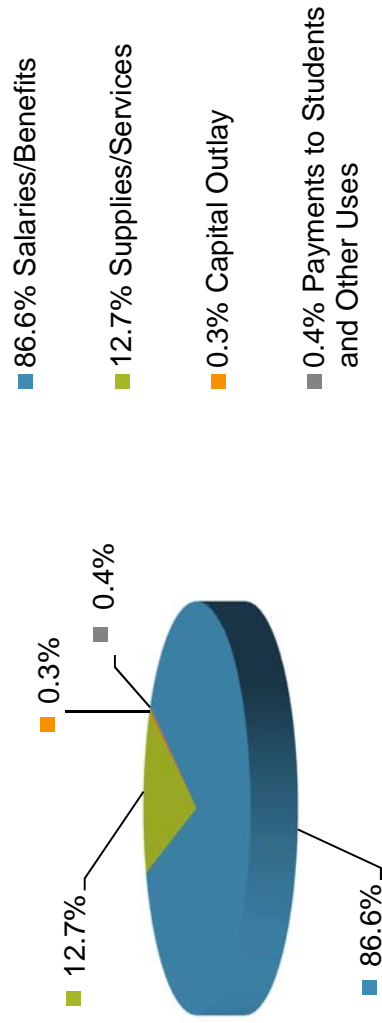


UNRESTRICTED GENERAL FUND OPERATING EXPENDITURES

District-wide

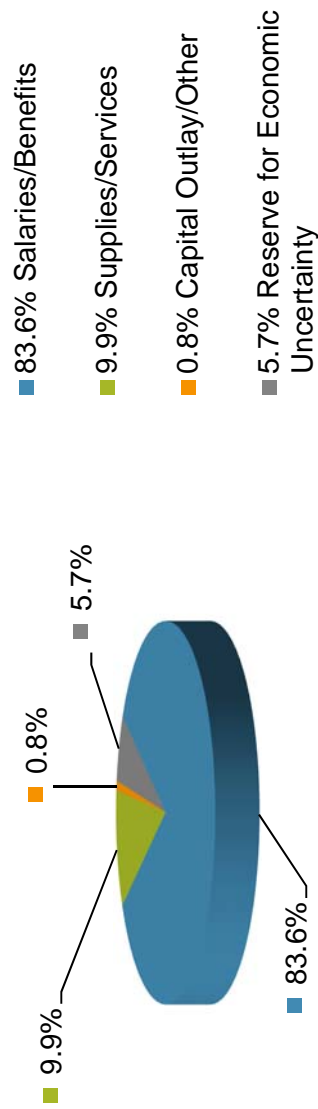


District-wide without Reserves and Basic Aid

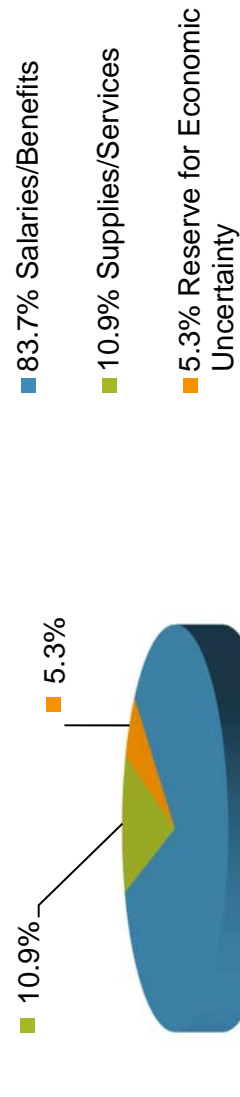


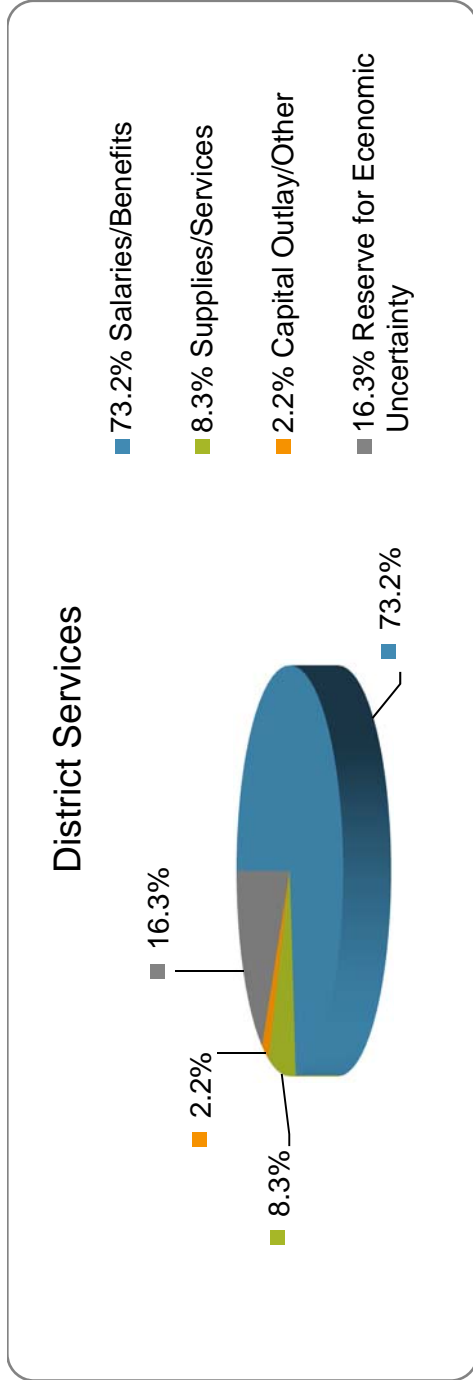
Most of the expenditures in the general fund operating budgets are for employee salaries and benefits as seen below. Saddleback College's salaries and benefits equal 83.6% of its operating budget (down from 90.1%) and Irvine Valley College's salaries and benefits equal 83.7% of its operating budget (down from 90.8%). District Services salaries and benefits decreased from 89.6% to 73.2% of its operating budget. These costs reflect the existing salary rates and estimated benefit cost increases.

Saddleback College



Irvine Valley College

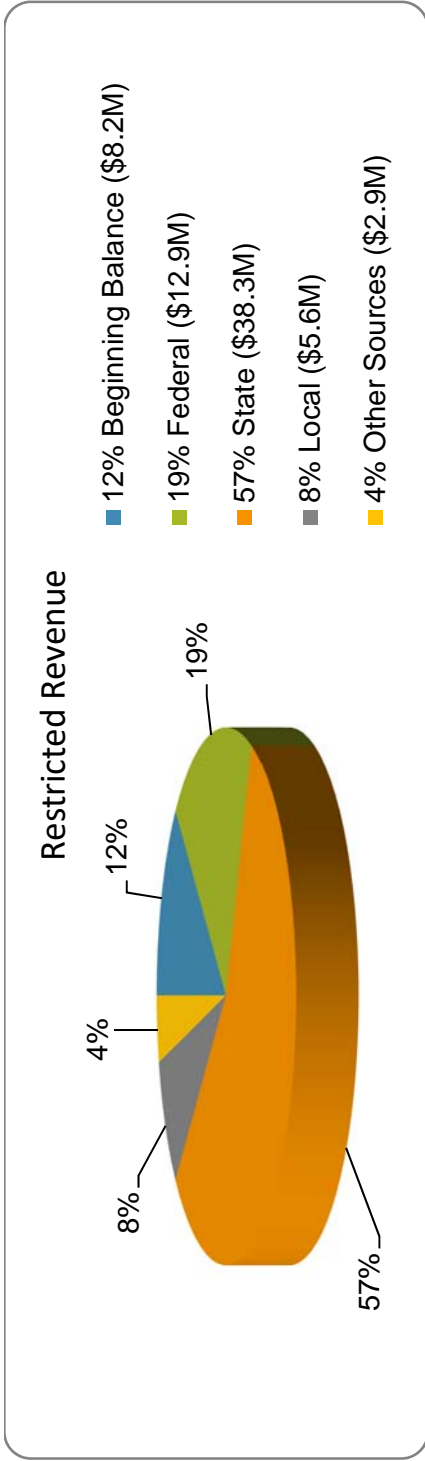




For fiscal prudence, the District-wide recommended budget target for overall staff costs is to not exceed 86-88% of the total budget so there are sufficient resources for instructional materials, equipment, and other operational costs. It is advisable to be on the low end of the range.

RESTRICTED GENERAL FUND

The other segment of the general fund is the *restricted portion (categorical programs and grants)*, representing approximately \$68 million (16%) of the general fund activity. This fund accounts for federal, state, and local money that must be spent for a specific purpose by law or agreement. Examples of these programs, which are mostly services targeted for specific population groups, are: Perkins Title I-C, Student Equity and Achievement (SEA) Program, Strong Workforce, Extended Opportunity Programs and Services (EOPS), Disabled Students Programs and Services (DSPS), and Adult Education. The restricted general fund decreased by \$20 million from the prior year primarily due to the base reduction in state funds applied to categorical programs and lower anticipated local revenues such as parking fees. All federal, state, and local grants and categorical funding are recognized in the restricted general funds of the district and are used primarily by the colleges for support to educational programs and specialized activities.



NOTEWORTHY GENERAL FUND ASSUMPTIONS

- Unrestricted General Fund beginning balance is \$64.4 million. This is composed of the prior year reserve for contingency (\$16.9 million), location beginning balances (\$24.4 million), and basic aid funds (\$23.1 million) which are included in the basic aid project budget.
- Current year FTES are up slightly as of P2 reporting. Targets for 2020-21 reflect 0.48% growth on 2019-20 funded FTES.

Annual FTES (CCFS-320)				
2016-17 Annual	2017-18 Annual	2018-19 Annual	2019-20 P2	2020-21 Target
IVC 10,497	10,093	9,883	9,684	9,731
SC 16,869	16,883	16,651	16,891	16,815
TOTAL 27,366	26,976	26,534	26,575	26,546

- Education Protection Act (EPA) funds are budgeted at \$2.65 million (\$100 per FTES). The revenue will be adjusted at the Adopted Budget when FTES estimates are confirmed. These revenues are from temporary taxes and are budgeted for part-time faculty salaries and benefits.

- Enrollment fee revenues are expected to remain flat.
- Lottery revenue is budgeted at \$4.3 million based on an estimated \$150 per FTES. Lottery funds are paid on all FTES, including non-resident FTES.
- Interest revenue is budgeted at \$2 million based on an anticipated decrease in earnings.
- Ground lease revenue is budgeted at \$3.1 million, an increase of 9%, due to the contract price escalation.
- The property and liability insurance coverage is budgeted at \$1,000,000, the same as 2019-20. This is anticipated to increase for the adopted budget once the renewals are received.
- Employee movement on salary schedules (steps and columns) for all employee groups and negotiated salary increases of 2.92% for faculty, 2.25% for classified, 2.02% for police, and 2.5% for management are budgeted.
- The tentative budget includes a 2.5% cost increase for employee benefits including PPO medical insurance, HMO medical insurance, dental insurance, vision insurance and life insurance. Initial renewal information indicates the final increase will be lower for the adopted budget.
- Workers' Compensation insurance is budgeted at 1.35% of salaries, the same as 2019-20.
- The unemployment insurance rate for 2020-21 remains stable at 0.05% of salaries.
- The Public Employees Retirement System (PERS) employer contribution rate approved by the PERS board is 22.68% of salaries, an increase of 2.959% from 2019-20. Since that time, the May Revise was released and included contributions to the retirement systems that reduced the rate to 20.7%, a 0.979% increase from 2019-20. Due to the late change in rates, the revised PERS rate will be reflected in the adopted budget.

Fiscal Year	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	Increase
	Actual	Actual	Actual	Actual	Estimated	Estimated	Estimated	Estimated	Estimated	Estimated	over 2015-16
PERS Annual Rate	11.847%	13.888%	15.531%	18.062%	19.721%	20.700%	22.840%	25.500%	26.200%	26.500%	
PERS Contribution	4,491,723	5,646,703	6,282,896	7,617,986	8,490,708	9,101,147	10,042,039	11,211,558	11,519,327	11,651,227	7,159,504

- The State Teachers Retirement System (STRS) employer contribution rate for 2020-21 is budgeted at 18.4% of salaries, an increase of 1.3% from 2019-20. The May Revise included contributions to the retirement systems that reduced the rate to 16.15%, a 0.95% decrease

from 2019-20. Due to the late change in rates, the revised STRS rate will be reflected in the adopted budget.

Fiscal Year	2015-16 Actual	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Estimated	2020-21 Estimated	2021-22 Estimated	2022-23 Estimated	2023-24 Estimated	2024-25 Estimated	Increase over 2015-16
STRS Annual Rate	10.730%	12.580%	14.430%	16.280%	17.100%	16.150%	16.020%	18.100%	18.100%	18.100%	
STRS Contribution*	6,692,933	8,553,945	9,765,138	11,039,240	11,908,343	11,554,930	11,461,918	12,950,107	12,950,107	12,950,107	6,257,174

The General Expenses have the following budgeted amounts:

EXPENSE	FY 2020-21 AMOUNT	CHANGE from FY 2019-20
District Services Facilities and Maintenance	\$ 300,000	
CSEA Professional Development	\$ 30,000	\$ 30,000
Discrimination/Harassment Investigation Services	\$ 450,000	
District-wide IT Maintenance Agreements	\$ 1,657,302	\$ 543,388
District-wide Strategic Planning	\$ 110,000	
Employee Safety Compliance Cost	\$ 60,000	
Faculty Job Fair	\$ 30,000	
Faculty Sabbatical Bond Payments	\$ 18,000	
Financial Audit	\$ 145,000	
Internal Audit	\$ 270,000	\$ 15,000
Labor Contract Negotiations	\$ 100,000	
Legal Advertising	\$ 65,000	
Legal Fees	\$ 600,000	
Local Experience Charge – Unemployment Insurance	\$ 80,000	\$ 35,000
Offsite Technology Security	\$ 45,000	
Personnel Advertising	\$ 130,000	
Phone System Maintenance Agreement (moved to DW IT Maint)	\$ 0	(\$ 225,000)
Property & Liability Insurance	\$ 1,000,000	
Taxpayer Relief Act Compliance	\$ 58,000	
TOTAL GENERAL EXPENSE ACCOUNTS	\$5,148,302	\$ 398,388
District Services Facilities and Maintenance*	\$ <300,000>	
ADJUSTED GENERAL EXPENSE ACCOUNTS	\$4,848,302	\$ 398,388

*Paid to Saddleback College for expenses related to District Services space in the Health Sciences Building

The 2020-21 Tentative Budget includes inter-fund transfers as follows:

<u>To:</u>	<u>From:</u>				
	General	General	Basic	Associated	Pension
	Fund SC	Fund DS	Aid	Students SC	Stabilization
					Total
General Fund IVC (a)					\$3,600,000
General Fund SC (a)					\$5,467,000
General Fund DS (a)					\$1,120,000
Capital Outlay (b)			\$74,874,099		\$74,874,099
Child Development (c)	\$392,976			\$20,388	\$413,364
Self-Insurance Fund (d)		\$440,000			\$440,000
Retiree Benefits Fund (e)			\$5,225,816		\$5,225,816
Pension Stabilization Fund (f)			\$5,000,000		\$5,000,000
Total Transfers	\$392,976	\$440,000	\$85,099,915	\$20,388	\$10,187,000
					\$96,140,279

- a) Transfer from Pension Stabilization Trust for increased PERS and STRS costs from 2015-16
b) Transfer from Basic Aid for capital outlay projects
c) Transfer from SC General Fund and ASG to support the child development center
d) Transfer DS funds to support Risk Management Department
e) Basic Aid funds allocated for retiree health benefits liability
f) Basic Aid funds allocated for pension stability trust fund

FISCAL STABILITY AND RESERVE FOR ECONOMIC UNCERTAINTIES

Reserve funds are an important financial solvency safeguard. Examples of needs for the reserve for economic uncertainties are revenue shortfalls, unexpected repairs, and enrollment declines occurring during the year.

Based on BP 3100, the FY 2020-21 Tentative Budget includes a reserve for contingency of 7.5% of unrestricted operating funds, with a total amount of \$14,547,503. The State Chancellor's Office recommends a prudent level of reserve of 5%.

BASIC AID STATUS

A “community-supported” or basic aid district is one that receives more revenue from local sources (property taxes and student enrollment fees) than it would receive in total for state apportionment. The District, therefore, is self-sufficient and does not rely on state apportionment for general operations. The portion of property taxes received above the state calculated allocation is referred to as Basic Aid Receipts. The District returned to its status as a community supported district in FY 1999-2000 and has received basic aid receipts as follows:

<u>Fiscal Year</u>	<u>Basic Aid Receipts</u>
1999 - 2007	\$214,160,468
2007 - 2008	\$ 50,692,873
2008 - 2009	\$ 51,179,365
2009 - 2010	\$ 39,022,021
2010 - 2011	\$ 38,737,963
2011 - 2012	\$ 39,301,044
2012 - 2013	\$ 46,888,399
2013 - 2014	\$ 43,788,270
2014 - 2015	\$ 51,659,425
2015 - 2016	\$ 52,672,948
2016 - 2017	\$ 66,017,281
2017 - 2018	\$ 72,940,087
2018 - 2019	\$ 80,300,099
2019 - 2020	\$ 87,442,097

The District estimates that property tax receipts above the state calculated allocation amount for 2020-21 and future years to be as follows:

<u>Fiscal Year</u>	<u>Basic Aid Receipts</u>
2020 - 2021	\$ 88,668,408
2021 - 2022	\$ 91,382,098
2022 - 2023	\$ 92,868,084
2023 - 2024	\$ 94,842,176

The 2019-20 basic aid receipts have increased since the original estimates and will be adjusted after final property taxes are posted. Although still conservative, the 2020-21 estimated receipts are also higher due to larger projected property tax revenues.

The assumptions used to estimate basic aid funds for 2020-21 are: SCFF funding COLA at 2.31%, growth at 0.48%, and a base reduction backfill at 8%. For the following years, funding formula COLA is estimated at 2.48%, 3.26% and 3.0%, and growth is estimated at 0.0% for all years.

The Orange County Auditor Controller's office is consulted regularly in order to conservatively project the District's property tax revenue in conjunction with historical trends. For 2020-21, secured property taxes are budgeted with a 2.5% increase over 2019-20. For the following years, secured taxes are estimated to increase 3% per year. Unsecured taxes are projected to decrease by 2.65%, supplemental taxes are projected to decrease by 6.67% and homeowners' taxes are estimated to remain constant for 2020-21 remain flat for the following years.

BP and AR 3110 – *Basic Aid Funds Allocation Process* guide the Basic Aid allocation calculation and process. The Basic Aid Allocation Recommendation Committee (BAARC) followed this process for its recommendation for allocating the 2020-21 basic aid funds. In response to the May Revise, the recommendation made by BAARC has been decreased to cover 50 percent of the categorical reductions and decreased property taxes estimates. As this annual process is early in the budget cycle and based on estimates prior to year-end closing, some final adjustments to funds available are made in the adopted budget.

The schedule below shows basic aid funds and projects that are included in the 2020-21 Tentative Budget.

ESTIMATED BASIC AID RESOURCES & PLANNED EXPENDITURES

FY 2020-21 Resources		Amount
Balance at July 1, 2020		\$ 23,078,969
Receipts 2020-21		\$ 88,668,408
Estimated Property Taxes for Basic Aid		\$111,747,377
Contingency for Unrealized Tax Collections (20%)		(\$17,733,682)
Unallocated Funds		<u>\$0</u>
Total Allocated FY 2020-21		<u>\$ 94,013,695</u>
Budgeted Expenditures		
2020-21 Long-Term Obligations and Fixed Expenses		\$ 11,655,816
Funding for Technology and Capital Projects		\$ 75,880,963
Categorical Program Backfill		\$6,476,916
Total Approved and Budgeted Projects		<u>\$ 94,013,695</u>

<u>Basic Aid Projects</u>	<u>Project Amount</u>
Closed Projects	\$303,272,221
Prior Approved Open Projects	\$604,314,029
Total Prior Approved Projects	\$907,586,250
Less Expenses and Commitments as of April 2020	\$745,895,164
Net Uncommitted Balance	\$161,691,086
<u>New FY 2020-21 Project Funding</u>	<u>Project Amount</u>
<u>Long Term Obligations & Fixed Expenses</u>	
DW Credit Card/Bank Fees	\$650,000
Pension Stability Trust*	\$5,000,000
SOCCLD - Legislative Advocacy Services*	\$130,000
Retiree Benefits Expenses*	\$5,225,816
Trustee Elections*	\$650,000
Backfill for Categorical Program Cuts (50%)	\$6,476,916
<u>Capital Projects/Scheduled Maintenance/Renovation</u>	
DW – ADA Transition Plan Projects*	\$3,000,000
DW – Warehouse Canopy*	\$460,000
IVC – Access Controls*	\$2,600,000
IVC – B200 Scheduled Maintenance*	\$2,500,000
IVC – B400 Labs/Entrance Controls* - moved to Access Controls	(\$100,000)
IVC – Fine Arts Building*	\$5,993,256
IVC – Lighting Upgrades	\$570,000
IVC – Scheduled Maintenance Infrastructure	\$500,000
IVC – Student Services Center Renovation*	\$4,993,273
SC – ATAS Building*	\$5,127,000
SC – ATEP First Building*	\$4,787,100
SC – Gateway Building*	\$6,800,261
SC – Quad Renovation, Arboretum Trail, Meditation Garden	\$500,000
SC – Scheduled Maintenance Utility Distribution System	\$4,700,000
SC – Scheduled Maintenance Painting	\$400,000
SC – Scheduled Maintenance Upgrade Domestic Water System	\$500,000

SC – Science Math Engineering Building Renovation*	\$4,300,000
SC – Site Work at Outfall	\$130,000
SC – Stadium and Site Improvements*	\$5,608,798
SC – Street and Parking Lot Repairs	\$1,000,000
SC – Student Services Center Renovation	\$3,378,275
SC – Temporary Parking Lot Renovation	\$300,000
SC – Village Demolition	\$1,500,000
<u>Capital Programs Planning, Technical, Specialty, Legal Consulting</u>	
Technology Master Plan*	\$333,000
<u>IT Projects</u>	
Attendance Tracking	\$200,000
Block Registration*	\$150,000
SC Classroom Technology and Audio Visual Refresh*	\$508,950
SC College Cabling*	\$1,132,799
College Desktop Refresh* (IVC/SC)	\$1,269,564
Contingency*	\$245,000
DW Business Continuity Technical Plan	\$150,000
DW Data Backup Refresh	\$905,734
DW Infrastructure Cloud Services	\$500,000
DW Private Wide Area Network (WAN) Refresh	\$220,000
DW Vulnerability Assessment	\$200,000
HR/Business Services Integrated Software*	\$1,398,000
InFORM Data Warehouse Upgrade	\$200,000
Instructional Management System (IMS) Upgrade	\$715,680
IVC Live Oak Terrace Conversion to Outdoor Theater	\$985,160
IVC New Marquees	\$432,000
MAP Enhancements*	\$385,000
SC Intermediate Distribution Facility (IDF) Refresh*	\$390,000
SC Domain Name System (DNS)	\$844,873
SC Physical Telecommunications Infrastructure Upgrade	\$980,847
SC Storage Area Network (SAN)	\$800,232
SC Virtual System Refresh	\$564,818

SIS Architecture Upgrade*	\$475,000
SIS Development Process Improvements	\$150,000
Student Information System Enhancements*	\$1,814,400
Wireless Upgrade*	\$381,943
Total FY 2020-2021 Funded Projects	<u>\$94,013,695</u>
Cumulative Total - Basic Aid Approved Projects	<u>\$1,001,599,945</u>

*Reflects an augmentation/adjustment to an existing project

OTHER FUNDS

Community Education Funds (Fund #07 and Fund #09)

The Community Education funds are self-supporting with income derived from community education fees. Both colleges provide community education seminars, short courses, workshops, and programs to support community needs not met by the traditional college curriculum; the instruction is consistent with the primary mission of the District. The income and expenses from the activities of these programs at Irvine Valley College is accounted for in Fund #07, and at Saddleback College in Fund #09. Both colleges are currently self-supporting.

Child Development Fund (Fund #12)

The Child Development fund is intended to be self-sufficient. The District operates a child development program at Saddleback College for the benefit of children aged 18 months to 5 years. Services are provided to students and the community on a fee basis. Although the intent is for self-sufficiency, Saddleback College plans to provide \$392,976 in support from the unrestricted general fund (30% of funding). The child development program is also not charged for administration or operations, and it is currently not self-supporting.

Capital Outlay Fund (Fund #40)

The District maintains the Capital Outlay fund to account for the expenditures of capital outlay and scheduled maintenance projects. This fund is further divided by funding sources, i.e., state apportionment for new construction, state scheduled maintenance, local redevelopment funds, basic aid projects, and district/college funded projects. Redevelopment Agency (RDA) funds are received from eight cities within the district, although the state terminated the redevelopment agencies on February 1, 2012. Funds are received based on prior "pass-through" agreements as well as residual funds not needed to pay remaining agency obligations. These funds are distributed each year following the DRAC model allocation.

The following table depicts the Capital Outlay fund expenditures by type and area:

Project Description	District-wide	Saddleback	IVC	District Services	Total
Basic Aid Projects:					
CIC Projects	32,992,567	140,575,559	89,572,500	895,000	264,035,626
IT Projects	19,789,395	9,166,506	5,680,609		34,636,510
State Funded Capital Outlay Projects:					
State Portion					-
Basic Aid Match		32,958,261	28,503,256		61,461,517
College Funded Capital Outlay Projects		2,636,483			2,636,483
Redevelopment Funds	6,415,000	17,493,225	13,820,576	5,980,992	43,709,793
Future Capital Outlay Projects	36,172,639	1,675,946		1,361,402	39,209,987
Total Capital Outlay Budget	95,369,601	204,505,980	137,576,941	8,237,394	445,689,916

Major Basic Aid Capital Construction Projects:

Saddleback College projects include: a) Advanced Technology and Applied Sciences (ATAS) Building – Tennis Courts construction completion and closeout and construction of Connector Road and ATAS building; b) Athletic Stadium – construction and close-out; c) Gateway – design, bid, and construction; d) PE Renovation – construction; e) Data Center Phase II - design; f) Access Control – close-out; g) BMS Campus-wide up-grade – design and construction; h) Wireless exterior project – design and construction; and i) 12kv system replacement/upgrades - design.

Irvine Valley College projects include: a) Parking Lot, Phase I and II with solar – Parking lot and battery installation complete, solar carports – design and construction; b) Performing Arts Center Construction Defects – follow up phase, pre-design; c) Fine Arts –design, bid, and construction; d) Access Control - construction; e) B230-Physical Sciences –closeout, B221 construction and B222 design and construction; f) Soccer and Practice Fields – design; g) Student Services Center – design; and h) Lighting and Walkways – pre-construction.

ATEP projects include: a) ATEP Signage project – construction and close-out; b) Saddleback College ATEP First Building - design.

District-wide projects include: a) Facilities Master Plan; b) Design Standards development; and c) ADA Transition Plan projects – design and construction.

Major Basic Aid Technology Initiatives: This year's approved basic aid technology projects recommended by the District-wide Technology Committee (DTC) fall into three major categories. The first category is enterprise resource planning (ERP) software, such as Workday's cloud-

based software for human capital management and finance and SOCCCD's internally created Student Information System (SIS). This category includes funds reserved to implement unfunded statewide mandates.

The second category consists of major district-wide technology projects such as student attendance tracking, block registration, MAP enhancements, SIS and Instructional Management System (IMS) upgrades, data warehouse upgrade, infrastructure enhancements, and increased security protections.

The final category consists of college-requested items such as cabling upgrade, wireless upgrade, outdoor theater, marquees, server hardware refresh, and upgrades to classroom technology along with faculty and staff computers.

Self-Insurance Fund (Fund #68)

The Self-Insurance fund is used to account for the activities of the District's risk management department and the self-funded programs for property, liability and workers' compensation.

The District belongs to the Statewide Association of Community Colleges (SWACC) Joint Powers Authority for up to \$1,000,000 comprehensive liability insurance and up to \$250,000 for property insurance coverage. The District belongs to the School's Association for Excess Risk (SAFER) Joint Powers Authority for excess insurance coverage for liability losses in excess of \$1,000,000 up to \$50,000,000, and in excess of \$250,000 up to \$250,000,000 for excess property coverage. These pools have stabilized the cost of insurance coverage in recent years. Our deductibles for insurance are as follows: Liability = \$50,000; Property = \$5,000; Electronic Data Processing Equipment = \$250; Crime = \$2,500; Cyber Liability = \$75,000; and Equipment Breakdown = \$5,000.

The District belongs to the Protected Insurance Program for Schools and Community Colleges (PIPS) for workers' compensation for \$1 coverage on all claims.

Retiree Benefit Fund (Fund #71)

The District pays premiums for health care coverage for retirees according to Board policies and contract agreements with employee groups. The Retiree Benefit Fund is used to pay retiree benefit premiums that are reimbursed from the Retiree OPEB Trust fund. The current year's annual accrual of retiree benefits for existing employees is also made in this fund.

Retiree Other Post-Employment Benefits (OPEB) Trust Fund (Fund #72)

The Retiree OPEB Trust fund is used to account for the activities of the District's irrevocable trust. An irrevocable trust was established in FY 2007-08 to fund the OPEB obligation in accordance with GASB 43 and 45 for the purpose of investment and disbursement of funds irrevocably designated for the payment of obligations to eligible employees, former employees, and their eligible dependents for medical, dental, and vision upon retirement. The District's OPEB liability was updated in January 2020 with the completion of a required actuarial study.

An actuarial study is conducted annually to update the status of the District's irrevocable trust and determine any unfunded liabilities. The study

provides two estimates: 1) the annual accrual to cover the value of benefits “earned” in the current year for existing employees, and 2) the total projected benefits accrual for employees’ past service. The current study estimates the cost for the annual accrual for current employees to be \$5,225,816. The District’s actuarial accrued liability for past service estimated at \$106,038,542 is fully funded. The annual accrual amount is funded in the tentative budget.

Pension Stability Trust (PST) Fund (Fund #78)

The PST fund was established to pre-fund the anticipated costs associated with the increase in pension rates through FY 2021-22. As a result of the change to BP 3110 – *Basic Aid Funds Allocation Process* in November 2019, additional deposits will be made to maintain the fund going forward beginning with a \$5 million BAARC allocation for 2020-21. The funds are transferred to the district each year based on actual increased expenditures from the 2015-16 base year for STRS and PERS.

Student Financial Aid Fund (Fund #84)

The Student Financial Aid Fund is used to account for federal and state financial aid funds received and disbursed to students.

Associated Student Government (ASG) Funds (Funds #95 and #96)

The ASG organizations are auxiliaries of the District and are used to account for the activities of the SC Associated Student Government (ASG) and the IVC Associated Students (ASIVC).

Student Representation Fee Fund (Funds #97)

The Student Representation Fee fund accounts for the fees collected to support student representation efforts at the federal, state, and local level. AB1504 requires community colleges to charge a \$2 fee to all registered students each semester and provide the opportunity to opt out of the fee. \$1 of the fee is remitted to the statewide associated students organization each spring.

BUDGET TABLES

The Tentative Budget for FY 2020-21 for all District funds is summarized on the following pages.

Ann-Marie Gabel, Vice Chancellor, Business Services
Kim McCord, Executive Director, Fiscal Services

**SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
TENTATIVE BUDGET - FISCAL YEAR 2020-21**

Revenues, Expenditures and Change in Fund Balance

[illegible]

SOURCES OF FUNDS

REVENUES:

[illegible]

OTHER FINANCING SOURCES:

[illegible]

TOTAL SOURCES OF FUNDS

[illegible]

OTHER FINANCING USES:

	7300-7399 \$	884,209 \$	- \$	- \$	- \$	10,187,000 \$	- \$	20,388 \$	- \$	11,091,597
Transfers Out										
Basic Aid Transfers Out	7300-7399	85,099,915	-	-	-	-	-	-	-	85,099,915
Other Transfers	7400-7499	2,864,043	-	-	-	-	-	-	-	51,714,543
Payments to Students	7500-7699	9,606,617	-	-	-	-	-	-	-	35,024,117
Total Other Uses		98,454,784	-	-	48,818,000	-	10,187,000	25,345,000	92,888	182,930,172

TOTAL USES OF FUNDS

[illegible]

ENDING BALANCE

COMPONENTS OF ENDING BALANCE									
Reserve, Economic Uncertainties	\$	30,144,890	\$	-	\$	-	\$	-	\$
Reserve, Unrealized Tax Collections (Basic Aid)		17,733,682		-		-		-	
Nondesignated Ending Fund Balance				-	1,098,197	2,575,064		179,974	
Restricted Fund Balance				-	-	-	144,907,846	-	

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
TENTATIVE BUDGET - FISCAL YEAR 2020-21
Revenues, Expenditures and Change in Fund Balance

	Saddleback College			General Fund Irvine Valley College			District Services		
	General Fund	Restricted	Total	General Fund	Restricted	Total	General Fund	Restricted	Total
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
BEGINNING FUND BALANCE	9712	\$ 12,500,000	\$ 5,348,362	\$ 17,848,362	\$ 6,500,000	\$ 2,695,920	\$ 9,195,920	\$ 5,400,000	\$ 5,400,000
SOURCES OF FUNDS									
REVENUES:									
SCFF Revenue	Various	\$ 89,034,733	\$ -	\$ 89,034,733	\$ 57,077,622	\$ -	\$ 57,077,622	\$ 17,855,819	\$ -
Basic Aid		3,928,062	-	3,928,062	2,548,854	-	2,548,854	-	-
Federal Sources	8100-8199	-	8,171,798	8,171,798	-	4,764,177	4,764,177	-	-
Other State Sources	8600-8699	6,737,368	25,976,753	32,714,121	4,369,039	11,964,095	16,333,134	-	372,356
Other Local Sources	8800-8899	7,418,461	2,957,740	10,376,201	10,135,746	2,692,796	12,818,542	-	-
Total Revenue		107,118,624	37,106,291	144,224,915	74,131,261	19,411,068	93,542,329	17,855,819	18,228,175
OTHER FINANCING SOURCES:									
Sale of Surplus	8910-8919	48,530	-	48,530	31,470	-	31,470	-	-
Fiscal Agent Pass-Thru	8970-8979	-	-	-	-	-	-	2,864,043	2,864,043
Restricted Basic Aid	8980-8989	-	-	-	-	-	-	-	-
Incoming Transfers	8980-8989	5,467,000	51,233	5,518,233	3,600,000	-	3,600,000	1,120,000	1,120,000
Total Other Sources		5,515,530	51,233	5,566,763	3,631,470	-	3,631,470	2,864,043	3,984,043
TOTAL SOURCES OF FUNDS		112,634,154	37,157,524	149,791,678	77,762,731	19,411,068	97,173,799	18,975,819	22,212,218
USES OF FUNDS									
EXPENDITURES:									
Academic Salaries	1000-1999	\$ 51,972,011	\$ 6,929,763	\$ 58,901,774	\$ 33,618,481	\$ 1,984,700	\$ 35,603,181	\$ 1,133,127	\$ -
Classified Salaries	2000-2999	21,341,629	8,765,994	30,107,623	15,636,441	4,829,440	20,465,881	10,216,138	10,216,138
Employee Benefits	3000-3999	31,346,586	5,786,700	37,133,286	21,289,276	3,428,698	24,717,974	6,483,918	6,483,918
Supplies & Materials	4000-4999	879,305	5,965,769	6,845,074	845,990	1,350,847	2,196,837	82,500	60,000
Services & Other Operating	5000-5999	11,473,723	6,877,524	18,351,247	8,369,543	3,584,057	11,953,600	1,935,500	312,356
Capital Outlay	6000-6999	564,940	3,383,588	3,948,528	3,000	2,119,177	2,122,177	99,000	99,000
Total Expenditures		117,578,194	37,709,338	155,287,532	79,762,731	17,296,919	97,059,650	19,950,183	20,322,539
OTHER FINANCING USES:									
Transfers Out	7300-7399	\$ 444,209	\$ -	\$ 444,209	\$ -	\$ -	\$ -	\$ 440,000	\$ -
Basic Aid Transfers Out	7300-7399	-	-	-	-	-	-	-	-
Other Transfers	7400-7499	-	-	-	-	-	-	2,864,043	2,864,043
Payments to Students	7500-7699	-	4,796,548	4,796,548	-	4,810,069	4,810,069	-	-
Total Other Uses		444,209	4,796,548	5,240,757	-	4,810,069	4,810,069	2,864,043	3,304,043
TOTAL USES OF FUNDS		118,022,403	42,505,886	160,528,289	79,762,731	22,106,988	#####	20,390,183	23,626,582
SURPLUS / (DEFICIT)		\$ (5,388,249)	\$ (5,348,362)	\$ (10,736,611)	\$ (2,000,000)	\$ (2,695,920)	\$ (4,695,920)	\$ (1,414,364)	\$ (1,414,364)
ENDING BALANCE		\$ 7,111,751	\$ -	\$ 7,111,751	\$ 4,500,000	\$ -	\$ 4,500,000	\$ 3,985,636	\$ 3,985,636
COMPONENTS OF ENDING BALANCE									
Reserve, Economic Uncertainties		\$ 7,111,751	\$ -	\$ 7,111,751	\$ 4,500,000	\$ -	\$ 4,500,000	\$ 3,985,636	\$ -
Reserve, Unrealized Tax Collections (Basic Aid)		-	-	-	-	-	-	-	-
Non-designated Ending Fund Balance		-	-	-	-	-	-	-	-
Restricted Fund Balance		-	-	-	-	-	-	-	-

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
TENTATIVE BUDGET - FISCAL YEAR 2020-21
Revenues, Expenditures and Change in Fund Balance

		General Fund				TOTAL	
		Basic Aid		Other*		General Fund	
		General Fund	Unrestricted	General Fund	Restricted	Unrestricted	Restricted
		Unrestricted	Unrestricted	Unrestricted	Restricted	Unrestricted	Restricted
BEGINNING FUND BALANCE	9712	\$ 23,137,060	\$ 16,904,887	\$ 112,356	\$ 17,017,243	\$ 64,441,947	\$ 8,156,638
SOURCES OF FUNDS							
REVENUES:							
SCFF Revenue	Various	\$ -	\$ 2,490,918	\$ -	\$ 2,490,918	\$ 166,459,092	\$ -
Basic Aid		82,191,492	-	-	-	88,668,408	-
Federal Sources	8100-8199	-	-	-	-	-	12,935,975
Other State Sources	8600-8699	-	7,983,600	-	7,983,600	19,090,007	38,313,204
Other Local Sources	8800-8899	-	-	-	-	17,554,207	5,640,536
Total Revenue		82,191,492	10,474,518	-	10,474,518	291,771,714	56,889,715
OTHER FINANCING SOURCES:							
Sale of Surplus	8910-8919	-	-	-	-	80,000	-
Fiscal Agent Pass-Thru	8970-8979	-	-	-	-	-	2,864,043
Restricted Basic Aid	8980-8989	-	-	-	-	-	-
Incoming Transfers	8980-8989	-	-	-	-	10,187,000	51,233
Total Other Sources		-	-	-	-	10,267,000	2,915,276
TOTAL SOURCES OF FUNDS		82,191,492	10,474,518	-	10,474,518	302,038,714	59,804,991
USES OF FUNDS							
EXPENDITURES:							
Academic Salaries	1000-1999	\$ 186,760	\$ 398,843	\$ -	\$ 398,843	\$ 87,309,222	\$ 8,914,463
Classified Salaries	2000-2999	242,787	351,082	-	351,082	47,788,077	13,595,434
Employee Benefits	3000-3999	214,973	7,836,327	-	7,836,327	67,171,080	9,215,398
Supplies & Materials	4000-4999	9,550	25,486	-	25,486	1,842,831	7,376,616
Services & Other Operating	5000-5999	1,840,885	4,220,164	112,356	4,332,520	27,839,815	10,886,293
Capital Outlay	6000-6999	-	-	-	-	666,940	5,502,765
Total Expenditures		2,494,955	12,831,902	112,356	12,944,258	232,617,965	55,490,969
OTHER FINANCING USES:							
Transfers Out	7300-7399	\$ -	\$ -	\$ -	\$ -	\$ 884,209	\$ -
Basic Aid Transfers Out	7300-7399	85,099,915	-	-	-	85,099,915	-
Other Transfers	7400-7499	-	-	-	-	-	2,864,043
Payments to Students	7500-7699	-	-	-	-	-	9,606,617
Total Other Uses		85,099,915	-	-	-	85,984,124	12,470,660
TOTAL USES OF FUNDS		87,594,870	12,831,902	112,356	12,944,258	318,602,089	67,961,629
SURPLUS / (DEFICIT)		\$ (5,403,378)	\$ (2,357,384)	\$ (112,356)	\$ (2,469,740)	\$ (16,563,375)	\$ (8,156,638)
ENDING BALANCE		\$ 17,733,682	\$ 14,547,503	\$ -	\$ 14,547,503	\$ 47,878,572	\$ -
COMPONENTS OF ENDING BALANCE							
Reserve, Economic Uncertainties		\$ -	\$ 14,547,503	\$ -	\$ 14,547,503	\$ 30,144,890	\$ -
Reserve, Unrealized Tax Collections (Basic Aid)		17,733,682	-	-	-	17,733,682	-
Nondesignated Ending Fund Balance		-	-	-	-	-	-
Restricted Fund Balance		-	-	-	-	-	-

Tentative Budget FY 2020-2021

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
TENTATIVE BUDGET - FISCAL YEAR 2020-21
Revenues, Expenditures and Change in Fund Balance

		Community Education Funds			Retiree Benefit & Pension Trust Funds			
		Saddleback College (09) & (100)	Irvine Valley College (07)	Total	Retiree Benefit Fund (71)	Retiree (OPEB) Trust Fund (72)	Pension Stability Trust Fund (78)	Total
BEGINNING FUND BALANCE	9712	\$ 322,850	\$ -	\$ 322,850	\$ 1,473,447	\$ 120,041,215	\$ 22,336,768	\$ 143,851,430
SOURCES OF FUNDS								
REVENUES:								
SCFF Revenue	Various	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Basic Aid		-	-	-	-	-	-	-
Federal Sources	8100-8199	-	-	-	-	-	-	-
Other State Sources	8600-8699	-	-	-	-	-	-	-
Other Local Sources	8800-8899	1,161,078	172,569	1,333,647	40,000	11,225,816	800,000	12,065,816
Total Revenue		1,161,078	172,569	1,333,647	40,000	11,225,816	800,000	12,065,816
OTHER FINANCING SOURCES:								
Sale of Surplus	8910-8919	-	-	-	-	-	-	-
Fiscal Agent Pass-Thru	8970-8979	-	-	-	-	-	-	-
Restricted Basic Aid	8980-8989	-	-	-	5,225,816	-	5,000,000	10,225,816
Incoming Transfers	8980-8989	-	-	-	-	-	-	-
Total Other Sources		-	-	-	5,225,816	-	5,000,000	10,225,816
TOTAL SOURCES OF FUNDS		1,161,078	172,569	1,333,647	5,265,816	11,225,816	5,800,000	22,291,632
USES OF FUNDS								
EXPENDITURES:								
Academic Salaries	1000-1999	\$ 71,023	\$ -	\$ 71,023	\$ -	\$ -	\$ -	\$ -
Classified Salaries	2000-2999	483,997	85,305	569,302	-	-	-	-
Employee Benefits	3000-3999	192,017	53,764	245,781	5,225,816	5,222,400	-	10,448,216
Supplies & Materials	4000-4999	22,000	1,000	23,000	-	-	-	-
Services & Other Operating	5000-5999	714,891	32,500	747,391	20,000	480,000	100,000	600,000
Capital Outlay	6000-6999	-	-	-	-	-	-	-
Total Expenditures		1,483,928	172,569	1,656,497	5,245,816	5,702,400	100,000	11,048,216
OTHER FINANCING USES:								
Transfers Out	7300-7399	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 10,187,000	\$ 10,187,000
Basic Aid Transfers Out	7300-7399	-	-	-	-	-	-	-
Other Transfers	7400-7499	-	-	-	-	-	-	-
Payments to Students	7500-7699	-	-	-	-	-	-	-
Total Other Uses		-	-	-	-	-	10,187,000	10,187,000
TOTAL USES OF FUNDS		1,483,928	172,569	1,656,497	5,245,816	5,702,400	10,287,000	21,235,216
SURPLUS / (DEFICIT)		\$ (322,850)	\$ -	\$ (322,850)	\$ 20,000	\$ 5,523,416	\$ (4,487,000)	\$ 1,056,416
ENDING BALANCE		\$ -	\$ -	\$ -	\$ 1,493,447	\$ 125,564,631	\$ 17,849,768	\$ 144,907,846
COMPONENTS OF ENDING BALANCE								
Reserve, Economic Uncertainties		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Reserve, Unrealized Tax Collections (Basic Aid)		-	-	-	-	-	-	-
Nondesignated Ending Fund Balance		-	-	-	-	-	-	-
Restricted Fund Balance		-	-	-	1,493,447	125,564,631	17,849,768	144,907,846

Tentative Budget FY 2020-2021

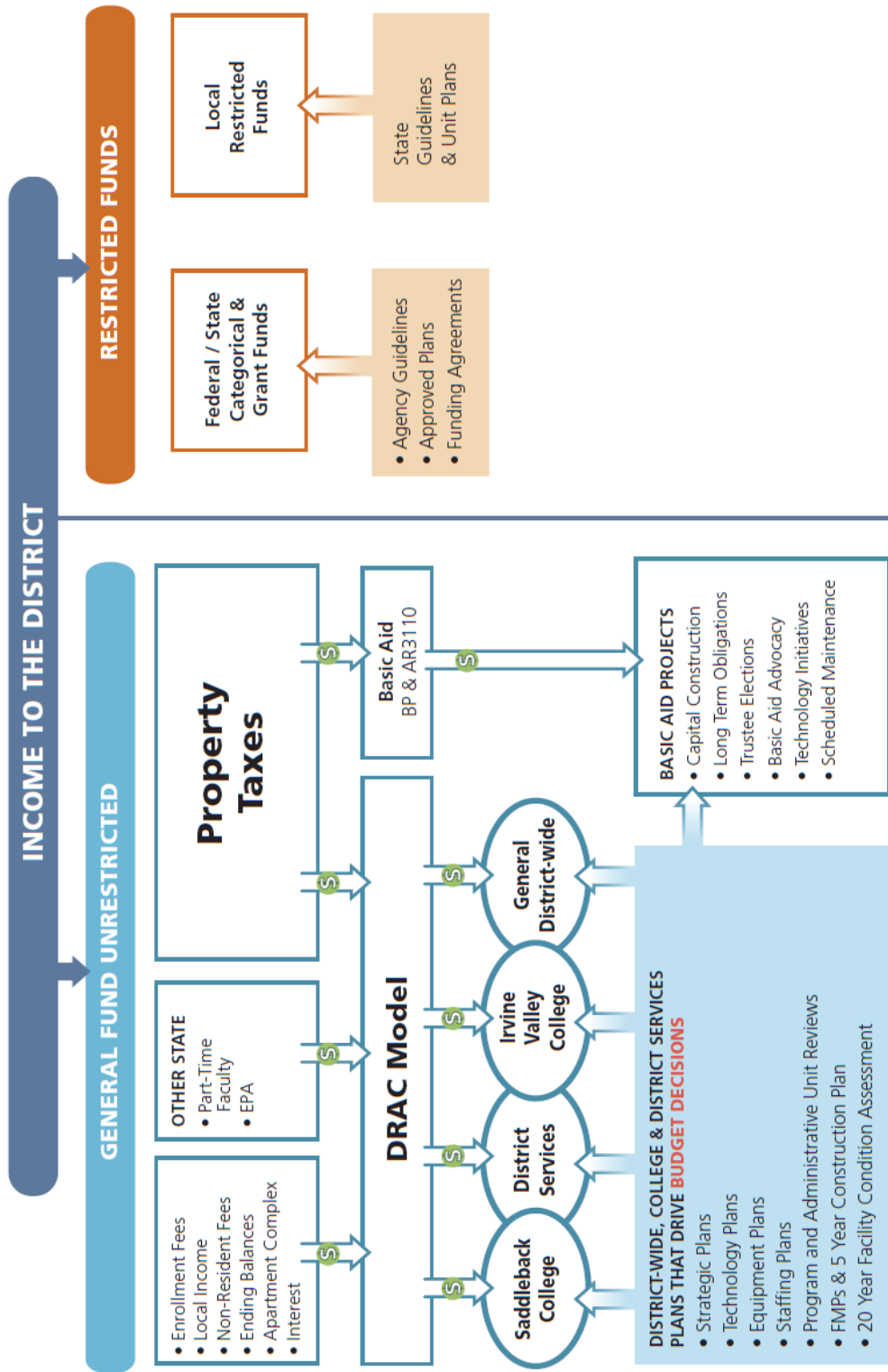
SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
TENTATIVE BUDGET - FISCAL YEAR 2020-21
Revenues, Expenditures and Change in Fund Balance

	Student Financial Aid Fund			Associated Student Government Funds		
	Saddleback College (84)	Irvine Valley College (84)	Total	Saddleback College (95)	Irvine Valley College (96)	Total
BEGINNING FUND BALANCE	9712	\$ -	\$ -	\$ 185,000	\$ 400,000	\$ 585,000
SOURCES OF FUNDS						
REVENUES:						
SCFF Revenue	Various	\$ -	\$ -	\$ -	\$ -	\$ -
Basic Aid		-	-	-	-	-
Federal Sources	8100-8199	12,320,000	11,090,000	-	-	-
Other State Sources	8600-8699	915,000	1,020,000	-	-	-
Other Local Sources	8800-8899	-	-	-	-	-
Total Revenue		13,235,000	12,110,000	375,915	610,000	985,915
OTHER FINANCING SOURCES:						
Sale of Surplus	8910-8919	\$ -	\$ -	\$ -	\$ -	\$ -
Fiscal Agent Pass-Thru	8970-8979	-	-	-	-	-
Restricted Basic Aid	8980-8989	-	-	-	-	-
Incoming Transfers	8980-8989	-	-	-	-	-
Total Other Sources		-	-	-	-	-
TOTAL SOURCES OF FUNDS		13,235,000	12,110,000	375,915	610,000	985,915
USES OF FUNDS						
EXPENDITURES:						
Academic Salaries	1000-1999	\$ -	\$ -	\$ -	\$ -	\$ -
Classified Salaries	2000-2999	-	-	70,012	100,133	170,145
Employee Benefits	3000-3999	-	-	15,301	47,867	63,168
Supplies & Materials	4000-4999	-	-	178,881	18,000	196,881
Services & Other Operating	5000-5999	-	-	164,359	661,000	825,359
Capital Outlay	6000-6999	-	-	-	42,500	42,500
Total Expenditures		-	-	428,553	869,500	1,298,053
OTHER FINANCING USES:						
Transfers Out	7300-7399	\$ -	\$ -	\$ 20,388	\$ -	\$ 20,388
Basic Aid Transfers Out	7300-7399	-	-	-	-	-
Other Transfers	7400-7499	-	-	-	-	-
Payments to Students	7500-7699	13,235,000	12,110,000	72,500	-	72,500
Total Other Uses		13,235,000	12,110,000	92,888	-	92,888
TOTAL USES OF FUNDS		13,235,000	12,110,000	521,441	869,500	1,390,941
SURPLUS / (DEFICIT)		\$ -	\$ -	\$ (145,526)	\$ (259,500)	\$ (405,026)
ENDING BALANCE		\$ -	\$ -	\$ 39,474	\$ 140,500	\$ 179,974
COMPONENTS OF ENDING BALANCE						
Reserve, Economic Uncertainties		\$ -	\$ -	\$ -	\$ -	\$ -
Reserve, Unrealized Tax Collections (Basic Aid)		-	-	-	-	-
Nondesignated Ending Fund Balance		-	-	39,474	140,500	179,974
Restricted Fund Balance		-	-	-	-	-

APPENDIX A

Resource Allocation Process

Board policies, regulations and budget development guidelines govern income decisions.



APPENDIX B

South Orange County Community College District

RESOURCE ALLOCATION DEFINITION OF TERMS

(To accompany the Flow Chart outlining the Resource Allocation Process)

- **Administrative Unit Reviews (AURs)** are conducted to examine the effectiveness of an administrative unit. They are conducted at both District Services and the colleges.
- **Basic Aid** occurs when the local property tax revenue and student fees in a community college district exceeds the total funding that the state would have provided, as calculated by the state funding formula. Apportionment is the method by which the California Community College (CCC) system office distributes federal, state and local monies to community college districts according to a specified formula. Under Basic Aid, there is no need to factor in any state aid because the property taxes and student fees surpass the minimum funding level established by the state.
- **Capital Construction** refers to large scale building construction projects. They include specific construction projects such as site development, utilities, roads, buildings, and equipment projects. Capital projects may also be thought of in terms of “facilities systems.”
- **DRAC** is the SOCCCD’s District Resource Allocation Council, which is a district-wide participatory governance council, charged with making recommendations for the income allocation model on which the budget is based. It is charged with development and oversight of the allocation process for the Unrestricted General Fund and it makes recommendations to the Chancellor.
- **DRAC Model** is a resource allocation model for the District. It distributes available general fund unrestricted resources (following the state funding formula) and other funding such as enrollment fees, non-resident fees, local income, miscellaneous income, and ending balances. Funds are distributed to five areas: 1) Saddleback College, 2) Irvine Valley College, 3) Contingency Reserve, 4) General Expenditures, and 5) District Services. The intention of the model is to guarantee the colleges a predictable, and fair distribution of revenues.
- **Education Master and Strategic Plans (EMSP)** capture information from a variety of sources, both internal and external, to facilitate data driven decision-making. The products are long-term plans for continuous quality improvements focusing on strategies for academic excellence within the CCC Chancellor’s Office Vision for Success.
- **Ending Balances** are one-time remaining funds that are unspent at the end of the fiscal year and are available to be rolled over into the new fiscal year within the fund. They should only be available for one-time purposes. If negative ending balances should occur, they are deducted from the budget for the respective entity in the next year’s budget process.
- **Enrollment Fees** are established by the State and charged to a student for instructional services provided to that student.
- **Facilities Master Plan (FMP)** is the long-term plan for facilities improvements that aligns with the EMSP.
- **Federal, State, Categorical, and Grant Funds** include restricted revenues received from a government or a private or non-profit organization to be used or expended for a specified purpose.

- **General Funds** are used to account for the ordinary operational expenses of the District. These funds are available for any legally authorized purpose not specified for payment by other funds.
- **Local Income** is income derived from non-state and non-federal sources, such as material fees, facility rental, and application fees.
- **Local Restricted Funds** are funds that are non-state and non-federal, but have restrictions or limitations based on their use by the funding source or funding agency. Examples are community education, parking income, and child development funds.
- **Long-Term Obligations** are amounts that an entity may be legally required to pay out of its resources over a longer period of time in the future. Included are not only actual liabilities. An example of a long-term obligation that community colleges typically have is the future retiree benefit liability obligation, as required by GASB 43 and 45. Other examples could include Certificates of Participation (COPs) and other debt, neither of which the District currently has.
- **Miscellaneous Income** is income that is outside of the state funding formula. Examples are unrestricted lottery, interest, mandated costs, and enrollment fee administration.
- **Non-Resident Fees** are charged to a student for instructional services provided to a student who resides outside of California. Revenues are retained by the colleges in addition to revenues received through the DRAC model.
- **Program Reviews** are a process to examine the effectiveness of an academic program. The process typically provides feedback (a) to the academic unit primarily responsible for the program, (b) to the appropriate academic administrators, and (c) to external units in the form of confirmation of the existence of a review process and in the form of summaries of the outcomes.
- **Property Taxes** are compulsory charges levied within boundaries by a governmental unit against the property of persons, natural or corporate, to finance services performed for the common benefit. Property taxes are the primary source of revenue to the District.
- **Reserve** is an amount set aside to provide for estimated future expenditures or losses for working capital, or for other specified purposes. The Budget Guidelines approved by the Board of Trustees require a general fund reserve for economic uncertainties that shall be no less than 7.5% of the projected unrestricted revenue.
- **Restricted Funds** are used to account for resources available for the operation and support of educational or other programs specifically restricted by law, regulations, donors, or other outside agencies. Examples of Restricted Funds at SOCCCD are EOPS, DSPS, and grants. All federal, state, and local funds including state categorical programs and grants are recognized as restricted general fund income to the District.
- **Scheduled Maintenance Funds** are state funds that are provided for major repairs of buildings and equipment. At the District, the working definition of scheduled maintenance includes scheduled maintenance or repair of major building systems at the end of their life cycle that require planning, allocation of a significant amount of time and funds, and a high degree of coordination.
- **State Capital Project Funds** are funds provided by the California Community College Chancellor's Office for district capital construction projects that meet their criteria for receiving funds from the state. These funds are matched by the local district.
- **Strategic Plans** refer to the Strategic Plans at both colleges and the SOCCCD District-wide Strategic Plan.
- **Technology Master Plan** is the long-term plan for technology improvements that aligns with the EMSP.

- **Unrestricted Funds** are funds that do not have limitations on their use or disposition by their funding source (i.e., do not have specific restrictions placed upon them). These funds can be used for general purpose operating expenses and support of educational programs of the District.
- **5 Year Construction Plan** uses the project lists developed during the Education and Facilities Master Planning processes. The college presidents work every year with their campuses to update the two colleges' lists of project priorities. The separate campus priority lists are merged into one district-wide project priority list vetted through the Capital Improvement Committee (CIC) and approved by the Board of Trustees for submittal to the CCC Chancellor's office. This Five Year Construction Plan is the basis for the CCC Chancellor's Office determination of which projects they will consider for funding. All Initial Project Proposal (IPP) and Final Project Proposal (FPP) submittals must be drawn from this list.
- **20 Year Facility Condition Assessment** will be a plan developed by each college and facilitated by CIC to create a 20 year projection of District-wide facility needs including projected cost and revenue. Facility needs are defined as new facilities, renovation of existing facilities, scheduled maintenance and maintenance backlog. This plan will be developed objectively by applying uniform data driven criteria to assess facility needs district-wide. The committee will review this plan annually.

TO: Board of Trustees

FROM: Ann-Marie Gabel, Vice Chancellor

RE: SOCCCD: Irvine Valley College Building B200 Chemistry Classroom Year 2, Award of Bid No. 371, SS+K Construction, Inc.

ACTION: Approval

BACKGROUND

On April 27, 2020 the Board of Trustees approved basic aid for Irvine Valley College B200 Building Chemistry Classroom project for a value of \$2,500,000.

STATUS

On May 11 2020, and May 18, 2020, the District ran a newspaper advertisement requesting bids for the Irvine Valley College Building B200 Chemistry Classroom Year 2 project. The request for bids was also posted on the District website and sent through the PlanetBids portal. A total of 437 contractors were solicited. Fifteen bids were received on June 1, 2020. The lowest responsive, responsible bid was submitted by SS+K Construction, Inc., in the amount of \$1,506,305.20 (EXHIBIT A). The District and college staff have reviewed the bids and recommend approval of bid and award of agreement to SS+K Construction, Inc.

Basic aid funds are available in the approved project budget of \$2,500,000.

RECOMMENDATION

The Chancellor recommends that the Board of Trustees approve award of Bid No. 371, Irvine Valley College Building B200 Chemistry Classroom Year 2, and approve the agreement (EXHIBIT B) with SS+K Construction, Inc. in the amount of \$1,506,305.20.

Bid No. 371
Building B200 Chemistry Classroom Year 2
Irvine Valley College
South Orange County Community College District

June 22, 2020

<u>CONTRACTORS</u>	<u>LOCATION</u>	<u>AMOUNT</u>
*SS+K Construction, Inc.	Woodland Hills, CA	\$1,506,305.20
JR Universal Construction, Inc.	Los Angeles, CA	\$1,665,504.00
Optima RPM, Inc.	Irvine, CA	\$1,687,264.55
PCN3, Inc.	Los Alamitos, CA	\$1,699,572.00
Thomco Construction, Inc.	Anaheim, CA	\$1,725,735.00
Harik Construction, Inc.	Glendora, CA	\$1,757,000.00
Caltec Corp.	Westminster, CA	\$1,810,000.00
De La Secura, Inc.	Orange, CA	\$1,822,819.00
Dalke & Sons Construction, Inc.	Riverside, CA	\$1,843,680.00
Tovey Shultz Construction.	Lake Elsinore, CA	\$1,863,208.00
Klassic Engineering & Construction, Inc	Orange, CA	\$1,941,441.00
Nationwide Contracting Services, Inc.	Fountain Valley, CA	\$1,950,000.00
Woodcliff Corporation	Los Angeles, CA	\$1,993,311.00
JRH Construction Company, Inc.	Irvine, CA	\$2,037,336.00
General Consolidated Constructors, Inc.	Perris, CA	\$2,169,635.00

***Recommended Award**



SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

CONSTRUCTION SERVICES AGREEMENT

IRVINE VALLEY COLLEGE BUILDING B200 CHEMISTRY CLASSROOM YEAR 2

SS+K CONSTRUCTION, INC.

THIS AGREEMENT, dated the 23rd day of June, 2020, in the County of Orange, State of California, is by and between South Orange County Community College District, (hereinafter referred to as "DISTRICT"), and SS+K Construction, Inc., 21437 Rios St., Woodland Hills, CA 91364, (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 Irvine Valley College Building B200 Chemistry Classroom Year 2 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, 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 One Million Five Hundred Six Thousand Three Hundred Five Dollars and Twenty Cents (\$1,506,305.20).

4. The work shall be commenced on the date of the DISTRICT'S Notice to Proceed and shall be completed within One Hundred Sixty Five (165) 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 One Thousand Dollars (\$1,000.00) 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
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Subcontractors of every tier	\$1,000,000
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and

Subject to the same limit for each person on account of one accident, in an amount not less than	\$2,000,000
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Subcontractors of every tier	\$1,000,000
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Property Damage Insurance in an amount not less than	\$2,000,000
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Subcontractors of every tier	\$1,000,000
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Builder's Risk Insurance without exclusion or limitation in an amount not less than	120% of the Contract Price
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Excess Liability Insurance (Contractor only)	\$2,000,000
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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 Randy Reber, 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. Force Majeure. The Contractor and District are excused from performance during the time and to the extent that they are prevented from obtaining, performing any act or rendering any services required under this Agreement by a Force Majeure Event. If a Force Majeure Event caused the failure or delay beyond the Parties' control and which by the Parties' exercise of due diligence could not reasonably have been avoided, an extension of contract times in an amount equal to the time loss due to such delay shall be the Contractor's sole and exclusive remedy for such delay. A "Force Majeure Event" shall mean events or circumstances occurring by acts of God, such as tornadoes, lightning, earthquakes, hurricanes, floods, or other natural disasters; epidemics; pandemics; quarantine restrictions; fire; strikes; lock-out; commandeering of materials, products, plants or facilities by the government; terrorist attacks; wars; riots; civil disturbances; or governmental acts, including sanction, embargo, and import or export regulation, or order; when satisfactory evidence thereof is presented to the other party, provided that it is satisfactorily established that the non-performance is not due to the fault or neglect of the party not performing.

15. 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

By: _____
Signature

By: _____
Signature

Print Name

Print Name

Title

Title

CONTRACTOR'S License No.

Tax ID/Social Security No.

(CORPORATE SEAL OF CONTRACTOR,
if corporation)

TO: Board of Trustees

FROM: Kathleen Burke, Chancellor

RE: SOCCCD: Irvine Valley College, Saddleback College and ATEP -
Student Housing Feasibility Study Agreement with The Scion Group

ACTION: Approval

BACKGROUND

The District is exploring the need for affordable student housing due to the rising levels of homelessness and the high cost of living in Orange County. It is perceived that declining enrollments may be associated with housing insecurities that exist within the geographic region the District supports.

The statewide discussions related to student housing needs and its associated barriers have led to engaged conversations between students, faculty and staff within our District. These discussions have resulted in speculative dialogues addressing pros and cons with regards to the potential of having student housing to support students at both colleges. Some of the arguments made in favor of student housing include a reduction in the use of transportation, environmental sustainability, and a potential increase in international student recruitment whereby increasing enrollment and revenues. Concerns related to safety, security, operations and maintenance simultaneously dominate this discussion.

In light of qualifying the above discussion, the District sought to undertake a quantitative, analytical and thorough approach, and as such determined the need for a feasibility study developed by a third party firm. Hence, a Request for Qualifications and Proposals (RFQ&P) was issued to identify a qualified consulting firm to develop a Student Housing Feasibility Study to identify student housing needs at Saddleback College, Irvine Valley College and the Advanced Technology & Education Park. The findings of the study will advise and provide options with regard to the need, extent of the need, size, structure, unit type, location on campus(es), public-private partnerships, financing, planning, design and development.

Based on the findings of the study, the District will evaluate the option to build student housing facilities as deemed necessary.

STATUS

On February 26, 2020, RFQ&P No. 385D for the Student Housing Feasibility Study for Saddleback College, Irvine Valley College and the Advanced Technology & Education Park was issued by placing advertisements in the OC Register on February 26 and March 4, 2020. The RFQ&P document was made available on the District's website and the District further identified and reached out to twenty firms and

Item Submitted By: Ann-Marie Gabel, *Vice Chancellor, Business Services*

distributed the RFQ&P to them. Fifteen firms attended a mandatory pre-proposal conference on March 12, 2020. Six proposals (EXHIBIT A) were received and evaluated by representative members from various constituency groups that included faculty, students, staff and administrators. Criteria for evaluation included experience with similar community college projects, number of years performing services, commitment to seeing projects through to completion and assurance that fees are fair and reasonable. After the initial evaluation, three firms were invited for interviews and oral presentations via Zoom conference calls on May 21, 2020.

The Scion Group provided and demonstrated the best fit, knowledge, experience, and methodology along with competitive pricing for these services. The agreement (EXHIBIT B) negotiated is structured to provide services in four phases which includes two options in Phase III. Services contemplated in Phases III and IV shall be awarded/authorized solely upon the District's discretion and determination based on the findings of the feasibility study. The four phases and the associated costs thereof are listed below:

PHASE AND DESCRIPTION OF SERVICES	FEE
Phase I & II: Development and completion of feasibility study.	\$71,100
Phase III Option 1: Services and support for the development of one RFP and selection of P3 partner for building campus housing.	\$63,750
Phase III Option 2: Services and support for the development of two RFPs and selection of P3 partners for building campus housing.	\$113,250
Phase IV: Provide owner's representation services on a time and materials basis to support the District and each of the Campuses during implementation of each of the phases of development, to be executed via an amendment to the agreement.	\$195 per Hour

RECOMMENDATION

The Chancellor recommends that the Board of Trustees approve the agreement for the Student Housing Feasibility Study for Saddleback College, Irvine Valley College and the Advanced Technology & Education Park to Scion Group for Phases I through III at a cost not to exceed \$184,350 and at the rate of \$195 per hour for Phase IV if needed.



Architectural Services

**Student Housing Feasibility Study for Saddleback College, Irvine Valley College and the
Advanced Technology & Education Park**

Submittals

South Orange County Community College District

June 22, 2020

COMPANY NAME	CITY	PROPOSAL EVALUATION SCORE	INTERVIEW EVALUATION SCORE	TOTAL PROPOSED FEE FOR PHASES I-II & PHASE III OPTION 2
*The Scion Group	Irvine, CA	86.6	91.6	**\$184,350
Brailsford & Dunlavey	Costa Mesa, CA	88.7	86.6	\$241,675
JLL Public Institutions	Los Angeles, CA	80.4	73.6	\$225,000
Brookhurst Development & Advisory Corporation	Newport Beach, CA	67.7	N/A	\$168,250
Torti Gallas + Partners, Inc.	Los Angeles, CA	62.7	N/A	\$133,750
The Concourse Group, LLC	Annapolis, MD	59.6	N/A	\$468,400

* Firm recommended for award of contract.

**Final negotiated fee.

After consideration and committee review of the RFQ&P response, the committee recommends the above noted firm for the following reasons:

- Proven company track record with relevant community college experience.
- Demonstrated best fit in understanding the scope of services and end user expectations.
- The core individuals identified to perform services demonstrated strong knowledge, experience and expertise in relation to developing a feasibility study for student housing when compared to the other interviewed firms.



SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
PROFESSIONAL SERVICES AGREEMENT

This Professional Services Agreement ("Agreement") is between South Orange County Community College District ("District"), a California community college district and political subdivision of the State of California, and **The Scion Group** ("Consultant"). District and Consultant are also referred to collectively as the "Parties" and individually as "Party."

WHEREAS, District is authorized by Section 53060 (see Appendix 14) of the California Government Code to contract with and employ any persons for the furnishing of special services and advice in financial, economic, accounting, engineering, legal or administrative matters, if such persons are specially trained and experienced and competent to perform the special services required; and

WHEREAS, District is in need of such special services and advice; and

WHEREAS, Consultant is specially trained and experienced and competent to perform the special services required by the District, and such services are needed on a limited basis;

NOW, THEREFORE, in consideration of these mutual promises, the Parties agree as follows:

1. **Statement of Service.** Consultant's services will be performed, findings obtained, reports and recommendations prepared in accordance with generally and currently accepted principles and practices of Consultant's profession. Services to be provided by Consultant ("Work"):

The Consultant's services shall consist of those services performed by the Consultant and Consultant's employees as enumerated in this Agreement, along with all aspects of services as identified in RFQ&P 385D Student Housing Feasibility Study for Saddleback College, Irvine Valley College and the Advanced Technology & Education Park (Attachment A) and Consultant Proposal (Attachment B). The Agreement, Attachment A and Attachment B shall collectively be defined as the "Services." The Parties understand and agree that the Agreement along with the Fee and Rate Proposal (Attachment C) shall be the prevailing and governing documents and that Attachments B and C are intended to cooperate and be complementary.

2. **Term.** Phase I & II Services for this Agreement shall commence on June 23, 2020 and shall be completed no later than June 22, 2021. Upon the District's determination to authorize Phase III Services, the Term will be for an additional six (6) months from the start of Phase III Services. Upon the District's determination to authorize Phase IV Services, the Term shall be established and mutually agreed upon by both parties prior to the start of Phase IV Services. The total term for this Agreement shall not exceed five (5) years.

3. **Payment.**

- A. **Amount of Compensation.** District agrees to pay Consultant, as full consideration and compensation for Consultant's performance of the Work under this Agreement, the amounts shown in the table below. For additional details and terms and conditions, see Fee and Rate Proposal (Attachment C).

PHASE AND DESCRIPTION OF SERVICES	FEE
Phase I & II: Development and completion of feasibility study.	\$71,100
Phase III Option 1: Services and support for the development of one RFP and selection of P3 partner for building campus housing.	\$63,750
Phase III Option 2: Services and support for the development of two RFPs and selection of P3 partners for building campus housing should the timeline for the RFP solicitation differ for each college. (\$63,750 + \$49,500)	\$113,250
Phase IV: Provide owner's representation services on a time and materials basis to support the District and each of the Campuses during implementation of each of the phases of development.	\$195 per Hour

- B. District shall not be liable to Consultant for any costs or expenses paid or incurred by Consultant in performing Work for the District, unless otherwise specifically stated in this Agreement.
- C. **Reimbursement of Expenses.** The District recognizes that certain costs and expenses associated with the Work performed are reimbursable to the Consultant. Provided that the Consultant obtains the District's prior written approval, costs and expenses will be reimbursed to the Consultant in accordance with this Article. The District's prior written authorization is an express condition precedent to any reimbursement to the

Consultant of such costs and expenses, and no claim for any additional compensation or reimbursement shall be valid absent such prior written approval by the District and calculated in accordance with the rates set forth. The Consultant's mileage and travel time shall not be considered as an allowable reimbursable expense. The descriptive categories of expenses that may be considered for reimbursement are as follows, and any other reimbursable expenses must be approved in writing by the District:

- 1) Approved reproduction of reports and/or other documents in excess of the copies required by this Agreement;
- 2) Fees advanced for securing approval of authorities in connection with the Work rendered pursuant to this Agreement;
- 3) Cost of UPS, Federal Express, and other deliverables; and
- 4) Cost of subconsultants hired by Consultant with prior written approval of District.

D. Method and Schedule of Payment. District shall pay to Consultant the Contract Amount pursuant to invoice from Consultant in accordance with this Agreement.

Invoices. Upon satisfactory completion and acceptance of Work, Consultant shall submit to the District detailed billing information regarding the Work provided for the billing period, not more than once per month, and, if applicable, District-authorized expenses incurred during the billing period to AccountsPayable@socccd.edu or mail to South Orange County Community College District, 28000 Marguerite Parkway, Mission Viejo, CA 92692, Attn: Accounts Payable.

All District-authorized expenses shall be documented with original receipts and shall be pre-approved in writing by District, unless such expenses are specifically authorized by this Agreement. Invoices shall include the invoice date, date(s) of service(s), District's purchase order number, and Consultant's taxpayer identification number. Invoices shall be paid on a "net 30-day basis" for Work satisfactorily rendered (as determined by the District) pursuant to this Agreement. If payment term differs, it must be noted in Article 3A. An invoice cannot be paid unless this Agreement has been signed by Consultant and has been properly executed by District.

4. Materials and Expenses. Consultant shall furnish, at their own expense, all labor, materials, equipment, supplies and other items necessary to complete the Work to be provided pursuant to this Agreement. District shall not be liable to Consultant for any costs or expenses paid or incurred by Consultant in performing Work for District. Consultant's Work will be performed, findings obtained, reports and recommendations prepared in accordance with generally and currently accepted principles and practices of their profession.
5. Transportation. Consultant hereby acknowledges and understands that it is their responsibility to arrange for transportation to provide all Work necessary and/or required by this Agreement and is solely responsible for all associated costs. The District is in no way responsible for, nor does District assume any liability for, any injury or loss, which may result from Consultant's transportation for which the Consultant shall indemnify the District in accordance with the Hold Harmless and Indemnification provision herein.
6. Taxes. Consultant acknowledges and agrees that it is their sole responsibility to report as income their compensation received from the District and to make the requisite tax filings and payments to the appropriate federal, state, and/or local taxation authorities. No part of Consultant's compensation shall be subject to withholding by the District for the payment of social security, unemployment, disability insurance, or any other similar state or federal tax obligation.
7. California State Tax Withholding for Nonresidents of California. It is mutually understood that if Consultant is a nonresident of California, which may include California nonresidents, corporations, limited liability companies, non-profits, and partnerships that do not have a permanent place of business in the State of California, the District is obligated to abide by California Franchise Tax Board (FTB) withholding requirements. The District is required to withhold from all payments or distributions of California source income made to a nonresident when payments or distributions are greater than One Thousand Five Hundred Dollars (\$1,500) for the calendar year unless the District receives authorization for a waiver or a reduced withholding rate from FTB. As of January 1, 2008, the standard withholding amount for all payments to nonresident California Consultants is Seven Percent (7%). District will deduct the amount ordered by the State of California from the payment hereunder and will pay such amount directly to the Consultant's California State Income Tax Account, settlement of which must be made by

Consultant directly with the State of California through Withholding Coordinator, Franchise Tax Board, P.O. Box 651, Sacramento, California, 95812-0651; telephone (916) 845-6262. Completion and submission of the appropriate form shall be the obligation of the nonresident Consultant and Consultant shall defend, indemnify and hold harmless the District against any loss, expense, or liability arising out of Consultant's acts or omissions with respect to this nonresident requirement. Consultant shall provide all necessary documentation and information to help District comply with all tax requirements related to California nonresidents.

8. **Standard of Care and Professional Conduct.** The Consultant shall perform all Work hereunder in a professional manner, using the degree of care and skill ordinarily exercised by, and consistent with, the current professional practices and standards of a professional practicing in California; provided that the Consultant will not be liable for the success or financial performance of the ultimate project which is the subject matter of the Work. The Consultant will furnish, at its expense, the Work that is set forth in this Agreement and represents that the Work is within the technical and professional areas of expertise of the Consultant or any subconsultant the Consultant has engaged or will engage to perform the Work. If the District desires, the District shall request in writing, the Consultant to provide Work in addition to, or different from, the Work described herein. The Consultant shall advise the District in writing of any Work that, in the Consultant's opinion, lie outside of the technical and professional expertise of the Consultant. The Work completed herein must meet the approval of the District and shall be subject to the District's general right of inspection to secure the satisfactory completion thereof.

Consultant or Consultant's employees, subconsultants, or volunteers who are determined by the District to be uncooperative, incompetent, a threat to the adequate or timely completion of the Work described herein, a threat to the safety of persons or property, or any of Consultant's employees, subconsultants, or volunteers who fail or refuse to perform the Work in a manner acceptable to the District, shall be promptly removed by the Consultant and shall not be contracted to perform this or any future Work for the District.

9. **Audit and Inspection of Records.** At any time during the normal business hours and as often as District may deem necessary, Consultant shall make available to District for examination at District's place of business as specified herein, all data, records, investigation reports and all other materials respecting matters covered by this Agreement and Consultant will permit the District to audit, and to make audits of all invoices, materials, payroll, records of personnel and other data related to all matters covered by this Agreement.
10. **Time is of the Essence.** Time is of the essence with respect to all provisions of this Agreement.
11. **Termination.** Either Party may, at any time, with or without cause, terminate this Agreement by providing at least thirty (30) days written notice to the other Party prior to the requested termination date. In such case, District shall compensate Consultant only for Work satisfactorily rendered to the date of termination. If District terminates for cause, it shall be entitled to compensation from Consultant for all costs associated with addressing and rectifying Consultant's noncompliance with this Agreement. Written notice by District shall be sufficient to stop further performance of Work by Consultant. In such case, notice shall be deemed given when received by the Consultant or no later than three (3) days after the day of mailing, whichever is sooner.
12. **Hold Harmless & Indemnification.** To the fullest extent permitted by law, the Consultant shall defend (with counsel of District's choosing), indemnify, and hold harmless the District, its Board of Trustees, officers, agents, employees, representatives, and volunteers (collectively "Indemnified Parties") from any and all claims, demands, causes of action, costs, expenses, liabilities, losses, in law or equity, property damage, personal injury, damages or injuries of any kind, including wrongful death, in any manner arising out of, pertaining to, or incident to any alleged acts, errors or omissions, negligence, recklessness or willful misconduct of Consultant, its officials, officers, agents, employees, representatives, subconsultant, or volunteers, in connection with the performance of the Consultant's Work of this Agreement or obligations hereunder, including without limitation the payment of all consequential damages, expert witness fees, attorney's fees, and other related costs and expenses. In the event any article sold and delivered hereunder is covered by any patent, copyright, or application thereof, Consultant shall defend, indemnify, and hold harmless South Orange County Community College District, its Board of Trustees, officers, agents, employees, representatives, and volunteers from any and all losses, costs or expenses resulting from claims, suits or judgments rendered for violation of rights under such patents, copyright, or application. Consultant shall reimburse the District, its Board of Trustees, officers, agents, employees, representatives, and/or volunteers for all legal expenses and costs incurred by each of them in connection therewith or in enforcing the indemnity provided herein. This hold harmless and indemnification includes, but is not limited to, compensatory damages, regulatory fines, penalties, and extra-contractual liability. In no event shall the District, its Board of Trustees, officers, agents, employees, representatives, and/or volunteers be liable for any loss of Consultant's business, revenues or profits, special, consequential, or indirect

damages of any nature, even if the District its Board of Trustees, officers, agents, employees, representatives, and/or volunteers have been advised in advance of the possibility of such damages.

- A. Consultant's obligation to indemnify along with its maximum aggregate monetary liability to the District, its Board of Trustees, officers, agents, employees, representatives, and/or volunteers will be limited to the total required amount of insurance as stipulated herein. For all liabilities not covered by the required insurance, the Consultant's maximum liability for such losses and/or damages will be limited to the total amount of fees and reimbursables paid or payable under this Agreement.
 - B. The Parties understand and agree that this shall be the sole indemnity, as defined by California Civil Code § 2772, governing this Agreement. Any other indemnity that may be attached to this Agreement as an Exhibit shall be void and unenforceable between the Parties.
 - C. Neither termination of this Agreement nor completion of the acts to be performed under this Agreement shall release Consultant from its obligations to indemnify as to any claims or causes of action asserted so long as the event(s) upon which such claim or cause of action is predicated shall have occurred prior to the effective date of termination or completion.
 - D. It is understood that Consultant does not provide legal, tax or accounting services and as such the District will obtain the advice of its counsel, accountants, auditors and other professional advisors for such matters.
13. **Insurance.** The Consultant and its subconsultants shall maintain in full force and effect throughout the term of this Agreement the following policies of insurance with no less than the limits set forth herein. District may adjust, Consultant's required minimum coverage limits set forth herein at the commencement of a renewal term by providing Consultant and subconsultant (if applicable) written notice.
- A. A.M. Best Financial Rating. Consultant and its subconsultants' policies of insurance required herein shall be issued by insurers with an A.M. Best financial rating of A:VII or better.
 - B. Admitted Carrier(s). Consultant and its subconsultants' policies of insurance shall be afforded by insurers who are admitted - licensed to transact business in the State of California.
 - C. Workers' Compensation and Employer's Liability. In accordance with the laws of the State of California, Consultant shall maintain Workers' Compensation insurance and Employer's Liability coverage with not less than One Million Dollars (\$1,000,000) for Each Accident, One Million Dollars (\$1,000,000) for Disease - Each Employee, and One Million Dollars (\$1,000,000) for Disease - Policy Limit.
 - D. Commercial General Liability. Insurance with limits of not less than One Million Dollars (\$1,000,000) per occurrence and Two Million Dollars (\$2,000,000) general aggregate to cover losses including, but not limited to blanket contractual, broad form property damage, products & completed operations, personal injury, and wrongful death.
 - E. Automobile Liability. Insurance with combined single limits of not less than One Million Dollars (\$1,000,000) per occurrence and Two Million Dollars (\$2,000,000) general aggregate to cover losses involving "Any Auto".
 - F. Professional Liability aka Errors and Omissions. Consultant and its subconsultants shall each procure and maintain throughout the term of this Agreement, Professional Liability insurance with limits of not less than One Million Dollars (\$1,000,000) per occurrence or claim and Two Million Dollars (\$2,000,000) general aggregate to cover against liability claims/lawsuits related to the professional Work as stated herein. If coverage is written on a claims made and reported form, such coverage shall contain an Extended Reporting Period (aka tail coverage) for a minimum of two (2) years following the termination date of this Agreement.
 - G. Additional Insured Endorsement. Consultant and its subconsultants shall each issue District an endorsement naming District, its Board of Trustees, officers, agents, employees, representatives, invitees, and volunteers as Additional Insureds to Consultant's and Consultant's subconsultants Commercial General Liability and Automobile Liability insurance policies.
 - H. Primary and non-contributory endorsement. Consultant and its subconsultants insurance coverage and limits shall be primary and any of the District's insurance coverage and limits shall be non-contributory.

- I. Waiver of Subrogation Endorsements. Consultant and its subconsultants shall each issue District an endorsement waiving all rights of subrogation against the District, its Board of Trustees, officers, agents, employees, representatives, invitees, and volunteers with respect to Consultant and subconsultant's commercial general liability, automobile liability, and workers' compensation policies.
 - J. No Cancellation or Material Modification. Consultant and its subconsultant's policies of insurance and accompanying endorsements required by this Agreement shall not be cancelled or materially modified, except upon thirty (30) days' advance written notice to District. Written notice of cancellation or material modification shall be from the insurer(s) issuing the policy(ies) of insurance to the District.
 - K. Certificate(s) of Insurance and Endorsement(s). Certificate(s) and Endorsement(s) evidencing the required coverages and limits set forth herein shall be provided to District upon Consultant's execution of this Agreement. No work shall commence by Consultant or its subconsultants until the required certificate(s) of insurance and endorsement(s) have been furnished to the District.
14. **Public Retirement System Retirees.** Consultant must disclose to the District if Consultant has retired from the California State Teachers' Retirement System ("CalSTRS") or the California Public Employees' Retirement System ("CalPERS"). Pursuant to California Education Code Section 24214 and 24214.5, there are postretirement limitations on earnings if Consultant has retired from CalSTRS and hours worked limitations if Consultant has retired from CalPERS. If Consultant has retired from either CalSTRS or CalPERS, Consultant should be aware that the District is required to report all payments under this and any additional Agreements in any given year (July 1 – June 30).
15. **Independent Consultant.** Consultant, in the performance of this Agreement, shall be and act as an independent Consultant and not an employee of the District. Consultant and its subconsultants, understand and agree that they shall not be considered officers, agents, employees, or volunteers of the District, and are not entitled to benefits of any kind or nature normally provided employees of the District and/or to which District's employees are normally entitled, including, but not limited to, State Unemployment Compensation or Workers' Compensation. Consultant assumes the full responsibility of their actions and/or liabilities including those of their employees or agents as they relate to the Work to be provided under this Agreement. Consultant shall assume full responsibility for withholding and payment of all federal, state, local and applicable income taxes; workers' compensation; contributions, including but not limited to, unemployment insurance and social security with respect to Consultant and Consultant's employees. Consultant should be aware that the IRS regulations require District to report total income exceeding six hundred dollars (\$600) under this and any additional Agreements in any given year. The District will not withhold taxes, unemployment insurance or social security for Consultant or Consultant's employees or subconsultants. Consultant agrees to defend, indemnify and hold the District, its Board of Trustees, officers, agents, employees, representatives, and volunteers harmless from and against any and all liability arising from any failure or alleged failure of Consultant to withhold or pay any applicable tax, unemployment insurance or social security when due or any failure or alleged failure to comply with any applicable regulation applicable to Consultant's employees or subconsultants.
16. **Use of Subconsultants.** The obligations of the Consultant pursuant to this Agreement shall not be assigned by the Consultant without the express written approval of the District. Consultant must obtain District's prior written approval to use any subconsultants while performing any portion of this Agreement and such approval may be conditioned on approval of the subcontract between Consultant and subconsultant. Such approval must include approval of the proposed subconsultant and the terms of compensation. If written approval for Consultant's use of a subconsultant is provided by the District, Consultant warrants that said subconsultant shall have sufficient skill and experience to perform the Work assigned to them. Consultant further represents that its subconsultants have all licenses, permits, qualifications, and approvals of whatever nature that are legally required to perform the Work, and that such licenses and approvals shall be maintained throughout the term of this Agreement. District retains the right to obtain copies of subconsultant's insurance coverage at any time. Nothing in this Article shall be interpreted as creating a contractual relationship between District and any approved subconsultant. Notwithstanding District's approval of any subconsultant's contract, Consultant shall remain solely responsible for any harm, damage, or claim arising from any subconsultant's acts or omissions as set forth in the Hold Harmless and Indemnification provision herein.
17. **Assignment.** The obligations of the Consultant pursuant to this Agreement shall not be assigned by the Consultant without the express written approval of the District.

18. **Employment with Public Agency.** If Consultant is an employee of another public agency, Consultant agrees that they will not receive salary or remuneration, other than vacation pay, for the actual time in which Work is actually being performed pursuant to this Agreement.
19. **Representations and Warranties.** Consultant on its own behalf and on behalf of all its employees, makes the following certifications, representations, and warranties for the benefit of the District. In addition, Consultant acknowledges and agrees that the District, in deciding to engage Consultant pursuant to this Agreement, is relying upon the truth and validity of the following certifications, representations and warranties and their effectiveness throughout the term of this Agreement and the course of Consultant's engagement hereunder:

Consultant and its employees are qualified in all respects to provide to the District all of the Work contemplated by this Agreement and, to the extent required by any applicable laws, Consultant and its employees have all licenses, permits, qualifications, and/or governmental approvals that are legally required to perform the Work as described herein. Such licenses, permits, qualifications, and/or governmental approvals shall be maintained throughout the term of this Agreement.

Consultant, in providing the Work and in otherwise carrying out its obligations to the District under this Agreement, shall, at all times, comply with all applicable federal, state, and local laws, rules, regulations, and ordinances, including workers' compensation and equal protection and non-discrimination laws. Consultant shall be liable for all violations of such laws and regulations in connection with the Work as described herein.

20. **Equal Opportunity/Non-Discrimination.** Consultant shall not discriminate against any individual with respect to their compensation, terms, conditions, or privileges of employment; or discriminate in any way which would deprive or tend to deprive any individual of employment opportunities or otherwise adversely affect their status as a consultant because of such individual's race, color, religion, sex, national origin, age, disability, medical condition, marital status, veteran status, or any other category protected by law.

Consultant shall ensure that all Work and benefits rendered to the District, its Board of Trustees, officers, agents, employees, representatives, students, consultants/contractors, and volunteers are provided free of any form of harassment and without regard to race, color, religion, sex, age, disability, medical condition, marital status, national origin, veteran status, or any other category protected by law. Consultant shall comply with Americans with Disabilities Act and the Rehabilitation Act of 1973, as amended.

21. **Compliance with Applicable Laws, Policies, Procedures, Rules & Regulations.** Consultant agrees to comply with all federal, state and local laws, rules, regulations, and ordinances that are now and may in the future become applicable to Consultant, Consultant's business, equipment and personnel engaged in Work covered by this Agreement or accruing out of the performance of such Work. Additionally, Consultant shall comply with District's policies, procedures, rules, regulations and/or guidelines that include but are not limited to a smoke, alcohol, and controlled substances free campus, conflict of interest, workplace violence, code of conduct, harassment and discrimination prevention and drug-free environment.
22. **Certification Regarding the California Penal Code Section 290.** By executing this Agreement, Consultant agrees to comply with the rules and regulations of the Sex Offender Registration Act, California Penal Code Section 290.95. Consultant certifies and understands that every person required to register under Section 290 shall disclose their status as a registrant, upon application or acceptance of a position, to that person, group, or organization. Furthermore, no person who is required to register under Section 290 because of a conviction for a crime where the victim was a minor under sixteen (16) years of age shall be an employer, employee, or independent Consultant, or act as a volunteer with any person, group, or organization in a capacity in which the registrant would be working directly and in an unaccompanied setting with minor children on more than an incidental and occasional basis or have supervision or disciplinary power over minor children. A violation of this section is a misdemeanor punishable by a fine not exceeding One Thousand Dollars (\$1,000), by imprisonment in a county jail not to exceed a period of six (6) months, or by both that fine and imprisonment.
23. **Profanity Prohibited.** Profanity of any kind, including, but not limited to, racial, ethnic, or sexual slurs or comments which could be considered harassment on any District property or any property while Consultant and/or subconsultant are performing Work described herein is prohibited.
24. **Mandatory Dress Code.** Appropriate attire is mandatory. Therefore, clothing with inappropriate language/suggestions/gestures graphics, indecent exposure, tank tops, cut-offs, and shorts are not allowed. Additionally, what is written or pictured on clothing must comply with the requirements of acceptable language as stated in the above Article.

25. **Trademark/Logo Use.** Consultant must obtain written approval from District's Public and Government Affairs, Public Information Office ("PIO") to use the District's name and/or logos in any advertisements, promotions, press releases or other media. In the event permission is granted, PIO will furnish Consultant with camera-ready artwork for such use. District, at its sole discretion, may limit or otherwise place conditions on Consultant's use of District's name, and/or logos in which case such limitations shall be incorporated into this Agreement. Consultant shall not revise, change, or otherwise alter any material related to District's name and/or logo without written consent from District.
26. **Originality of Work.**
- A. **Matters Produced Under this Agreement.** Consultant understands and agrees that all matters produced under this Agreement shall become the property of District and cannot be used without District's express written permission. District shall have all rights, titles and interests in said matters, including the right to secure and maintain the copyright, trademark and/or patent of said matter in the name of the District. Consultant consents to use of Consultant's name in conjunction with the sale, use, performance, and distribution of the matters, for any purpose and in any medium.
- B. **Consultant Use of Other Copyright/Trademark/Patent Materials.** Consultant is responsible for arranging and paying for all rights and copyrights necessary and for all costs arising from the use of any material covered by copyright, patent, trademark or franchise. Consultant agrees to defend, indemnify, and hold harmless the District from any claims or costs, including legal fees, which might arise from questionable use of any such material. The District reserves the right to require verification.
27. **Rights to Data.** Consultant grants to the District the right to publish, translate, reproduce, deliver, use and dispose of, and to authorize others to do so, all data, including reports, drawings, blueprints, and technical information resulting from the performance of Work under this Agreement.
28. **Confidentiality.** Subject to any state or federal laws requiring disclosure (e.g., the California Public Records Act), the Parties agree, during the term of this Agreement and for five (5) years after termination or expiration of Agreement, to hold each other's proprietary or confidential information in strict confidence, except for any information protected under confidentiality laws, which shall be held in such confidence in perpetuity. Parties agree not to provide each other's proprietary or confidential information in any form to any third party or to use each other's proprietary or confidential information for any purpose other than the implementation of, and as specified in this Agreement. Confidential information may include, but is not limited to, information related to the District's research, development, trade secrets, and business affairs. Each Party agrees to take all reasonable steps to ensure that proprietary or confidential information of either Party is not disclosed or distributed by its employees, agents, or consultants/contractors in violation of the provisions of this Agreement.
- Consultant shall advise the District of any and all materials subject to any copyright restrictions or requirements, which are used or recommended for use by Consultant to achieve the project goals. In the event Consultant shall fail to advise the District of such use under this Agreement, and as a result, the District should be found in violation of any copyright restrictions or requirements, Consultant agrees to indemnify, defend and hold harmless, District against any action or claim brought by the copyright holder.
- Notwithstanding the above requirements, to the extent any records or documents associated with the Consultant's Work and/or the project are or become public records, they shall be subject to disclosure pursuant to the Public Records Act and applicable California law.
29. **Non-Waiver.** The failure of District or Consultant to seek redress for violation of, or to insist upon, the strict performance of any term or condition of this Agreement, shall not be deemed a waiver by that Party of such term or condition, or prevent a subsequent similar act from again constituting a violation of such term or condition.
30. **Notices.** All notices or demands to be given under this Agreement by either Party to the other Party shall be in writing and given either by: (a) personal service or (b) by U.S. Mail, mailed either by certified or registered mail, return receipt requested, with postage prepaid. Service shall be considered given when received, if personally served, or, if mailed, on the third day after deposit in any U.S. Post Office. The address to which notices or demands may be given by either Party may be changed by written notice given in accordance with the notice provisions of this Article. At the date of this Agreement:

DISTRICT: South Orange County Community College District
Priya Jerome, Executive Director of Procurement,
Central Services, and Risk Management
28000 Marguerite Parkway
Mission Viejo, CA 92692
(949) 582-4850 / PJerome@socccd.edu

CONSULTANT:

The Scion Group
Ann Volz, Senior Project Executive
19800 MacArthur Boulevard, Suite 300
Irvine, CA 92612
(312) 909-1340 / avolz@thesciongroup.com

A Party may change their designated representative and/or address for the purposes of receiving notices and communications under this Agreement by notifying the other Party of the change in writing and in the manner described in this Article.

31. **Supersedes.** This Agreement constitutes the entire agreement and understanding between the parties to this Agreement and supersedes all prior and contemporaneous negotiations and understandings between the parties whether oral or written, expressed or implied.
32. **Governing Law.** The terms and conditions of this Agreement shall be governed by the laws of the State of California with jurisdiction/venue in Orange, California.
33. **Force Majeure.** The Consultant and District are excused from performance during the time and to the extent that they are prevented from obtaining, performing any act or rendering any services required under this Agreement by a Force Majeure Event. If a Force Majeure Event caused the failure or delay beyond the Parties' control and which by the Parties' exercise of due diligence could not reasonably have been avoided, an extension of contract times in an amount equal to the time loss due to such delay shall be the Consultant's sole and exclusive remedy for such delay. A "Force Majeure Event" shall mean events or circumstances occurring by acts of God, such as tornadoes, lightning, earthquakes, hurricanes, floods, or other natural disasters; epidemics; pandemics; quarantine restrictions; fire; strikes; lock-out; commandeering of materials, products, plants or facilities by the government; terrorist attacks; wars; riots; civil disturbances; or governmental acts, including sanction, embargo, and import or export regulation, or order; when satisfactory evidence thereof is presented to the other party, provided that it is satisfactorily established that the non-performance is not due to the fault or neglect of the party not performing.
34. **Severability.** If any term, condition or provision of this Agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions will nevertheless continue in full force and effect, and shall not be affected, impaired or invalidated in any way.
35. **Interpretation.** In interpreting this Agreement, it shall be deemed to have been prepared by the Parties jointly, and no ambiguity shall be resolved against District on the premise that it or its attorneys were responsible for drafting this Agreement or any provision hereof. The captions or heading set forth in this Agreement are for convenience only and in no way define, limit, or describe the scope or intent of any Articles or other provisions of this Agreement. Any reference in this Agreement to an Article, unless specified otherwise, shall be a reference to an Article of this Agreement.
36. **Conflict of Interest.** Consultant hereby represents, warrants and covenants that (i) at the time of execution of this Agreement, Consultant has no interest and shall not acquire any interest in the future, whether direct or indirect, which would conflict in any manner or degree with the performance of Work under this Agreement; (ii) Consultant has no business or financial interests which are in conflict with Consultant's obligations to District under this Agreement; and (iii) Consultant shall not employ in the performance of Work under this Agreement any person or entity having any such interests.
37. **Certification Regarding Debarment, Suspension or Other Ineligibility.** (Applicable to all agreements funded in part or whole with federal funds).

- A. By executing this contractual instrument, Consultant agrees to comply with applicable federal suspension and debarment regulations, including, but not limited to, regulations implementing Executive Order 12549 (29 C.F.R. Part 98) (see Appendix 15).
- B. By executing this contractual instrument, Consultant certifies to the best of its knowledge and belief that it and its principals:
- 1) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any federal department or agency;
 - 2) Have not, within a three-year period preceding the execution of this contractual instrument, been convicted of, or had a civil judgment rendered against them, for: (a) Commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State or Local) or private transaction or contract; (b) Violation of Federal or State antitrust statutes; (c) Commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion, receiving stolen property, making false claims, or obstruction of justice; or (d) Commission of any other offense indicating a lack of business integrity or business honesty that seriously and directly affects Consultant's present responsibility;
 - 3) Are not presently indicted for, or otherwise criminally or civilly charged by any government entity (Federal, State or Local), with commission of any of the offenses enumerated in b.2) above, of this certification;
 - 4) Have not, within a three-year period preceding the execution of this contractual instrument, had one or more public transaction (Federal, State or Local) terminated for cause or default;
 - 5) Shall not, except as otherwise provided under applicable federal regulations, knowingly enter into any lower tier covered transaction with a person who is proposed for debarment, debarred, suspended, declared ineligible, or voluntarily excluded by any federal department or agency from participation in such transaction; and
 - 6) Include in all lower tier covered transactions, and all solicitations for covered transactions, provisions substantially similar to those set forth herein.

37. **Accessibility of Information and Communication Technology.** Consultant hereby warrants that the Work to be provided under this Agreement complies with the accessibility requirements of Section 508 of the Rehabilitation Act of 1973, as amended (29 U.S.C §794d), and its implementing regulations set forth at Title 36, Code of Federal Regulations, Part 1194. Products covered under this provision include, without limitation, the following: Software applications; operating systems; web-based intranet and internet information and applications; telecommunications products; video or multimedia products; self-contained closed products such as copiers; source codes and desktop and portable computers. Consultant agrees to respond promptly and resolve any complaints regarding accessibility of its products or Work that are brought to its attention. All websites developed and maintained must be accessible, built to the most current and highest Web Content Accessibility Guidelines (WCAG), and be delivered with documentation allowing the District to certify it as accessible and in compliance with California Government Code Sections 7405 and 11135. Consultant is responsible for all claims and expenses borne by the District, which arise out of the Work under this Agreement, found to be non-compliant with Federal and California laws. These costs include but are not limited to legal costs, court costs, and costs for remediation of Work produced. Consultant further agrees to indemnify and hold harmless the District from and against any claim arising out of Consultant's failure to comply with these requirements. Consultant acknowledges that failure to comply with these requirements shall constitute a breach and be grounds for termination of this Agreement or cancellation of the Work.

38. **Entire Agreement and Amendment.** The Agreement documents consist of this Agreement, any exhibits attached to or referenced herein, and all amendments and/or modifications issued in writing, duly approved or ratified by the District's Board of Trustees, and executed by the Parties shall be interpreted to the benefit of the District. Conflicting provisions hereof, if any, shall prevail in the following descending order of precedence: (a) provisions set forth in this Agreement, (b) provisions set forth in any referenced attachments or exhibits to this Agreement attached or incorporated herein by reference. However, the Parties understand and agree that the service specified in the Agreement and any provisions set forth in any referenced attachments or exhibits to this Agreement is intended to cooperate and be complementary; provided further, however, that in the event of a conflict between the Agreement and the provisions set forth in any referenced attachments or exhibits, the Agreement shall control, unless the provisions set forth in any referenced attachments or exhibits to this

Agreement provides the District with greater benefits or more expansive Work in which case the provisions set forth in any referenced attachments or exhibits to this Agreement shall complement the terms of this Agreement.

39. **Authority to Execute.** The individual(s) executing this Agreement on behalf of the Consultant is/are duly and fully authorized to execute this Agreement on behalf of Consultant and to bind the Consultant to each and every term, condition, and covenant of this Agreement.
40. **Approval by District's Board of Trustees.** Pursuant to Education Code Section 81655, this Agreement is not valid and does not constitute an enforceable obligation against District unless and until District's Board of Trustees has approved or ratified this Agreement as evidenced by a motion duly passed and adopted by the Board of Trustees.

IN WITNESS WHEREOF, this Agreement has been executed by and on behalf of the Parties, the day and year signed below.

CONSULTANT

DISTRICT

THE SCION GROUP

**SOUTH ORANGE COUNTY COMMUNITY COLLEGE
DISTRICT**

Signature:

Signature:

Print Name:

Print Name:

Title:

Title:

Date:

Date:

ATTACHMENT C – FEE AND RATE PROPOSAL

REVISED PROPOSAL FORM E FEE AND RATE PROPOSAL

*Revised per Final Negotiations on 06/01/20

The proposed fee schedule shall include fully burdened hourly rates for each title/individual proposed for the work. It is the proposer's responsibility to understand the complexity of the District as well as the complexity of the proposed work and to submit a not-to-exceed fee accordingly using the form below.

Fees shall be firm and fixed.

Indicate the billable hourly rate and estimated total hours required to fulfill their duties. Such rates shall include all labor, materials, overhead and profit (OH&P), and other direct and indirect costs including incidental travel. The total fees shall be inclusive of all reimbursables.

1. FEES FOR PHASE I & II:

Team Member Title	Hourly Billable Rate	Total Est. Project Hours	Extended Cost
Ann Volz, Senior Project Executive	\$310	55	\$ 17,050
Ray Tennison, Project Director	\$245	60	\$ 14,700
Linda Newman, Vice President	\$310	40	\$ 12,400
Ted Risher, Senior Project Executive	\$310	35	\$ 10,850
Chelsea Metivier, Project Director	\$245	40	\$ 9,800
Deborah Olaleye, Research Manager	\$160	20	\$ 2,560
Pete Hofman, Project Analyst	\$160	10	\$ 1,640
AJ Yoon, Project Consultant	\$160	13.125	\$ 2,100
TOTAL NOT TO EXCEED COST			\$ 71,100

2. FEES FOR PHASE III OPTION 1: Includes services and support for One RFP Solicitation Process and is pursuant to the following conditions:

- a. Award of contract for Phases I-II does not guarantee an award of services for Phase III services.
- b. The determination to move forward with services in Phase III is solely at the District's discretion.

Fees for Phase III Option 1: Includes services and support for One RFP Solicitation Process			
Team Member Title	Hourly Billable Rate	Total Est. Project Hours	Extended Cost
Ann Volz, Senior Project Executive	\$310	60	\$ 18,600
Ray Tennison, Project Director	\$245	60	\$ 14,700
Linda Newman, Vice President	\$310	25	\$ 7,750
Ted Risher, Senior Project Executive	\$310	45	\$ 13,950
Chelsea Metivier, Project Director	\$245	10	\$ 2,450
Deborah Olaleye, Research Manager	\$160	9.365	\$ 1,498
Pete Hofman, Project Analyst	\$160	20	\$ 3,200
AJ Yoon, Project Consultant	\$160	10.01	\$ 1,602
TOTAL NOT TO EXCEED COST FOR PHASE III OPTION 1			\$ 63,750

3. **FEES FOR PHASE III OPTION 2:** Includes services and support for Two RFP Solicitation Processes and is pursuant to the following conditions:
- a. Award of contract for Phases I-II does not guarantee an award of services for Phase III services.
 - b. The determination to move forward with services in Phase III is solely at the District's discretion.

Fees for Phase III Option 2: Includes services and support for Two RFP Solicitation Processes			
Team Member Title	Hourly Billable Rate	Total Est. Project Hours	Extended Cost
Ann Volz, Senior Project Executive	\$310	90	\$ 27,900
Ray Tennison, Project Director	\$245	95	\$ 23,275
Linda Newman, Vice President	\$310	50	\$ 15,500
Ted Risher, Senior Project Executive	\$310	90	\$ 27,900
Chelsea Metivier, Project Director	\$245	20	\$ 4,900
Deborah Olaleye, Research Manager	\$160	18.725	\$ 2,996
Pete Hofman, Project Analyst	\$160	47.35	\$ 7,576
AJ Yoon, Project Consultant	\$160	20.02	\$ 3,203
TOTAL NOT TO EXCEED COST FOR PHASE III OPTION 2			\$ 113,250

- 4. FEES FOR PHASE IV:** The following conditions apply to services contemplated in this phase:
- a.** The complete scope and hours of engagement for Phase IV shall be established upon the District's determination to move forward with Phase IV after completion of the feasibility study.
 - b.** Award of contract for Phases I-III does not guarantee an award of contract for Phase IV.
 - c.** The determination to move forward with services for Phase IV is solely at the District's discretion.
 - d.** The authorization to execute services in Phase IV shall be pursuant to the execution of an amendment to this contract or award of a new agreement.
 - e.** The hourly billable rate for services performed during Phase IV shall be \$195. This hourly billable rate for Phase IV shall include all labor, materials, overhead and profit (OH&P), and other direct and indirect costs including incidental travel. The hourly billable rate shall be inclusive of all reimbursables.
 - f.** The final contract value for Phase IV services shall be determined upon the development of the complete scope and schedule for services.

TO: Board of Trustees

FROM: Kathleen F. Burke, Chancellor

RE: SOCCCD: Saddleback College – 1st Building at ATEP, Architectural Services, M. Arthur Gensler DBA Gensler

ACTION: Approval

BACKGROUND

On April 27, 2020, the Board of Trustees approved basic aid funds equaling \$4,300,000 for the Saddleback College – 1st Building at ATEP project.

There is a need to obtain architectural services for this project.

The Public Contract Code section 6106 and the Government Code section 4526 require that professional services be selected on the basis of demonstrated competence and on the professional qualifications necessary for the satisfactory performance of the services required and at a fair and reasonable price to the public agency. After providing notification to the successful firm, negotiations commence. If an impasse is reached, negotiations may terminate and the public agency may enter into negotiations with the next most qualified firm.

STATUS

On February 18, 2020, Request for Qualifications and Proposals 386D for Architectural Services for Saddleback College – 1st Building at ATEP (RFQ&P) was issued by placing advertisements in the OC Register on February 18 and 25, 2020. The RFQ&P document was made available on the District's website and sent out to 165 firms through the PlanetBids system. The District further identified and reached out to 74 firms and distributed the RFQ&P. On April 20, 2020, 17 proposals were received and have been deemed responsive in conformance to RFQ&P specifications (EXHIBIT A).

District and college facilities staff and college faculty and staff evaluated the submittals. Criteria for evaluation included experience with similar community college projects, number of years performing services, commitment to seeing projects through to completion and assurance that fees are fair and reasonable. After the initial evaluation, five firms were invited for interviews and oral presentations conducted via Zoom conference calls on May 12, 2020. Staff recommends award of the Architectural Services agreement (EXHIBIT B) to M. Arthur Gensler DBA Gensler for the Saddleback College – 1st Building at ATEP, Architectural Services project, in the amount of \$2,894,000.

Basic aid funds are available in the approved project budget of \$4,300,000.

Item Submitted By: *Ann-Marie Gabel, Vice Chancellor, Business Services*

RECOMMENDATION

The Chancellor recommends that the Board of Trustees approve the Architectural Services agreement with M. Arthur Gensler DBA Gensler for the Saddleback College – 1st Building at ATEP in the amount of \$2,894,000.



Architectural Services
Saddleback College - 1st Building at ATEP

Submittals
South Orange County Community College District
June 22, 2020

COMPANY NAME	CITY	PROPOSAL EVALUATION SCORE	INTERVIEW EVALUATION SCORE	TOTAL PROPOSED FEE
*M. Arthur Gensler DBA Gensler	Newport Beach, CA	72.0	84.9	**\$2,894,000
Sillman Wright Architects	San Diego, CA	78.0	77.3	\$3,689,175
Westberg White Architecture	Irvine, CA	71.6	74.4	\$3,540,000
Westgroup Designs	Irvine, CA	68.3	62.9	\$3,357,300
Lionakis	Newport Beach, CA	70.4	58.6	\$3,718,600
DLR Group	Los Angeles, CA	64.0	N/A	\$3,873,915
SVA Architects + Corgan	Santa Ana, CA	63.0	N/A	\$3,100,000
LPA Design Studios	Irvine, CA	63.0	N/A	\$3,979,510
Ruhnau Clarke Architects	Riverside, CA	62.9	N/A	\$2,587,500
tBP/Architecture	Newport Beach, CA	61.6	N/A	\$3,800,000
IBI Group	Irvine, CA	60.4	N/A	\$3,942,000
HPI Architecture	Newport Beach, CA	60.1	N/A	\$4,090,000

Little Architects	Newport Beach, CA	59.7	N/A	\$4,815,013
Perkins & Will	Los Angeles, CA	58	N/A	\$3,800,000
CRB Consulting Engineers	Tustin, CA	57.9	N/A	\$3,200,000
Berliner Architects	Culver City, CA	56.7	N/A	\$3,213,320
QDG Architecture	Los Angeles, CA	56.0	N/A	\$4,174,000

* Firm recommended for award of contract.

**Final negotiated fee.

After consideration and committee review of the RFQ&P response, the committee recommends the above noted Architectural Services firm for the following reasons:

- Proven company track record with extensive community college experience.
- Demonstrated best fit in understanding the project's needs and end user expectations specific to the Advanced Transportation and Logistics Program and Culinary Arts/Hospitality Program.
- Demonstrated the team's architectural knowledge, experience and expertise in relation to the distinct needs of the two programs identified in the project.
- Their in-house resources, industry connection and potential to introduce and facilitate collaboration specific to the Advanced Transportation and Logistics Program.
- Capability to provide specialized Culinary design services in partnership with one of the industry best Culinary/Food design services providers.



SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

ARCHITECTURAL SERVICES AGREEMENT ARCHITECTURAL SERVICES FOR SADDLEBACK COLLEGE 1ST BUILDING AT ATEP M. ARTHUR GENSLE DBA GENSLE

This AGREEMENT is made and entered into this 23rd day of June in the year 2020 between **South Orange County Community College District**, 28000 Marguerite Parkway, Mission Viejo, California 92692, hereinafter referred to as "DISTRICT", and M. Arthur Gensler DBS Gensler, 4675 MacArthur Court, Suite 100, Newport Beach, CA 92660 hereinafter referred to as "ARCHITECT";

WHEREAS, the DISTRICT is a community college DISTRICT organized under the laws of the State of California with authority conferred under Government Code sections 4525 et seq. and 53060 to contract for professional services in the field of architecture; and

WHEREAS, DISTRICT desires to obtain architectural services for Saddleback College 1st Building at ATEP, hereinafter referred to as "PROJECT"; and

WHEREAS, on February 17, 2020, the District issued RFQ&P No. 386D Architectural Services for Saddleback College 1st Building at ATEP ("RFQ&P") in conformity with state and local laws. The RFQ&P is referenced herein and made a part hereof, as Attachment A, and the ARCHITECT's response to the RFP ("ARCHITECT Proposal") to District, dated March 23, 2020, is referenced herein and made a part hereof, as Attachment B; and

WHEREAS, ARCHITECT is fully licensed to provide architectural services in conformity with the laws of the State of California; and

NOW, THEREFORE, the parties hereto agree as follows:

ARTICLE 1 ARCHITECT'S SERVICES AND RESPONSIBILITIES

- 1.1. **Services.** The ARCHITECT's services shall consist of those services performed by the ARCHITECT and ARCHITECT's employees as enumerated in this AGREEMENT, along with all aspects of services as identified in the RFQ&P (Attachment A) and ARCHITECT's Proposal (Attachment B). The AGREEMENT, Attachment A and Attachment B shall collectively be defined as the "Services". The Parties understand and agree that the AGREEMENT along with the Fee and Rate Proposal (Attachment C) and Criteria and Billing for Extra Work (Attachment D) shall be the prevailing and governing documents and that Attachments B and C are intended to cooperate and be complementary.

- 1.2. **Standard of Care and Professional Conduct.** ARCHITECT shall perform all services under this AGREEMENT in a skillful, competent and timely manner, consistent with the standards generally recognized as being employed by professionals in the same discipline in the State of California. ARCHITECT will furnish, at its expense, those services that are set forth in this AGREEMENT and represents that the services set forth in said Exhibit are within the technical and professional areas of expertise of the ARCHITECT or any subconsultant the ARCHITECT has engaged or will engage to perform the service(s). ARCHITECT further represents that it, its employees and subconsultants have all licenses, permits, qualifications and approvals of whatever nature that are legally required to perform the services, and that such licenses and approvals shall be maintained throughout the term of this AGREEMENT. The services completed herein must meet the approval of the DISTRICT and shall be subject to the DISTRICT's general right of inspection to secure the satisfactory completion thereof.

ARCHITECT or ARCHITECT's employees who are determined by DISTRICT to be uncooperative, incompetent, an impediment to the adequate or timely completion of the PROJECT, a threat to the safety of persons or property, or fail or refuses to perform the services in a manner acceptable DISTRICT, shall be promptly removed from the Project by the ARCHITECT and shall not be re-employed to perform any Services on any Project at the DISTRICT.

- 1.3. **Key Individual Assignment.** The ARCHITECT has been selected to perform the work herein because of the skills and expertise of key individuals. ARCHITECT assignment for this PROJECT is for personnel identified in proposal and made part of this agreement. The ARCHITECT shall designate Tom Heffernan, as Project Executive, and a management team of Heidi Hampton as Project Manager and Deborah Shepley as Principal and Programmer and Tom Ventura as Design Director. So long as their performance continues to be acceptable to the DISTRICT, these named individuals shall remain in charge of the PROJECT. Additionally, the ARCHITECT must furnish the name of all other key people in ARCHITECT'S firm that will be associated with the PROJECT.
- 1.4. **Replacement of Key Individual.** If the designated project manager or any other designated lead or key person fails to perform to the satisfaction of the DISTRICT, then upon written notice the ARCHITECT will have ten working days to remove that person from the PROJECT and replace that person with one acceptable to the DISTRICT after review of resume' and/or interview.
- 1.5. **Relationship of ARCHITECT to Other PROJECT Participants.** ARCHITECT'S services hereunder shall be provided in conjunction with contracts between the DISTRICT and a combination of some or all of the following: (a) the Contractor; (b) the Inspector; (c) Test/Inspection Service Providers; and (d) others providing services in connection with bidding and/or construction of the PROJECT. The ARCHITECT is responsible for the adequacy and sufficiency of the PROJECT design and the contents of Design Documents for the PROJECT. The ARCHITECT shall perform its duties in accordance with its contract(s) with the DISTRICT. ARCHITECT shall coordinate all work with DISTRICT consultants as necessary to complete contract requirements.

- 1.6. **Acceptance of Project Schedule.** The ARCHITECT shall accept the DISTRICT's project schedule for the performance of the ARCHITECT's services. The schedule may be adjusted as the PROJECT proceeds by mutual written agreement of the parties and shall include allowances for time required for the DISTRICT's review and for approval by authorities having jurisdiction over the PROJECT. The time limits established by this schedule shall not be exceeded by the ARCHITECT, except for reasonable cause, as established by the DISTRICT.

ARTICLE 2 SCOPE OF ARCHITECT'S SERVICES

- 2.1. **Services.** The ARCHITECT'S services consist of those described in Article 2 and further delineated in Article 3, and include civil, structural, mechanical, electrical, plumbing, fire protection, landscape design, food service consultants, automotive industry consultants, automotive shop equipment consultant, and cost consultant services necessary to produce a reasonably complete and accurate set of construction documents except those engineering services provided by the DISTRICT.
- 2.2. **Coordination of Others.** The ARCHITECT shall coordinate efforts with the college, the college's designees, construction performed by separate contractors or by the DISTRICT'S own employees.
- 2.3. **Compliance with Applicable Laws, Policies, Procedures, Rules & Regulations.** ARCHITECT agrees to comply with all federal, state and local laws, rules, regulations and ordinances that are now and may in the future become applicable to ARCHITECT, ARCHITECT's business, equipment and personnel engaged in Services covered by this AGREEMENT or accruing out of the performance of such Services. Additionally, ARCHITECT shall comply with DISTRICT's policies, procedures, rules, regulations and/or guidelines that include but are not limited to smoke, alcohol, and controlled substances free campus, conflict of interest, workplace violence, code of conduct, harassment and discrimination prevention and drug-free environment.
- 2.4. **Division of State Architects (DSA) and Department of Industrial Relations (DIR) Compliance.** The ARCHITECT shall comply with the following:
- a. DSA and the Uniform/International Building Code (UBC/IBC). ARCHITECT shall have experience with DSA and shall be required to coordinate with the DISTRICT and its consultants.
 - b. DIR requirements. Firms must pay prevailing wages to those labor classifications requiring the payment of prevailing wages. Questions concerning predetermined wage rates should be directed to www.dir.ca.gov/DLSR/RWD or to the following:

Department of Industrial Relations
Division of Labor Statistics and Research
Prevailing Wages Unit
PO Box 420603
San Francisco, CA 94142
Phone (415) 703-4474

- 2.5. **Materials and Expenses.** ARCHITECT shall furnish, at their own expense, all labor, materials, equipment, supplies and other items necessary to complete the Work to be provided pursuant to this AGREEMENT. DISTRICT shall not be liable to ARCHITECT for any costs or expenses paid or incurred by ARCHITECT in performing Work for the DISTRICT. ARCHITECT's Work will be performed, findings obtained, reports and recommendations prepared in accordance with generally and currently accepted principles and practices of their profession.
- 2.6. **Existing Conditions.** The ARCHITECT shall investigate existing conditions or facilities and make measured drawings of such conditions or facilities.
- 2.7. **Non Responsibility.** ARCHITECT and ARCHITECT'S consultants shall have no responsibility for:
- a. The presence, handling, removal or disposal of or exposure of persons to hazardous materials in any form at the PROJECT site, including, but not limited to, asbestos, asbestos products, polychlorinated biphenyl (PCB) or other toxic substances.
 - b. Ground contamination
 - c. Environmental Impact Report/CEQA declarations
 - d. Historical significance report
 - e. Soils Investigation/Geotechnical Hazard Report
 - f. Topographical survey
- 2.8. **Design Phase.**
- a. **SDs to DDs.** Based on the approved Schematic Design Documents and any adjustments authorized by the DISTRICT, the ARCHITECT shall prepare, for approval by the DISTRICT, Design Development Documents consisting of drawings and other documents to describe the size and character of the PROJECT as to architectural, structural, mechanical and electrical systems, materials, and such other elements as may be appropriate.
 - b. **DDs to CDs.** Based on the approved Design Development Documents and any further adjustments authorized by the DISTRICT, the ARCHITECT shall prepare, for approval by the DISTRICT, Construction Documents consisting of drawings and specifications setting forth in detail the requirements for the construction of the PROJECT.
- 2.9. **Coordination for Government Authorities.** The ARCHITECT shall file documents required for the approval of governmental authorities having jurisdiction over the PROJECT including funding submittals with the DISTRICT'S assistance. Included in this filing shall be an energy modeling document for submittal to the State. The DISTRICT shall pay all fees required by such governmental authorities.

A minimum of two weeks prior to anticipated plan submission to the Division of the State Architect (DSA), the ARCHITECT shall convene a final design review conference to be attended by the DISTRICT and all subconsultants for the purpose of confirming readiness for submission. The ARCHITECT shall utilize the most current version of Form DSA-3, Project Submittal Checklist, to document the completeness of the submission. Status indicated on the checklist shall be verified by physical examination of the project documents during the review conference. Any forms required to be submitted to DSA at the time of plan submission shall be reviewed in draft form at the design review conference. Should the project not be considered sufficiently complete for submission to DSA, the ARCHITECT shall convene, at no additional cost to the DISTRICT, an additional design review conference, after deficiencies from the initial conference have been resolved, to confirm readiness for submission.

- 2.10. **Qualified Personnel.** The ARCHITECT shall provide enough qualified personnel to properly perform services required under this AGREEMENT and DISTRICT shall have the right to remove any of ARCHITECT'S personnel from the PROJECT.
- 2.11. **Subconsultants.** The ARCHITECT has submitted a list of qualified engineers for the PROJECT. ARCHITECT shall ensure that each engineer places his or her name, seal and signature on all drawings and specifications prepared by said engineer. The ARCHITECT is responsible for the management of their consultants in order to meet the terms of all phases of this AGREEMENT. Nothing in the foregoing shall create any contractual relationship between DISTRICT and any consultants employed by ARCHITECT under the terms of this AGREEMENT. ARCHITECT is as responsible for the performance of its consultants as it would be if it had rendered these services itself.
- 2.12. **Written Understanding.** The ARCHITECT shall ascertain the DISTRICT'S needs and the requirements of the PROJECT and shall arrive at a mutual written understanding of such needs and requirements with the DISTRICT, prior to drafting preliminary designs for the PROJECT.
- 2.13. **Written Records.** The ARCHITECT shall make a written record of all meetings, conferences, discussions and decisions made between or among the DISTRICT, ARCHITECT and Contractor during all phases of the PROJECT and concerning any material condition in the requirements, scope, performance and/or sequence of the work. The ARCHITECT shall provide a draft copy of such record to the DISTRICT for review and comment, make adjustments and provide a final copy to the DISTRICT and a copy to the Contractor upon request.
- 2.14. **Schedule – Budget Analysis.** The ARCHITECT shall provide a written preliminary evaluation of the DISTRICT'S PROJECT schedule and construction budget requirements, each in terms of the other and shall advise the DISTRICT, in writing, of any adjustments to the estimate of Construction Cost. Such evaluation shall include alternative approaches to design and construction of the PROJECT.
- 2.15. **Construction Cost.** The construction cost shall be the total estimated cost to the DISTRICT of all elements of the PROJECT designed or specified by the ARCHITECT.

- a. During the Schematic Design, and Design Development construction cost shall be determined by the DISTRICT'S budget for the PROJECT. Construction costs will be assessed during the Design Development phase. At the DISTRICT'S discretion and upon approval, scope or budget may be adjusted if necessary for the Construction Document phase.
 - b. During the bidding phase, construction cost shall be determined by the lowest responsible bid.
 - c. During construction, construction cost shall be determined by the contract sum or as amended by any change orders approved by the DISTRICT.
 - d. Construction costs are considered hard PROJECT costs and therefore does not include the compensation of the ARCHITECT and ARCHITECT'S consultants, or other costs which are the responsibility of the DISTRICT.
 - e. The ARCHITECT'S evaluations of the DISTRICT'S PROJECT budget, preliminary estimates of construction cost and detailed estimates of construction cost represent the ARCHITECT'S best judgment as a professional familiar with the construction industry.
 - f. Any PROJECT budget or fixed limit of construction cost shall be adjusted, according to the most recent inflationary rate as reflected in ENR, if the bidding has not commenced within ninety (90) days after the ARCHITECT submits the DSA stamped set of Construction Documents to the DISTRICT, to reflect changes in the general level of prices in the construction industry between the date of submission of the Construction Documents to the DISTRICT and the date on which bids are sought for the PROJECT.
 - g. If the lowest bid received exceeds the fixed limit of construction cost, the DISTRICT shall:
 - 1. give written approval of an increase of such fixed limit;
 - 2. authorize rebidding of the PROJECT within a reasonable time;
 - 3. if the PROJECT is abandoned, terminate it in accordance this AGREEMENT; or
 - 4. cooperate in revising the PROJECT scope and quality as required to reduce the construction cost. If the DISTRICT chooses to proceed in accordance with this option, the ARCHITECT, without additional charge, shall modify the construction contract as necessary to comply with the fixed limit.
- 2.16. **BIM or CAD.** The ARCHITECT and their consultant shall employ insert Building Information Modeling (BIM) using Revit or CAD or other approved software and make regular posting to a website accessible to the DISTRICT throughout the design process. Clash detection will be employed as one form of consultant coordination. The ARCHITECT will be responsible to manage the Insert BIM model or CAD model documents from the PROJECT start to finish.
- a. The ARCHITECT shall establish protocols for:

1. Model origin, grid and units
 2. Information sharing and saving
 3. Clash detection
- b. The ARCHITECT shall:
1. Facilitate collection of sub-consultants model information
 2. Maintain record copies of all model files
 3. Combine files and develop necessary vehicle to share information to sub-consultant and to DISTRICT as pdf files
 4. Perform and report on clash detection as deliverable to each phase
 5. Assist sub consultants with meeting all requirements
- c. The ARCHITECT shall be responsible to archive model as a complete bid set and provide same to DISTRICT in pdf format.
- d. The ARCHITECT and their sub-consultants shall use the following criteria for model development:
1. Model Content: Elements are actual constructed assemblies accurate in terms of size, shape, location, quantity and orientation. Non geometric information may be attached to the modeled elements.
 2. Analysis: The model may be analyzed for system performance by applying specific criteria assigned to the model Elements.
 3. Cost Estimating: A cost estimate may be developed based on the specific data using conceptual estimating techniques.
 4. Schedule: Schedule information may be organized in order using a time-scale from detailed model elements and systems.
 5. Other Authorized Uses: Additional uses of the model may be fully developed if pre-approved and on an as needed basis.
- e. The ARCHITECT shall allow access to the BIM documents during both bid and construction.
- 2.17. **Sustainability**. The PROJECT shall be designed in accordance with the District sustainability requirements, for example to meet LEED Gold certification, and if certification is desired, paperwork for certification shall be complete by the ARCHITECT. Commissioning and Energy

Modeling are outside the parameters of this AGREEMENT and will be services employed by the DISTRICT. These documents shall comply with all applicable laws, statutes, ordinances, codes, rules and regulations currently existing and as amended, enacted, issued or adopted in the future which are applicable to these documents.

- 2.18. **Building Codes.** The ARCHITECT shall prepare and submit to DISTRICT an outline of applicable provisions of building codes that apply to this PROJECT. The outline shall include a written report and diagrammatic drawings which delineate the design criteria (e.g. exit paths, travel distances, required exits, rated walls, rated corridors, building occupancy, construction type, and fire zones.) This graphic documentation of the design criteria shall be updated with each subsequent submittal.
- 2.19. **Coordination for Geological Report.** The ARCHITECT shall develop and provide to the DISTRICT all necessary documentation in order to submit the Geotechnical Report, provided by others, to the California Geological Survey (CGS) and coordinate follow up with Geotechnical Consultant as necessary to obtain CGS approval in order to obtain Division of the State Architect stamped documents.
- 2.20. **Bid Prep.** The ARCHITECT shall prepare all necessary bidding information and bidding forms required by the DISTRICT and shall assist the DISTRICT in preparing the conditions of the Contractor's contract and coordinating same with the technical specifications. Plans or specifications, which include a requirement that the Contractor provide operation manuals and adequate training for the DISTRICT in the operation of mechanical, electrical, heating and air conditioning systems installed by the Contractor, shall be part of the bid documents prepared by the ARCHITECT.
- 2.21. **Bid Marketing.** The ARCHITECT, following the DISTRICT'S approval of the Construction Documents and of the latest preliminary estimate of Construction Cost, shall assist the DISTRICT in obtaining bids for the PROJECT.
- 2.22. **Over-Budget at Bid.** If the lowest bid exceeds the budget for the PROJECT (or exceeds the budget by a certain percentage), the ARCHITECT, in consultation with and at the direction of the DISTRICT, shall provide such modifications in the Construction Documents as necessary to bring the cost of the PROJECT within its budget.
- 2.23. **FFE Selection and Procurement.** The ARCHITECT shall provide interior design and other similar services required for or in connection with the selection, procurement or installation of furniture, furnishings and related equipment.
- 2.24. **Construction Administration.** The ARCHITECT shall provide administration of the construction contract. The ARCHITECT's responsibility to provide services for the construction of the PROJECT commences with the award of a construction contract and terminates at the issuance to the DISTRICT of the final certificate for payment by the ARCHITECT and the final close out acknowledgement by the Division of the State Architect.

- 2.25. **Evaluate Contractor Performance.** The ARCHITECT shall evaluate the performance of the Contractor under the requirements of the construction contract when requested in writing by the DISTRICT.
- 2.26. **Submittals.** The ARCHITECT shall review and approve or take other appropriate action upon Contractor's submittals of shop drawings, product data, and samples for the purpose of checking for conformance with the construction contract. The ARCHITECT'S action shall be taken as to cause no delay in the work, while allowing sufficient time in the ARCHITECT'S professional judgment to permit adequate review and in no case exceed fifteen (15) days after receipt. When certification of performance characteristics of materials, systems or equipment is required by the construction contract, the ARCHITECT shall be entitled to rely upon such certification to establish that the materials, systems or equipment will meet the performance criteria required by the construction contract.
- 2.27. **Substitutions.** The ARCHITECT shall provide services in connection with evaluating substitutions proposed by the Contractor, obtain written acceptance by the DISTRICT for any changes to the original documents and making subsequent revisions to drawings, specifications and other documentation resulting there from.
- 2.28. **District Representative.** The ARCHITECT shall be the DISTRICT'S representative during construction and shall advise and consult with the DISTRICT until final payment to the Contractor is due. The ARCHITECT shall have authority to act on behalf of the DISTRICT only to the extent provided in this AGREEMENT unless otherwise modified in writing.
- 2.29. **Site Visits.** The ARCHITECT shall visit the site not less than once per week while work is in progress, and as often as necessary and appropriate to the stage of construction, to inspect the site and work; to familiarize himself/herself with the progress and quality of the work; and to determine for the DISTRICT'S benefit and protection if the work is proceeding in accordance with the construction contract and schedule. On the basis of on-site observations and inspections as an ARCHITECT, the ARCHITECT shall keep the DISTRICT informed of the progress and quality of the work and he/she shall use reasonable care to guard the DISTRICT against defects and deficiencies in the work and against the Contractor's failure to carry out the work in accordance with the construction contract and the schedule. The ARCHITECT shall provide services made necessary by major defect or deficiencies in the work of the Contractor which through reasonable care should have been discovered by the ARCHITECT and promptly reported to the DISTRICT and Contractor but which he/she failed to do.
- 2.30. **Site Access.** The ARCHITECT shall have access to the work at all times.
- 2.31. **Certification of Payment.** The ARCHITECT shall review and certify the amounts due the Contractor. The ARCHITECT'S certification for payment shall constitute a representation to the DISTRICT, based on the ARCHITECT'S observations and inspections at the site that the work has

progressed to the point indicated, that quality of the work is in accordance with the construction contract and that the Contractor is entitled to payment in the amount certified.

- 2.32. **Reject Work.** The ARCHITECT shall reject work which does not conform to the construction contract. The ARCHITECT has authority to require additional inspection or testing of the work in accordance with the provisions of the construction contract, whether or not such work is fabricated, installed or completed.
- 2.33. **Change Orders.** The ARCHITECT shall prepare change orders with supporting documentation and data for the DISTRICT'S approval and execution in accordance with the construction contract, and may authorize minor changes in the work not involving an adjustment in the contract sum or an extension of time. The ARCHITECT shall evaluate and make written recommendations regarding Contractor's proposals for possible change orders. DSA change orders shall be submitted for approval on an on-going basis throughout the PROJECT. ARCHITECT shall prepare a set of reproducible record drawings showing significant changes in the work made during construction based on marked-up prints, drawings and other data furnished by the Contractor to the ARCHITECT.
- 2.34. **Claim Evaluation.** The ARCHITECT shall evaluate and render written recommendations, within a reasonable time on all claims, disputes or other matters at issue between the DISTRICT and Contractor relating to the execution or progress of the work as provided in the construction contract.
- 2.35. **Substantial Completion.** The ARCHITECT shall inspect the PROJECT to determine the date of substantial completion and the date of final completion, receive and forward to the DISTRICT for the DISTRICT'S review all written warranties and related documents required by the construction contract and issue a final certificate for payment upon compliance with the requirements of the construction contract.
- 2.36. **Record Drawings.** Not Used. Or ARCHITECT shall prepare a set of CAD drawings showing significant changes in the work made during construction based on marked up prints, drawings and other data furnished by the Contractor to the ARCHITECT. ARCHITECT is required to update the DISTRICT provided mapping information including 2D drawings in AutoCad & Revit formats, PDF files, and 3D model. ARCHITECT to match the DISTRICT's approved naming structure, layers, colors and attributes.
- 2.37. **Punch List.** Not Used. Or The ARCHITECT'S responsibility to provide Services for the Close Out phase under this AGREEMENT commences with the Contractor's request for a punch list walk and terminates at the close out of the PROJECT with the Division of the State Architect.
- a. Not Used. Or ARCHITECT shall develop and confirm completion of comprehensive punch lists items including consultants as appropriate to identify apparent deficiencies in construction following the acceptance of the contractor's work.

- b. ARCHITECT shall coordinate with the Contractor and the Inspector of Record to obtain DSA PROJECT close out.

ARTICLE 3 RESPONSIBILITIES AND SERVICES OF ARCHITECT

ARCHITECT will provide all professional services necessary for completing the following:

A. BASIC SERVICES

ARCHITECT agrees to provide the services described below:

1. Determine the agencies who have jurisdiction over essential buildings and coordinate with and implement the requirements of the funding and regulatory agencies, i.e.: State Chancellor's Office, Division of the State Architect, State Fire Marshal, Health Department, etc.
2. Contract for or employ at ARCHITECT'S expense, sub-consultants to the extent deemed necessary for completion of the PROJECT including: architects; mechanical, electrical, structural, civil engineers, landscape architects licensed as such by the State of California. The names of said sub-consultants shall be submitted to the DISTRICT for approval prior to commencement of work. The DISTRICT reserves the right to reject the use of any sub-consultants. Nothing in the forgoing procedure shall create any contractual relationship between the DISTRICT and any sub-consultants employed by the ARCHITECT under terms of this AGREEMENT.
3. Agree to exercise usual and customary professional care in its efforts to comply with all laws and regulations which apply to work of this AGREEMENT.
4. Cooperate with other professionals employed by the DISTRICT for the design, coordination or management of other work related to the PROJECT.
5. Chair, conduct and take minutes of bi-weekly coordination meetings during the entire design phase with sub-consultants, ARCHITECT shall invite the DISTRICT and/or its representative to participate in these meetings. ARCHITECT shall keep a separate log to document design/coordination comments generated in these meetings.
6. Participate in Executive level meetings, required at each design phase.
7. Review site surveys, subsoil data, chemical, mechanical and other data logs of borings, record documents, etc., furnished to ARCHITECT pursuant to this AGREEMENT and advise the DISTRICT whether such data are sufficient for purposes of design, or whether additional data are necessary. ARCHITECT shall advise whether additional data are needed and, if so, recommend the manner in which it be provided and services obtained.
8. Be responsible for the professional quality, technical accuracy and the coordination of all studies, reports, projections, master plans, designs, drawings, specifications and other services furnished by ARCHITECT under this AGREEMENT. ARCHITECT shall, without additional compensation, correct or

revise any errors or omissions in its studies, reports, projections, master plans, design, drawings, specifications and other services.

9. If desired by the DISTRICT and agreed to by the ARCHITECT, ARCHITECT shall provide other required services to determine such compliance not specifically identified and included in the scope of this AGREEMENT through an amendment to this AGREEMENT, as an additional service.

10. Be responsible for the design and the layout of data and phones using DISTRICT established standards. The coordination effort shall include location and routing of the raceways, conduits, and outlets and required spaces to accommodate electrical, data and communication wiring. ARCHITECT to coordinate with DISTRICT or their consultants to finalize phone system design.

11. Provide services required to obtain local agencies approval for off-site work including review by regulatory agencies having jurisdiction over the PROJECT.

12. Develop a grading and drainage plan and a site plan from architectural information showing a final development of the site, this drawing will also include a horizontal and vertical control plan and a utility infrastructure plan. The services described in this Subparagraph shall be provided by a professional civil engineer who is to subcontract with the ARCHITECT.

13. ARCHITECT to document the location of existing utility lines, telephone, water and sewage, etc., within the limits of the DISTRICT on-site property. This information shall be provided by the DISTRICT. ARCHITECT to verify the capacity of all existing PROJECT utilities.

14. Maintain a log of all meetings, site visits or discussions held in conjunction with the work of this PROJECT, with documentation of major discussion points, observations, decisions, questions or comments. These shall be furnished to the DISTRICT and/or their representative for inclusion in the overall PROJECT documentation.

15. Neither the DISTRICT'S review, approval of, nor payment for, any of the services required under this AGREEMENT shall be construed to operate as a waiver of any rights under this AGREEMENT, and ARCHITECT shall remain liable to the DISTRICT in accordance with applicable law for all damages to the DISTRICT caused by ARCHITECT'S failure to perform any of the services furnished under this AGREEMENT.

16. Providing interior design and other similar services required for or in connection with color coordination including furnishing. ARCHITECT is required to establish a template floor plan to demonstrate that each space houses the required functions. Such floor plans will include furniture layout for functions and adhere to all ADA circulation requirements. The DISTRICT shall procure furnishing and moveable equipment.

B. DESIGN SERVICES - TASK I

PROJECT INITIATION

Upon final execution of the Contract with the DISTRICT, the ARCHITECT shall:

1. Within the first week following execution of the contract, meet with the DISTRICT and their representatives to prepare a detailed task analysis and work plan for documentation in a computer generated PROJECT schedule. This task analysis and work plan will identify specific tasks including as necessary, but not limited to: interviews, data collection, analysis, report preparation, planning, architectural programming, schematic design preparation and estimating that are part of the work of the PROJECT. Also identified will be milestone activities or dates, specific task responsibilities, required times for completion and additional definition of deliverables.

- a. ARCHITECT'S work plan shall include allowances for the periods of time required for DISTRICT'S review and approval of submissions and for approvals by authorities having jurisdiction over the PROJECT. ARCHITECT'S work plan, when approved by DISTRICT, shall not be exceeded by ARCHITECT except when DISTRICT and ARCHITECT mutually agree, in writing, to a revised PROJECT schedule.
- b. Review the developed work plan with the DISTRICT and their representatives to familiarize them with the proposed tasks and schedule and develop necessary modifications.

2. Participate in a general PROJECT kick-off meeting to include the ARCHITECT'S sub-consultants, and DISTRICT staff.

- a. The PROJECT kick-off meeting will introduce key team members from the DISTRICT and the ARCHITECT to each other defining roles and responsibilities relative to the PROJECT.
- b. Identify and review pertinent information and/or documentation necessary from the DISTRICT for the completion of the PROJECT.
- c. Review and explain the overall PROJECT goals, general approach, tasks, work plan and procedures and deliverable products of the PROJECT.
- d. Review and explain the task analysis and PROJECT work plan for all parties present; determine any adjustments or fine tuning that needs to be made to the work plan.
- e. Review documentation of the PROJECT kick-off meeting prepared by the ARCHITECT and comment prior to distribution.

DEVELOPMENT OF ARCHITECTURAL PROGRAM

1. Perform pre-design investigations to establish appropriate guidelines around which and within which the PROJECT is to be designed. Identify design issues relating to functional need, directives and constraints imposed by regulatory codes.

2. Complete information check list identifying critical issues affecting PROJECT completion and certification; significant site considerations; applicable planning and zoning requirements; applicable code requirements; applicable fire and life safety requirements; sanitary and storm sewer service requirements; electrical power service and requirements; heating, ventilating and air conditioning requirements; natural gas availability and requirements; and domestic and fire water service requirements.
3. Conduct architectural program meeting with the DISTRICT selected PROJECT committee.
4. Develop probable construction cost for the PROJECT; probable costs are to be based on the developed functional architectural programs as approved by the DISTRICT.
5. Probable costs prepared by the ARCHITECT:
 - a. All costs are to be based on current bid prices, with escalation rate and duration clearly identified as a separate line item; rate of cost escalation and projected bid and construction dates are to be as approved by the DISTRICT.
 - b. Contingencies for design, bidding or construction, if included in the probable costs, are to be included as individual line items, with the percentage and base of calculation clearly identified.
 - c. All construction probable costs developed per the above should additionally be presented in and summarized by the Construction Specification Institute (CSI) category.
 - d. One week prior to the submittal of documents, the ARCHITECT'S proposed cost format must be submitted to the DISTRICT for review and approval.
 - e. ARCHITECT shall submit a unit cost breakdown for two types of new building cost models ranging from a low end per square foot cost for the DISTRICT'S consideration, to high end per square foot cost. The unit cost shall not include the site work, the general contractor's overhead and profit, and general condition. (Include separate line items for additional upgrades/condition assessment scope and possible alternate reductions).
 - f. Mechanical, electrical, civil, landscaping and estimating sub-consultants shall participate in the progress meeting as appropriate and shall provide input and feedback into the development of the probable cost.

SITE PLANNING

Prepare a Site Plan configuration for the proposed facility. The development of this Site Plan should incorporate or be based upon completion of the following tasks:

1. Document and take into consideration existing physical characteristics of the proposed site such as topography, drainage, plant coverage, views to and from the proposed site, current site usage and potential for future development and facility expansion. In addition, ARCHITECT shall design the foundation of the

PROJECT in accordance with recommendations of the DISTRICT'S soil consultant as provided by the DISTRICT. ARCHITECT must notify the DISTRICT in time to prepare this soil report for ARCHITECT'S use.

2. Review the existing conditions. Analyze the proposed site's existing conditions relative to potential effect on circulation, access, parking, constructability, facility expansion and future development potential.
3. Review proposed plans and confer as necessary with the local jurisdiction to obtain their advisory input regarding zoning, water service, fire protection, site access, mass transit and other areas of site design related to the city services or governance.
4. Develop a Site Plan showing in detail the elements of the proposed facility and its supporting elements of site development, including the appropriate accommodations of projected parking, resolution of access and on-site circulation, and existing or proposed commitments of land to other uses.

MEETINGS

During the Architectural Programming Design Phase it is anticipated that approximately [Click here to enter text.](#) will be convened between the DISTRICT and the ARCHITECT. These meeting will not exceed one day in duration and will be held on the PROJECT'S campus location. Decisions made at such meetings and subsequently approved by the DISTRICT shall be binding. Any revisions or reconsiderations of such decisions shall constitute a change in the scope of services of the ARCHITECT.

DELIVERABLES

1. ARCHITECT shall provide to the DISTRICT the following quantities of materials resulting from the work of the PROJECT:
 - 3 copies of Program Report. (A written program prepared by ARCHITECT that incorporates the DISTRICT'S program planning, design objectives, constraints, and criteria including space requirements, relationships, flexibility, expendability, special equipment and systems and a comparison between developed program and FPP program, include narrative explaining any deviations). if appropriate.
 - 3 copies of Site Plan
 - 3 copies of PROJECT Probable Cost
 - 1 copy of Information Checklist
2. ARCHITECT along with sub-consultants shall present and review with the DISTRICT the summary and detail of Task I work.

PROJECT CESSATION PROVISIONS

Upon completion and review of the functional and Architectural program and master site planning, no further work shall be done unless and until the DISTRICT has approved Task I as complete and has given a written Notice of proceed to ARCHITECT for Task II.

C. DESIGN SERVICES - TASK II

SCHEMATIC DESIGN

Schematic Design: Upon written authorization from the DISTRICT, to proceed with the Schematic Design Phase. The ARCHITECT shall prepare for the DISTRICT'S review a Schematic Design Study as follows:

1. Architectural:
 - a. Scaled floor plans showing overall dimensions, identifying the various major areas and their relationship. Include circulation and room-by-room tabulation of all net usable floor areas and a summary of gross floor area. Also, provide typical layouts of major equipment or operational layout.
 - b. Preliminary building exterior elevations and sections in sufficient detail to demonstrate design concept indicating location and size of fenestration.
 - c. Identify proposed roof system, deck, insulation system and drainage technique.
 - d. Site plan with building located and minimum one (1) foot contour grade intervals. All major site development, such as paving, utilities and outside facilities shall be shown, including property lines, adjacent existing structures, walls and fences fifty feet beyond the PROJECT.
 - e. Building design shall pay particular attention to orientation, solar consideration and passive energy techniques and shall exceed all adopted energy regulations by 15%.
 - f. Identify minimum finish requirements, including ceiling, floors, walls, doors, windows, and types of hardware.
 - g. Identify code requirements, include occupancy classification(s) and type of construction.
2. Structural:
 - a. Layout structural systems with dimensions and floor elevations. Identify structural systems (pre-cast, structural steel with composite deck, structural steel bar joists, etc.); with preliminary sizing identified.
 - b. Identify foundation systems (fill requirements, piles, caissons, spread footings, etc.); with preliminary sizing identified.
3. Mechanical:
 - a. Provide "Basis of Design Narrative."
 - b. Calculate block heating, ventilation and cooling loads including skin versus internal loading.
 - c. Select a minimum of two (2) HVAC systems that appear compatible with loading conditions for subsequent life cycle costing.
 - d. Show selected system on drawings as follows:

- i. Single line drawing(s) of all mechanical equipment spaces, ductwork and pipe chases
- ii. Location and preliminary sizing of all major equipment and duct work in allocated spaces
- iii. Schematic piping
- iv. Temperature control zoning

4. Electrical:

- a. Provide “Basis of Design Narrative.”
- b. Calculate overall approximate electrical loads.
- c. Identify proposed electrical system for service, power, lighting, low voltage and communication loads.
- d. Show system(s) selected on drawings as follows:
 - i. Single line drawing(s) showing major distribution system
 - ii. Location and preliminary sizing of all major electrical systems and components including:
 - 1. Load centers
 - 2. Main panels
 - 3. Switch gear
- e. Identify and define the scope of data/telephone system.

5. Civil:

- a. Development of on and off site utility systems such as sewer, water, storm drain, firewater lines and fire hydrants.
- b. Identify surface improvements including roadways, parking (with assumed wheel weights) preliminary finish grades and drainage.
- c. Coordinate finish floor elevations with architectural site plan.

6. Landscaping:

Development and coordination of landscape design concepts entailing analysis of existing conditions, proposed components and how the occupants will use the facility. Include location and description of planting, ground improvements and visual barriers.

7. CASp:

- a. Review all design documents for conformance with accessibility.

8. Specifications:

Outline specifications of proposed architectural, structural, mechanical and electrical materials, system and equipment and their criteria and quality standards. ARCHITECT is to use DISTRICT'S standardized equipment/material list for new construction and modernization in development of the PROJECT design and specifications.

9. Probable Costs:

- a. Schematic Probable costs: This probable cost consists of unit cost applied to the major items and quantities of work. The unit cost shall reflect the complete direct current cost of work. Complete cost meaning labor, material, waste allowance, sales tax and subcontractor's mark-up.
- b. General conditions shall be applied separately. This probable cost shall be prepared by specification section and summarized by the Construction Specification Institute (CSI) category.
- c. The probable cost shall separate the PROJECT'S building cost from site and utilities cost. ARCHITECT to submit to the DISTRICT the cost estimating format for prior review and approval.
- d. Escalation: all probable costs shall be priced out at current market conditions. The probable costs shall incorporate all adjustments as appropriate, relating to mid-point construction, contingency, and cost index (i.e. Lee Saylor Index).

MEETINGS

During the Schematic Design Phase it is anticipated that two (2) meetings monthly, will convene between the DISTRICT and the ARCHITECT to address specific design issues and to facilitate the decision making process. Such meetings shall be held at the PROJECT CAMPUS. Decisions made at such meetings and subsequently approved by the DISTRICT shall be binding. Any revisions or reconsideration of such decisions shall constitute a change in the scope of services of the ARCHITECTS.

DELIVERABLES

- 6 - Schematic Design Package submittal with alternatives
- 4 - Probable Cost
- 2 - A statement indicating changes made to the program design
- 2 - DSA file, including all correspondence, meeting notes, etc. to date.

PRESENTATION

ARCHITECT along with his sub-consultants shall present and review with the DISTRICT the detailed Schematic Design. The schematic design studies shall be revised within the program parameters until a final concept has been accepted and approved by the DISTRICT at no additional cost to the DISTRICT.

PROJECT CESSATION PROVISIONS

Upon completion of the schematic design study, the DISTRICT shall have the right to terminate this AGREEMENT upon written notice of such termination to ARCHITECT. The DISTRICT shall pay the ARCHITECT only the fee associated with the services provided under the Schematic Design Phase.

DESIGN DEVELOPMENT

Upon written authorization by the DISTRICT to proceed with the Design Development Phase, ARCHITECT shall prepare, from the Schematic Design Phase documents approved by the DISTRICT, Design Development Phase documents consisting of the following:

1. Architectural:
 - a. Scaled, dimensioned floor plans with final room locations including all openings.
 - b. 1/8" scale building sections showing dimensional relationships and materials.
 - c. Site plan completely drawn with beginning notes and dimensions including grading and paving.
 - d. Preliminary development of details and large-scale blow-ups.
 - e. Legend showing all symbols used on drawings.
 - f. FF&E
 - i. Floor plans identifying all fixed and major movable equipment and furniture.
 1. ARCHITECT is required to establish a template floor plan to demonstrate that each space houses the required functions. Such floor plans will include furniture layout for functions and adhere to all ADA circulation requirements.
 2. Facilitate coordination meetings necessary to arrive at final solution.
 - ii. Develop binder including the following:
 1. Categories
 - a. Owner Furnished, Contractor installed
 - b. Moving Existing equipment
 - c. Information Service Equipment needs

d. Owner Procured with Supplier Installation

2. Cut Sheets

3. Cost Estimating/ Budget Development

iii. Coordinate Manufacturer's Showroom visits

iv. Support District in FF&E bid package development

- g. Providing interior design and other similar services required for or in connection with color coordination including furnishing.
- h. Further refinement of SD outline specification for architectural, structural, mechanical, electrical, civil and landscape systems and equipment.
- i. Typical reflected ceiling development including ceiling grid and heights for each ceiling showing:
 - i. Light fixtures
 - ii. Ceiling registers or diffusers
 - iii. Access Panels
- j. A tabulation of both the net and gross assignable floor areas, and a comparison to the initial program area requirements.
- k. Provide a binder with catalogue cut sheets of all selected equipment. Obtain sign off from DISTRICT and College Director of Facilities on transmittal sheet.

2. Structural:

- a. Structural drawing with all major members located and sized.
- b. Establish final building and floor elevations.
- c. Preliminary specifications.
- d. Identify foundation requirement (fill requirement, piles, etc.) with associated soil pressure, water table and seismic center. Include necessary soil mitigation if required by soils report.

3. Mechanical:

- a. Heating and cooling load calculations and major duct or pipe runs substantially located and sized to interface with structural.
- b. Schedule major mechanical equipment indicating size and capacity.

- c. Devices in ceiling should be located. Begin coordination with electrical and architectural ceiling plans.
 - d. Recommendations to acquire LEED® certification.
 - e. Legend showing all symbols used on drawings.
 - f. More developed outline specifications indicating quality level and manufacturer.
4. Electrical:
- a. All lighting fixtures should be located and scheduled showing all types and quantities of fixtures to be used, including proposed lighting levels for each usable space(s).
 - b. All major electrical equipment should be scheduled indicating size and capacity.
 - c. Complete electrical distribution including a one line diagram indicating final location of data/telephone, switchboards, communications, controls; (high and low voltage) motor control centers, panels, transformers and emergency generators, if required.
 - d. Recommendations to acquire LEED® certification.
 - e. Legend showing all symbols used on drawings.
 - f. More developed outline specifications indicating quality level and manufacturer.
5. Civil:
- a. Further refinement of SD drawings of points of connection and runs for utility systems for sewer, water, storm drain and fire water. Includes pipe sizes, materials, invert elevation location and description of manholes, clean outs, hookups, bedding and installation details.
 - b. Further refinement of SD roadways, parking and storm drainage improvements. Includes details and large scale drawings of curb and gutter, manhole, thrust blocks, paved parking and roadway sections.
 - c. Outline specifications indicating quality level and manufacturer.
6. Landscape:
- a. Further refinement of SD concepts. Includes coordination of hardscape, landscape planting, ground cover and irrigation main distribution lines.
 - b. Outline specifications indicating quality level and manufacturer.
7. CASp:
- a. Review all design documents for conformance with accessibility.

8. Specification:

DISTRICT to provide general condition specification and supplementary conditions.

9. Probable Cost:

Design Development Probable Cost: Prepared by specification section, summarized by CSI category. The probable cost shall include unit costs of materials, labor and equipment. Sales tax, contractor's mark-ups shall be identified as a separate line item. Soft cost including estimated ARCHITECT fee and general conditions shall be listed separately.

MEETINGS

During the Design Development Phase it is anticipated that two meetings per month will convene to address specific design issues and to facilitate the decision making process. Such meetings will be held at the PROJECT campus. Documented decisions (not pending items) made at such meetings and subsequently approved by the DISTRICT shall be binding. Any revisions or reconsiderations of such decisions affecting program, master plan and schematic design shall constitute a change in the scope of services of the ARCHITECT. DISTRICT and ARCHITECT shall schedule progress meetings to coincide with the ARCHITECT'S coordination meeting.

DELIVERABLES

- 3 - Drawings from all professional disciplines as necessary to deliver the PROJECT
- 3 - Bid Package scoping recommendation
- 2 - Binder of Catalogue Cut Sheets
- 3 - Outline Specifications
- 4 - Probable Cost
- 2 - DSA File, including all correspondence, meeting notes, etc. to date

CONSTRUCTION DOCUMENTS

Upon written authorization from the DISTRICT to proceed with the Construction Documents Phase, ARCHITECT shall prepare from Design Development Phase Documents approved by the DISTRICT, a Construction Document consisting of the following:

Prepare construction documents in compliance with the appropriate applicable building codes, ordinances and other regulatory authorities.

CONSTRUCTION DOCUMENTS (C/D) 50% STAGE:

1. Architectural:

- a. Site plan developed to show building location, all topographical elements and existing/proposed contour lines.

- b. Elevations (exterior and interior), sections and floor plans corrected to reflect design development review comments.
 - c. Architectural details and large blow-ups underway.
 - d. Well-developed finish, door, and hardware schedules.
 - e. Site utility plans underway.
 - f. Fixed equipment schedules, details and identification underway.
 - g. Reflected ceiling plans coordinated with floor plans and mechanical and electrical systems.
 - h. Color Boards with interior finish samples included for flooring, paint and wall finishes, doorframe and door finishes, casework, tile, countertops, etc.
 - i. Finalize any outstanding items for binder with catalogue cut sheets of all selected equipment. Obtain sign off from DISTRICT and College Director of Facilities listing all added items on transmittal sheet.
2. Structural:
- a. Structural floor plans and sections with detailing well advanced.
 - b. Structural footing and foundation plans, floor and roof framing plans with detailing well advanced.
 - c. Completed cover sheet with general notes, symbols and legends.
3. Mechanical:
- a. Mechanical calculations virtually completed with all piping and ductwork sized.
 - b. Large scale mechanical details underway.
 - c. Mechanical equipment schedule substantially developed.
4. Electrical:
- a. Lighting, power, signal and communication plans including all switching and controls. Fixture schedule and lighting details development underway.
 - b. Distribution information on all power consuming equipment; lighting and device branch wiring development underway. 20% spares must be included per new panel.
 - c. All electrical equipment schedules underway.
 - d. Special system components should be approximately located on plans.

- e. Completely develop the layout of data/telephone system, including equipment room layouts, raceway and conduit routing and outlet locations.
- 5. Civil:
All site plans, site utilities, parking and roadway systems updated to reflect update comments from Design Development review.
- 6. Landscape:
All landscape, hardscape and irrigation plans updated to reflect update comments from Design Development.
- 7. CASp:
 - a. Review all design documents for conformance with accessibility.
- 8. Probable cost:
Update and refine the Design Development Phase Probable cost sorted by approved scope for bid packages.
- 9. Specifications:
 - a. Virtually complete development and preparation of technical specifications describing materials, systems and equipment, workmanship, quality and performance criteria required for the construction of the PROJECT in CSI format.
 - b. Where articles, materials and equipment are identified by brand names, at least two names shall be used, and such names shall be followed by the words "or approved equal" in accordance with Public Contract Code, Section 3400. Specifications shall not contain restrictions that will limit competitive bids other than those required for maintenance convenience as approved by the DISTRICT. Formal review of specifications by the DISTRICT and corrections made as directed at no cost to the DISTRICT.

CONSTRUCTION DOCUMENTS 75% STAGE NOT USED.

ARCHITECT must respond to/incorporate constructability comments during the 75% and 100% construction document phases.

- 1. Architectural:
 - a. Virtually complete site plan.
 - b. Virtually complete floor plan, elevations and sections.
 - c. Architectural details and large blow-ups near completion.
 - d. Finish door, and hardware schedules virtually complete, including most details.

- e. Site utility plan virtually complete.
 - f. Fixed equipment details and identification virtually complete.
 - g. Reflected ceiling plan virtually complete.
 - h. Provide Finish Schedule (with the exceptions of colors) identifying type of material and textures on walls, floors, doors, etc. ARCHITECT to recommend color selection for approval by the DISTRICT.
 - i. All equipment catalog cuts.
2. Structural:
- Completed structural floor plans and sections with detailing well advanced.
3. Mechanical:
- a. Mechanical load calculations complete and all piping and ductwork sized.
 - b. Large scale mechanical details should be substantially complete.
 - c. Mechanical schedule for equipment substantially complete.
4. Electrical:
- a. Lighting, power, signal and communication plan(s) should reflect all switching and controls. Fixture schedule(s) should be virtually complete.
 - b. Distribution information on all power consuming equipment; lighting and device branch wiring should be virtually complete.
 - c. All electrical equipment schedules should be virtually complete.
 - d. Special system components should be located on plans.
5. Civil:
- All site plans, site utilities, parking and roadway systems updated to reflect update revisions from 50% CD's.
6. Landscape:
- All landscape, hardscape and irrigation plans updated to reflect update revisions from 50% CD's and completed.
7. CASp:
- a. Review all design documents for conformance with accessibility.

8. Specifications:

Formal review of specifications by the DISTRICT and Facilities/Maintenance group with corrections made as directed at no cost to the DISTRICT.

CONSTRUCTION DOCUMENTS – 100% SUBSTANTIAL COMPLETION STAGE:

ARCHITECT must respond to/incorporate constructability comments during the previous construction document phases.

1. Architectural:

- a. Completed site plan, floor plans, elevations and sections.
- b. Architectural details and large blow-ups completed.
- c. Finish, door and hardware schedules completed, including all details.
- d. Site utility plans completed.
- e. Fixed equipment details and identification completed.
- f. Reflected ceiling plans completed.

2. Structural:

- a. Structural floor plans and sections with detailing completed.
- b. Structural calculations completed.

3. Mechanical:

- a. Large scale mechanical details completed.
- b. Mechanical equipment schedules completed.
- c. Completed electrical schematic for HVAC equipment.
- d. Complete energy conservation calculations and report.

4. Electrical:

- a. Lighting and power plan including all switching and controls. Fixture schedule and lighting details completed.
- b. Distribution information on all power consuming equipment, including lighting, power, signal and communication device(s) branch wiring completed.
- c. All electrical equipment schedules completed.

- d. Special system components plans completed.
 - e. Electrical load calculations completed.
- 5. Civil:
 - All site plans, site utilities, parking and roadway systems completed.
- 6. Probable Cost:
 - Update and refine the 50% Construction Document Probable cost.
- 7. Specifications:
 - a. Complete development and preparation of technical specifications describing materials, systems and equipment, workmanship, quality and performance criteria required for the construction of the PROJECT in CSI format.
 - b. Specifications shall not contain restrictions that will limit competitive bids other than those approved by the DISTRICT as necessary to meet maintenance requirements.
 - c. At one hundred percent (100%), specifications shall be reviewed by the DISTRICT to ensure compliance with required modifications and corrections made as directed at no cost to the DISTRICT.

CONSTRUCTION DOCUMENTS (C/D) FINAL STAGE

The construction document final stage shall be for the purpose of the ARCHITECT incorporating all Regulatory Agencies' comments into the drawings, specifications, and probable cost. All corrections made by the ARCHITECT during this stage should be at no additional cost to the DISTRICT.

The final contract documents delivered to the DISTRICT upon completion of the ARCHITECT'S work shall consist of the following:

- 1. Drawings:
 - All drawings with ARCHITECT/sub-consultant's State license stamp and DSA stamp.
- 2. Specifications:
 - Original technical specifications on reproducible masters or CD/DVD format if acceptable to DISTRICT'S reprographics firm in CSI format.
 - Completely coordinated sub-consultant's work.

MEETINGS

During the Construction Document Phase it is anticipated that two meetings per month will convene to address specific design issues and to facilitate the decision making process. Such meetings will normally be held at the PROJECT campus. Documented decisions made at such meetings and

subsequently approved by the DISTRICT shall be binding. Any revisions or reconsiderations of such decisions shall constitute a change in the Scope of ARCHITECT Services.

A minimum of two weeks prior to anticipated plan submission to the Division of the State Architect (DSA), the ARCHITECT shall convene a final design review conference to be attended by the DISTRICT and all sub-consultants for the purpose of confirming readiness for submission. The ARCHITECT shall utilize the most current version of Form DSA-3, PROJECT Submittal Checklist, to document the completeness of the submission. Status indicated on the checklist shall be verified by physical examination of the PROJECT documents during the review conference. Any forms required to be submitted to DSA at the time of plan submission shall be reviewed in draft form at the design review conference. Should the PROJECT not be considered sufficiently complete for submission to DSA, the ARCHITECT shall convene, at no additional cost to the DISTRICT, an additional design review conference, after deficiencies from the initial conference have been resolved, to confirm readiness for submission.

DELIVERABLES

Copies:

Hardcopies shall be provided for all identified number of copies and one electronic set shall be provided:

- 4 - Fifty percent (50%) submittal – 4 copies of the fifty percent (50%) working drawings, 4 specifications, and 4 probable costs.
- 4 - Seventy five percent (75%) submittal – 4 copies of the seventy five percent (75%) working drawings, 6 specifications and 6 sets of equipment cut sheets.
- 2 - Statement of requirements for testing and inspection of service for compliance with construction documents and applicable codes. (Submit with 50% and 75% CD submittal).
- 4 - One hundred percent (100%) submittal – 4 copies of the one hundred percent (100%) working drawings, 4 specifications, one (1) engineering calculations and 4 probable costs.
- 2 - DSA file including all correspondence, meeting, back check comments, checklists, etc. to date. (Submit with 100% CD submittal).
- 2 - Number of copies of all required documents necessary for DSA submittal and approval.
- 2 - A statement at each stage of CD review indicating any authorized changes made to the program from the last submittal and the cost impact of such changes on the previously approved Construction Budget. If no material changes occur, but costs are adjusted, clearly identify these changes for DISTRICT review. (Submit with all submittals, 50%, 75%, and 100%).

BIDDING PHASE

The development of the bidding procedure and the general condition of the construction contract shall be the joint responsibility of the DISTRICT and the ARCHITECT. ARCHITECT shall assist the DISTRICT in the prequalification process.

In the event that items requiring interpretation of the drawings or specifications are discovered during bidding period, said items shall be analyzed by the ARCHITECT for decision by the DISTRICT as to the proper procedure required. Corrective action taken will be in the form of an addendum prepared by the ARCHITECT and reviewed by the DISTRICT prior to release.

ARCHITECT shall be present during the bid opening.

CONSTRUCTION ADMINISTRATION PHASE

1. The ARCHITECT'S responsibility to provide Services for the Construction Phase under this AGREEMENT commences with the award of the first prime Contract for Construction and terminates at the earlier of the issuance to the DISTRICT of the final Certificate for Payment or sixty (60) days after the date of substantial completion of construction. All Construction Administration work required of the ARCHITECT shall be also be required of ARCHITECT'S sub-consultants as pertains to their scope of work.
2. During construction, the ARCHITECT shall furnish all necessary additional drawings for supplementing, clarifying and/or correcting purposes and for change orders required. Such drawings shall be at no additional cost unless designated as an additional service to the DISTRICT. The drawings and contract wording for change orders shall be submitted to the DISTRICT for distribution.
3. The ARCHITECT will proceed with the services required by the Construction Administration Phase of this AGREEMENT upon Board approval for award of construction bid.
4. The ARCHITECT shall review and approve or take other appropriate action upon contractor's submittals such as: shop drawings, PROJECT data, samples and change orders.
 - a. The ARCHITECT'S action shall be taken within twenty-one (21) calendar days so as to cause no unreasonable delay in the work or in the construction of the DISTRICT or of separate contractors, while allowing sufficient time in the ARCHITECT'S professional judgment to permit adequate review. In no case shall the review period associated with a single, particular submittal exceed twenty one (21) calendar days from the receipt by the ARCHITECT.
5. During the course of construction, all Requests for Information/Clarification must be responded to in a most expeditious manner so as not to impact and delay the construction progress.
6. Drawings or change orders required due to actions of the DISTRICT which are beyond the scope of the ARCHITECT'S responsibilities, shall be considered extra services.
7. ARCHITECT shall schedule weekly visits to the job site for on-site review of the construction of the PROJECT and in coordination with the construction progress meetings. The purpose of these visits is to interpret or clarify in the Contract Documents and to monitor the progress of the PROJECT.
8. ARCHITECT shall provide the DISTRICT with a digital photo survey of weekly progress consisting of no less than five photos related to overall, general progress and the appropriate number of photos

necessary to document any field issues requiring resolution. Photos shall be emailed to the DISTRICT'S project manager with a narrative describing contents within 48 hours of the weekly meeting.

9. The ARCHITECT shall not be required to make exhaustive or continuous on-site inspections to check the quality or quantity of the work. The ARCHITECT shall endeavor to guard the DISTRICT against defects and deficiencies in the work. However, the ARCHITECT shall not be a guarantor of the contractor's performance.
10. The ARCHITECT shall not be responsible for, nor have control or charge of, construction means, methods, techniques, sequences or procedures, or for safety precautions and programs in connection with the PROJECT, and shall not be responsible for contractors' failure to carry out work in accordance with the Contract Documents. The ARCHITECT shall not be responsible for, nor have control over, the acts or omissions of the contractors, subcontractors, any of their agents or employees.
11. ARCHITECT shall provide a log identifying all operations and maintenance manuals, and warranty documents for all equipment and installed systems. The ARCHITECT shall review contractor's submittal for completeness and submit to DISTRICT.
12. ARCHITECT provide a complete DSA file to the DISTRICT, including all correspondence, meeting notes, back check comments, checklists, inspection affidavits, etc. to the DISTRICT at acceptance.

CLOSE OUT PHASE

1. The ARCHITECT'S responsibility to provide Services for the Close Out phase under this AGREEMENT commences with the Contractor's request for a punch list walk and terminates at the close out the PROJECT with the Division of the State Architect.
2. ARCHITECT including consultants shall participate in/develop punch lists as appropriate to identify apparent deficiencies in construction following the acceptance of the contractor's work.
 - a. ARCHITECT shall provide DISTRICT and contractor with a comprehensive punch list itemizing all outstanding issues on an area by area basis.
 - b. ARCHITECT shall walk with DISTRICT and contractor to confirm that punch list items are completed. ARCHITECT may use original list with items highlighted to show those areas as still outstanding.
 - c. ARCHITECT shall perform follow up walk for any punch list items that were outstanding.
 - d. After the third punch list walk, if there remains any incomplete items, ARCHITECT shall provide to the DISTRICT a cost analysis of all outstanding items.
3. ARCHITECT shall evaluate the success of any required maintenance period upon completion of the timeframe. ARCHITECT will confirm that the requirements for the maintenance period were met with a follow up report to the DISTRICT.

4. ARCHITECT shall provide architectural/engineering advice to the DISTRICT on start-up, break-in and debugging of facility systems and equipment; and participate in/develop punch lists including consultants as appropriate to identify apparent deficiencies in construction following the acceptance of the contractor's work.
5. The ARCHITECT shall work with the DISTRICT and their consultants in complete close out of the PROJECT. This phase will be considered complete upon a complete submittal to the Division of the State Architect of all close out documentation.
6. ARCHITECT shall perform a building walk one month prior to the one year warranty period (as established by the Notice of Completion filed by the Board of Trustees) to evaluate the condition of all facilities/improvements. ARCHITECT shall meet with the maintenance and facilities representatives and make recommendations for which, if any, warranty items will be requested prior to warranty expiration.

ARTICLE 4 ADDITIONAL ARCHITECT'S SERVICES

- 4.1. **Additional Services.** Requests for additional services shall be made by the DISTRICT in writing and this AGREEMENT is not a pre-authorization for additional services. ARCHITECT shall be compensated for additional services in accordance with the provisions of the AGREEMENT and the amounts indicated in Attachment "D". If the duration of ARCHITECT services is extended, due to the DISTRICT's need for Additional Services, the ARCHITECT shall be entitled to additional compensation as set forth in Attachment "D". ARCHITECT shall perform additional services only upon the approval and execution of an amendment to this AGREEMENT by both parties. The ARCHITECT shall request payment for additional services in a separate line item on the same invoice submitted for services in a format pre-approved by the DISTRICT.
- 4.2. **Notification and Authorization.** ARCHITECT shall notify the DISTRICT in writing of the need for additional services required due to circumstances beyond the ARCHITECT'S control. ARCHITECT shall obtain written authorization from the DISTRICT before rendering such services. Compensation for such services shall be compensated based on attached standard hourly rates. Such services shall include:
 - a. **Regulatory Revisions.** Making material revisions in drawings, specifications or other documents when such revisions are required by the enactment or revision of laws, rules or regulations subsequent to the preparation of such documents.
 - b. **Scope Change after Phase Approvals.** Providing services required because of significant changes made in the PROJECT after approval of each phase of the work including, but not limited to, size, quality, complexity, or the DISTRICT'S schedule, except for services and changes related to design errors or omissions.

- c. Change Orders. Preparing drawings, specifications and other documentation and supporting data, and providing other services in connection with change orders required by causes beyond the control of the ARCHITECT.
 - d. Damage or Destruction. Providing consultation concerning replacement of work damaged by fire and furnishing services required in connection with the replacement of such work.
 - e. Contractor Default. Providing services made necessary by the default of the Contractor, by major defects or deficiencies in the work of the Contractor, or by failure of performance of either the DISTRICT or Contractor under the construction contract.
 - f. Legal Services. Providing services in connection with an arbitration proceeding or legal proceeding except where the ARCHITECT is a party thereto.
 - g. Consultant Coordination. Providing services, other than coordination and incorporation of information into the design documents, in connection with the work of consultants retained by the DISTRICT.
 - h. Test and Balance. Providing assistance in the utilization of equipment or systems such as testing, adjusting and balancing, preparation of operation and maintenance manuals, training personnel for operation and maintenance and consultation during operation.
- 4.3. **Construction Administration Add Service**. If authorized in writing by DISTRICT, ARCHITECT shall provide one or more Project Representatives to assist in carrying out more extensive representation at the site than is described herein. The Project Representative(s) shall be selected, employed and directed by the ARCHITECT, and the ARCHITECT shall be compensated therefore as agreed by the DISTRICT and ARCHITECT. Through the observations of such Project Representative(s), the ARCHITECT shall endeavor to provide further protection for the DISTRICT against defects and deficiencies in the work, but the furnishing of such project representation shall not modify the rights, responsibilities or obligations of the ARCHITECT as described elsewhere in this AGREEMENT. Such services shall be compensated based on the attached standard hourly rates.

ARTICLE 5 TERMS OF SERVICE

- 5.1. **Time is of the Essence**. Time is of the essence in the performance of each Party's obligations under this AGREEMENT, including without limitation ARCHITECT'S performance of the service required hereunder and DISTRICT'S payment of all sums due to ARCHITECT.
- 5.2. **Term**. The construction time frame is anticipated for 60 months. Services under this AGREEMENT shall be diligently performed by the ARCHITECT through the anticipated construction timeframe plus one additional year for the 11 month warranty walk for a completion date of Insert Completion date. The ARCHITECT'S contract terminates at completion of the warranty walk.

- 5.3. **Extension.** This term shall be extended at no cost to the DISTRICT as result of delays caused directly by ARCHITECT actions. The term may be extended due to construction delay other than those delays caused by ARCHITECT'S actions.
- 5.4. **Billing Rate.** Should services be necessary after the expiration of contract duration, they can be provided in accordance with the Billing Rates as provided in Attachment "A".
- 5.5. **Suspension Notice.** DISTRICT may suspend this AGREEMENT at any time without penalty by written notice to ARCHITECT of such suspension.

ARTICLE 6 INDEMNITY AND INSURANCE

- 6.1. **Hold Harmless and Indemnification.** To the fullest extent permitted by law, the ARCHITECT shall defend (with counsel of DISTRICT's choosing), indemnify, and hold harmless the DISTRICT, its Board of Trustees, officers, agents, employees, representatives, and volunteers (collectively "Indemnified Parties") from any and all claims, demands, causes of action, costs, expenses, liabilities, losses, in law or equity, property damage, personal injury, damages or injuries of any kind, including wrongful death, in any manner arising out of, pertaining to, or incident to any alleged acts, errors or omissions, negligence, recklessness or willful misconduct of ARCHITECT, its officials, officers, agents, employees, representatives, subconsultant, or volunteers, in connection with the performance of the ARCHITECT's Work of this AGREEMENT or obligations hereunder, including without limitation the payment of all consequential damages, expert witness fees, attorney's fees, and other related costs and expenses. ARCHITECT shall reimburse the DISTRICT, its Board of Trustees, officers, agents, employees, representatives, and/or volunteers for all legal expenses and costs incurred by each of them in connection therewith or in enforcing the indemnity provided herein. This hold harmless and indemnification includes, but is not limited to, compensatory damages, regulatory fines, penalties, and extra-contractual liability. In no event shall the DISTRICT, its Board of Trustees, officers, agents, employees, representatives, and/or volunteers be liable for any loss of ARCHITECT's business, revenues or profits, or special, consequential, incidental, indirect or punitive damages of any nature, even if the District its Board of Trustees, officers, agents, employees, representatives, and/or volunteers have been advised in advance of the possibility of such damages.
 - a. ARCHITECT's obligation to indemnify the DISTRICT, its Board of Trustees, officers, agents, employees, representatives, and/or volunteers shall not be restricted to insurance proceeds, if any, received by the DISTRICT, its Board of Trustees, officers, agents, employees, representatives, and/or volunteers.
 - b. The Parties understand and agree that this shall be the sole indemnity, as defined by California Civil Code § 2772, governing this AGREEMENT. Any other indemnity that may be attached to this Agreement as an Exhibit shall be void and unenforceable between the Parties.

- c. Neither termination of this AGREEMENT nor completion of the acts to be performed under this AGREEMENT shall release ARCHITECT from its obligations to indemnify as to any claims or causes of action asserted so long as the event(s) upon which such claim or cause of action is predicated shall have occurred prior to the effective date of termination or completion.

6.2. **Insurance.** The ARCHITECT and its subconsultants shall maintain in full force and effect throughout the term of this Agreement the following policies of insurance with no less than the limits set forth herein. DISTRICT may adjust ARCHITECT's required minimum coverage limits set forth herein at the commencement of a renewal term by providing ARCHITECT and subconsultant (if applicable) written notice. Should ARCHITECT maintain insurance policies with broader coverage and limits of liability that exceed the minimum coverage and limit requirements stated herein, those broader coverages and higher limits shall be deemed to apply to any loss or claim where ARCHITECT is required to indemnify the DISTRICT.

- a. A.M. Best Financial Rating. ARCHITECT and its subconsultants' policies of insurance required herein shall be issued by insurers with an A.M. Best financial rating of A:VII or better.
- b. Admitted Carrier(s). ARCHITECT and its subconsultants' policies of insurance shall be afforded by insurers who are admitted - licensed to transact business in the State of California.
- c. Workers' Compensation and Employer's Liability. In accordance with the laws of the State of California, ARCHITECT shall maintain Workers' Compensation insurance and Employer's Liability coverage with not less than One Million Dollars (\$1,000,000) for Each Accident, One Million Dollars (\$1,000,000) for Disease - Each Employee, and One Million Dollars (\$1,000,000) for Disease - Policy Limit.
- d. Commercial General Liability. Insurance with limits of not less than One Million Dollars (\$1,000,000) per occurrence and Two Million Dollars (\$2,000,000) general aggregate to cover losses including, but not limited to blanket contractual, broad form property damage, products & completed operations, personal injury, and wrongful death.
- e. Automobile Liability. Insurance with combined single limits of not less than One Million Dollars (\$1,000,000) per occurrence and Two Million Dollars (\$2,000,000) general aggregate to cover bodily injury and property damage losses involving "Any Auto".
- f. Professional Liability aka Errors and Omissions. ARCHITECT and its subconsultants shall each procure and maintain throughout the term of this AGREEMENT, Professional Liability insurance with limits of not less than One Million Dollars (\$1,000,000) per occurrence or claim and Two Million Dollars (\$2,000,000) general aggregate to cover against liability claims/lawsuits related to the professional Work as stated herein. If coverage is written on a claims made and reported form, such coverage shall contain an Extended Reporting

Period (aka tail coverage) for a minimum of two (2) years following the termination date of this AGREEMENT.

- g. Valuable Document Insurance. The ARCHITECT and its subconsultants shall carry adequate insurance on all drawings and specifications as may be required to protect the DISTRICT in the amount of its full equity in those drawings and specifications.
- h. Additional Insured Endorsement. ARCHITECT and its subconsultants shall each issue DISTRICT an endorsement naming District, its Board of Trustees, officers, agents, employees, representatives, invitees, and volunteers as Additional Insureds to ARCHITECT's and Consultant's subconsultants Commercial General Liability, Automobile Liability, and Valuable Document insurance policies.
- i. Primary and non-contributory endorsement. ARCHITECT and its subconsultants insurance coverage and limits shall be primary and any of the DISTRICT's insurance coverage and limits shall be non-contributory.
- j. Waiver of Subrogation Endorsements. ARCHITECT and its subconsultants shall each issue DISTRICT an endorsement waiving all rights of subrogation against the DISTRICT, its Board of Trustees, officers, agents, employees, representatives, invitees, and volunteers with respect to ARCHITECT and subconsultant's commercial general liability, automobile liability, and workers' compensation policies.
- k. No Cancellation or Material Modification. ARCHITECT and its subconsultant's policies of insurance and accompanying endorsements required by this Agreement shall not be cancelled or materially modified, except upon thirty (30) days' advance written notice to DISTRICT. Written notice of cancellation or material modification shall be from the insurer(s) issuing the policy(ies) of insurance to the DISTRICT.
- l. Certificate(s) of Insurance and Endorsement(s). Certificate(s) and Endorsement(s) evidencing the required coverages and limits set forth herein shall be provided to DISTRICT upon ARCHITECT's execution of this Agreement. No work shall commence by ARCHITECT or its subconsultants until the required certificate(s) of insurance and endorsement(s) have been furnished to the DISTRICT. Should ARCHITECT or its subconsultant's insurance expire during the term of this AGREEMENT, renewal certificate(s) of insurance and endorsement(s) shall be provided prior to the expiration of the policies or within 10 days of expiration. Failure of ARCHITECT or its subconsultants to furnish the required certificate(s) and endorsement(s) shall not be deemed a waiver of this provision by the ARCHITECT, as stated herein.

ARTICLE 7 COMPENSATION TO THE ARCHITECT

- 7.1. **Contract Price for Services.** The Contract Price for the ARCHITECT'S performance of the Services under this AGREEMENT shall be firm and fixed consisting of the following lump sum prices:

a.	Programming	\$ 92,588
b.	Schematic Design Phase	\$ 361,695
c.	Design Development Phase	\$ 380,894
d.	Construction Document Phase	\$ 996,723
e.	Bidding Phase	\$ 27,748
f.	Construction Phase	\$ 612,342
g.	Close Out Phase	\$ 22,010
h.	District Controlled Contingency	\$ 400,000
	TOTAL	\$2,894,000

7.2. **Price Inclusions.** The Contract Price is inclusive of personnel expenses (inclusive of all benefits and burdens), fees, labor, material, all direct and indirect cost, personnel expenses of any sub-consultant or subcontractor to the ARCHITECT, travel for personnel to and from the Site, travel within the Counties of Los Angeles, Orange, Riverside, San Diego, San Bernardino, and Ventura, insurance and all other overhead/administrative expenses or costs and profit associated with performance of the Services, except for Allowable Reimbursable Expenses as described in the provision below. At no time shall meals be considered a reimbursable expense.

7.3. **Payment in Full.** This compensation shall be compensation in full for all services performed by the ARCHITECT under the terms of this AGREEMENT, except where additional compensation is agreed upon between the ARCHITECT and DISTRICT in writing as provided for as additional services.

7.4. **Reimbursable Expenses.** Any expenses incurred by the ARCHITECT and ARCHITECT's employees in the interest of the PROJECT shall require DISTRICT's written approval before being incurred. The DISTRICT shall not be liable to ARCHITECT for any costs or expenses paid or incurred by ARCHITECT and ARCHITECT's employees in performing services for DISTRICT, except reimbursable expenses that has been pre-approved in writing. Records of such expenses shall be provided to the DISTRICT's review and approval. Reimbursable Expenses:

- a. Are in addition to compensation for Services and Additional Services and include expenses incurred by the ARCHITECT and ARCHITECT's employees and subconsultants in the interest of the PROJECT.
- b. Shall only be authorized, pre-approved and most economical transportation, air fare for out-of-town travel related to the PROJECT; and fees paid for securing approval of authorities having jurisdiction over the PROJECT. ARCHITECT's normal travel expense (including to and from the Project) and meals are excluded.

- c. Expenses related to reproduction, (except those needed for the use of the ARCHITECT and their ARCHITECT or identified specifically as a deliverable), postage and handling of Drawings, Specifications and other documents.
 - d. Expense of renderings, models and mock ups requested by the DISTRICT if not part of ARCHITECT's Services will be reimbursed.
 - e. There shall be no markups on reimbursable expenses.
- 7.5. **ARCHITECT Monthly Billing Statements.** ARCHITECT shall submit monthly billing invoices to the DISTRICT for payment of the Contract Price for Services, authorized Additional Services, and previously approved and allowable Reimbursable Expenses performed or incurred in the immediately prior month in a format previously approved by the DISTRICT. Previously approved and allowable Reimbursable Expenses shall be itemized and evidence shall be provided of the cost or value of any Allowable Reimbursable Expense costs for which payment is requested by ARCHITECT. Services are to be invoiced by phase in accordance with percent complete.
- 7.6. **Non Waiver of Rights.** Neither the DISTRICT'S review, approval of, nor payment for, any of the services required under this AGREEMENT shall be construed to operate as a waiver of any rights under this AGREEMENT, and ARCHITECT shall remain liable to the DISTRICT in accordance with applicable law for all damages to the DISTRICT caused by ARCHITECT'S failure to perform any of the services furnished under this AGREEMENT.
- 7.7. **DISTRICT Payment of Contract Price.** Within 30 days of the date of the DISTRICT'S receipt of ARCHITECT'S billing invoices, DISTRICT will make payment to ARCHITECT of undisputed amounts of the Contract Price due for Services, authorized Additional Services, and Allowable Reimbursable Expenses. No deductions shall be made or withheld from payments due ARCHITECT hereunder on account of any penalty, assessment, liquidated damages or other amounts withheld by the DISTRICT from payment to the ARCHITECT or any Contractor.
- 7.8. **Withholding Payment.** The DISTRICT may, however, withhold or deduct from amounts otherwise due ARCHITECT hereunder if ARCHITECT shall fail to timely and completely perform material obligations to be performed on its part under this AGREEMENT, with the amounts withheld or deducted being released after ARCHITECT has fully cured its failure of performance, less costs, damages or losses sustained by the DISTRICT as a result of such failure of performance of a material obligation hereunder.
- 7.9. **Late payments.** Invoices shall be on a form and in the format approved by the DISTRICT. Payments are due and payable upon receipt of the ARCHITECT'S invoice. Amounts unpaid thirty (30) days after the invoice date shall bear interest at the legal rate prevailing at the time, at the site of the PROJECT.
- 7.10. **Schedule Delay.** To the extent that the time initially established for the completion of ARCHITECT'S services is exceeded or extended through no fault of the ARCHITECT, compensation

for any services rendered during the additional period of time may be computed at standard hourly rates as established in Attachment D.

ARTICLE 8 ARCHITECT'S WORK PRODUCT

- 8.1. **District Ownership of Documents.** The drawings, specifications, presentation materials including slides and models and other documents prepared by the ARCHITECT for this PROJECT shall be and remain the property of the DISTRICT. Such drawings and specifications and other documents supplied as herein required shall be the property of the DISTRICT whether or not the work for which they were made is executed. ARCHITECT grants to DISTRICT the right to reuse all or part of the fore mentioned drawings, specifications and other documents at its sole discretion for the construction of all or part of this or another project constructed for the DISTRICT. If the drawings, specifications and/or other documents are reused for another project constructed for the DISTRICT, then the DISTRICT agrees that ARCHITECT shall not be responsible for any reuse of the drawings, specifications and/or other documents. The DISTRICT is not bound by this AGREEMENT to employ the services of ARCHITECT in the event such drawings, specifications and/or other documents are reused. ARCHITECT grants to the DISTRICT the right to copy, use, modify, and reuse any and all copyrights and designs embodied in the plans, specifications and other documents prepared or caused to be prepared by the ARCHITECT pursuant to this AGREEMENT.
- 8.2. **Electronic Copy of Documents.** The ARCHITECT shall perform the work under this AGREEMENT using insert BIM or CAD software and shall deliver electronic copy via CD, DVD or thumb drive in both the software format and PDF format upon submittal to the Division of the State Architect and upon PROJECT completion, a reviewed set of the As-built documents, including minor corrections, if needed. If work is terminated prior to DSA submittal, a copy of the work completed to date shall be provided to the DISTRICT.
- 8.3. **Copyright/Trademark/Patent.** ARCHITECT understands and agrees that all matters produced under this AGREEMENT shall become the property of DISTRICT and cannot be used without DISTRICT'S express written permission, except ARCHITECT shall distribute copies of his reports to DSA and other parties as required by California Administrative Code, Title 24. DISTRICT shall have all right, title and interest in said matters, including the right to secure and maintain the copyright, trademark and/or patent of said matter in the name of the DISTRICT. ARCHITECT consents to use of ARCHITECT'S name in conjunction with the sale, use, performance and distribution of the matters, for any purpose and in any medium.
- 8.4. **Documentation.** The ARCHITECT shall make a written record of all meetings, conferences, discussions and decisions made between or among the DISTRICT, ARCHITECT and Contractor during all phases of the PROJECT and concerning any material condition in the requirements, scope, performance and/or sequence of the work. The ARCHITECT shall provide a draft copy of such record to the DISTRICT for review and comment, make adjustments and provide a final copy to the DISTRICT and a copy to the Contractor upon request.

ARTICLE 9 TERMINATION

- 9.1. **Termination for Convenience.** DISTRICT may, at any time, with or without reason, terminate this AGREEMENT and compensate ARCHITECT only for services satisfactorily rendered to the date of termination. Seven day written notice by DISTRICT shall be sufficient to stop performance of services by ARCHITECT. Notice shall be considered applicable as of the date established on the termination notice and deemed given when received by the ARCHITECT or no later than three days after the day of mailing, whichever is sooner.
- 9.2. **Termination for Cause.** DISTRICT may terminate this AGREEMENT upon giving of written notice of intention to terminate for cause. Cause shall include: (a) material violation of this AGREEMENT by the ARCHITECT; or (b) any act by ARCHITECT exposing the DISTRICT to liability to others for personal injury or property damage; or (c) ARCHITECT is adjudged a bankrupt, ARCHITECT makes a general assignment for the benefit of creditors or a receiver is appointed on account of ARCHITECT'S insolvency. Written notice by DISTRICT shall contain the reasons for such intention to terminate and unless within ten (10) days after service of such notice the condition or violation shall cease, or satisfactory arrangements for the correction thereof be made, this AGREEMENT shall upon the expiration of the ten (10) days cease and terminate. In the event of such termination, the DISTRICT may secure the required services from another contractor. The foregoing provisions are in addition to and not a limitation of any other rights or remedies available to DISTRICT. Written notice by DISTRICT shall be deemed given when received by the other party or no later than three days after the day of mailing, whichever is sooner.
- 9.3. **Suspension of PROJECT.** The DISTRICT may suspend this AGREEMENT at any time without penalty by written notice to ARCHITECT of such suspension. The Suspension Notice shall set forth the reason for the suspension, the anticipated term of the suspension and shall be provided to the ARCHITECT not less than fifteen days prior to the suspension date. If the PROJECT is suspended by the DISTRICT for more than ninety consecutive days, the ARCHITECT shall be compensated for services satisfactorily performed prior to such suspension. When the PROJECT is resumed, the ARCHITECT'S compensation shall be equitably adjusted to provide for expenses incurred in the interruption and resumption of the ARCHITECT'S services.
- 9.4. **Abandonment of PROJECT.** If the DISTRICT abandons the PROJECT for more than ninety consecutive days, the ARCHITECT shall be compensated for services satisfactorily performed prior to the abandonment. Upon mutual consent by both parties this AGREEMENT may terminated.
- 9.5. **Non Payment.** Except for the provision stated in Article 7.8. Withholding Payment, the DISTRICT's failure to make payments to the ARCHITECT in accordance with this AGREEMENT shall be considered substantial nonperformance and may cause for termination by the ARCHITECT.
- a. In the event the DISTRICT fails to make timely payment, the ARCHITECT may, upon seven (7) days written notice to the DISTRICT, suspend performance of services under this AGREEMENT.

- b. Unless payment in full is received by the ARCHITECT within seven days of the date of the notice, the suspension shall take effect without further notice.
- 9.6. **ARCHITECT Compensation.** The ARCHITECT shall be compensated for services satisfactorily performed prior to a termination which is not the fault of the ARCHITECT. The DISTRICT shall pay the ARCHITECT only the fee associated with the services provided, since the last billing and up to the notice of termination.
- 9.7. **Liability for District Damages.** In the event of termination due to the fault of ARCHITECT, ARCHITECT shall receive compensation due for services satisfactorily rendered prior to the date of termination. The ARCHITECT is liable for all damages suffered by the DISTRICT due to ARCHITECT'S failure to perform as provided in the AGREEMENT.

ARTICLE 10 DISPUTES, MEDIATION, ARBITRATION

- 10.1. **Mediation Requirements.** All claims, disputes or controversies arising out of or relating to the PROJECT or to this AGREEMENT or the breach thereof shall be first attempted to be resolved through mediation.
- 10.2. **Arbitration.** If mediation is unsuccessful, claims, disputes or controversies arising out of or relating to this AGREEMENT will be decided by arbitration in accordance with the American Arbitration Association then prevailing unless the parties mutually agree otherwise.
 - a. No arbitration arising out of or relating to this AGREEMENT shall include, by consolidation, joinder or in any other manner, any additional person not a party to this AGREEMENT except by written consent containing a specific reference to this AGREEMENT and signed by the ARCHITECT, DISTRICT and any other person sought to be joined. Consent to arbitration involving an additional person or persons shall not constitute consent to arbitration of any dispute not described therein or with any person not named therein.
 - b. This AGREEMENT to arbitrate shall be specifically enforceable under applicable law in any court having jurisdiction thereof.
 - c. Notice of demand for arbitration shall be filed in writing with the other party to this AGREEMENT in accordance with the rules of the American Arbitration Association. The demand shall be made within a reasonable time after the claim, dispute or other matter in question has arisen. In no event shall the demand for arbitration be made after the date when institution of legal or equitable proceedings based upon such claim, dispute or other matter in questions would be barred by the applicable statutes of limitation.
 - d. In any judicial proceeding to enforce this AGREEMENT to arbitrate, the only issues to be determined shall be those set forth in 9 U.S.C. Section 4 Federal Arbitration act and such issues shall be determined by the court without a jury. All other issues, such as, but not limited to, arbitrability, prerequisites to arbitration, compliance with contractual time

limitations, applicability of indemnity clauses, clauses limiting damages and statutes of limitation shall be for the arbitrators whose decision thereon shall be final and binding. There shall be no interlocutory appeal of an order compelling arbitration.

- e. The award rendered by the arbitrators shall be final and judgment may be entered upon it in accordance with applicable law in any court having jurisdiction thereof.
 - f. Unless otherwise provided, this AGREEMENT shall be governed by the law of the state and county where the PROJECT is located.
- 10.3. **Work to Continue.** In the event of a dispute between the parties as to performance of the work, the interpretation of this AGREEMENT, or payment or nonpayment for work performed or not performed, the parties shall attempt to resolve the dispute. Pending resolution of the dispute, ARCHITECT agrees to continue to diligently perform and provide services hereunder until completion of the work. If the dispute is not resolved, ARCHITECT agrees it will neither rescind this AGREEMENT nor stop the progress of the work. The DISTRICT and ARCHITECT agreed that, in the event that a dispute comes to litigation, each party will bear its own legal expenses.

ARTICLE 11 DISTRICT'S RESPONSIBILITIES

- 11.1. **District Provided Information.** The DISTRICT shall provide to the ARCHITECT full information regarding requirements for the PROJECT, including information regarding the DISTRICT'S objectives, schedule, constraints and criteria.
- 11.2. **District Representative.** The DISTRICT shall appoint a representative authorized to act on the DISTRICT'S behalf with respect to the PROJECT. The DISTRICT or its authorized representative shall render decisions in a timely manner pertaining to documents submitted by the ARCHITECT. ARCHITECT shall consult with authorized employees, agents, and representatives of DISTRICT relative to the design and construction of the PROJECT. However, ARCHITECT shall accept directives only from DISTRICT'S designated representative and not from other DISTRICT employees or consultants. The DISTRICT shall notify ARCHITECT in writing if, at its sole option, it makes a change in the DISTRICT representative. Unless modified by written notice by the DISTRICT to the ARCHITECT, the DISTRICT Representative is:

Matt Blitch, Project Manager

- 11.3. **District Notification.** The DISTRICT shall give prompt written notice to the ARCHITECT if the DISTRICT becomes aware of any fault or defect in the PROJECT or nonconformance with the construction contract. However, the DISTRICT'S failure or omission to do so shall not relieve the ARCHITECT of his/her responsibilities hereunder and the DISTRICT shall have no duty to observe, inspect or investigate the PROJECT.

- 11.4. **Project Description.** The DISTRICT shall furnish a legal description of the site and surveys describing physical characteristics, legal limitations and utility locations for the site of the PROJECT as required.
- 11.5. **Geotechnical Data.** The DISTRICT shall furnish geotechnical data when these data are reasonably deemed necessary by ARCHITECT, including test logs, soil classifications, soil bearing values, and other data necessary to define subsoil conditions.
- 11.6. **Reliable Information.** The ARCHITECT may rely on the information provided by DISTRICT but only to the extent such reliance is consistent with ARCHITECT'S obligations under this AGREEMENT

ARTICLE 12 MISCELLANEOUS

- 12.1. **Equal Opportunity/Non-Discrimination.** ARCHITECT shall not discriminate against any individual with respect to his or her compensation, terms, conditions, or privileges of employment; or discriminate in any way which would deprive or tend to deprive any individual of employment opportunities or otherwise adversely affect his or her status as an employee because of such individual's race, color, religion, sex, national origin, age, disability, medical condition, marital status, veteran status, or any other category protected by law.
- ARCHITECT shall ensure that all services and benefits rendered to the DISTRICT, its representatives, consultants/contractors and volunteers are provided free of any form of harassment and without regard to race, color, religion, sex, age, disability, medical condition, marital status, national origin, veteran status, or any other category protected by law. ARCHITECT shall comply with Americans with Disabilities Act and the Rehabilitation Act of 1973, as amended.
- 12.2. **Certification Regarding the California Penal Code Section 290.** By executing this Agreement, ARCHITECT agrees to comply with the rules and regulations of the Sex Offender Registration Act, California Penal Code Section 290.95. ARCHITECT certifies and understands that every person required to register under Section 290 shall disclose his or her status as a registrant, upon application or acceptance of a position, to that person, group, or organization. Furthermore, no person who is required to register under Section 290 because of a conviction for a crime where the victim was a minor under sixteen (16) years of age shall be an employer, employee, or independent contractor, or act as a volunteer with any person, group, or organization in a capacity in which the registrant would be working directly and in an unaccompanied setting with minor children on more than an incidental and occasional basis or have supervision or disciplinary power over minor children. A violation of this section is a misdemeanor punishable by imprisonment in a county jail for not exceeding six (6) months, by a fine not exceeding One Thousand Dollars (\$1,000), or by both that imprisonment and fine, and a violation of this section shall not constitute a continuing offense.
- 12.3. **Background Check.** Contractor hereby certifies that Contractor has never been charged with a felony, including any "violent felony" as defined in California Civil Code Section 667.5(c) or serious felony defined by California Civil Code Section 1192.7 prior to, or on the date of, this Agreement.

Contractor shall notify District in writing immediately if Contractor is charged with any felony during the term of this Agreement in which case District may terminate this Agreement immediately. Contractor further hereby authorizes the District or other organizations to conduct a comprehensive review of his/her background upon District's request. Contractor hereby consents to the background check to the fullest extent permitted by law. Contractor agrees to indemnify, defend and hold harmless the District from any claims, damages, harms, and costs, including legal and processing fees arising from the requirements of this Article, including any such issue arising from any felony Contractor has been charged with, or is charged with, during this Agreement. Failure to complete any required step to provide the background check and information required herein upon District request within thirty (30) days shall be grounds for termination of this Agreement.

- 12.4. **Compliance with Applicable Laws, Policies, Procedures, Rules & Regulations.** ARCHITECT agrees to comply with all federal, state and local laws, rules, regulations and ordinances that are now and may in the future become applicable to ARCHITECT, ARCHITECT'S business, equipment and personnel engaged in services covered by this AGREEMENT or accruing out of the performance of such services. Additionally, ARCHITECT shall comply with DISTRICT's policies, procedures, rules, regulations and/or guidelines that include but are not limited to smoke free campus, alcohol and controlled substances, conflict of interest, workplace violence, code of conduct, harassment and discrimination prevention and drug-free environment.
- 12.5. **Architect Accounting Records.** Pursuant to and in accordance with the provisions of Government Code Section 8546.7 or any amendments thereto, all books, records, and files of the DISTRICT and the ARCHITECT, including, but not limited to the costs of administration of this AGREEMENT, if greater than \$10,000, shall be subject to examination and audit of the State Auditor at the request of the DISTRICT or as part of any audit of the DISTRICT for a period of three (3) years after final payment is made under this AGREEMENT. During this time, ARCHITECT shall maintain accounting records and make them available upon request of the DISTRICT for reproduction or inspection.
- 12.6. **Review, Approval or Acceptance.** Review, approval or acceptance of ARCHITECT'S work whether by DISTRICT or others, shall not relieve ARCHITECT from responsibility for errors and omissions in ARCHITECT'S work.
- 12.7. **Cumulative Rights; Non Waiver.** Duties and obligations imposed by this AGREEMENT and rights and obligations hereunder are in addition to and not in lieu of any imposed by or available at law or inequity. The failure of DISTRICT or ARCHITECT to seek redress for violation of, or to insist upon, the strict performance of any term or condition of this AGREEMENT shall not be deemed a waiver by that party of such term or condition, or prevent a subsequent similar act from again constituting a violation of such term or condition.
- 12.8. **Employment with Public Agency.** ARCHITECT, if an employee of another public agency, agrees that ARCHITECT will not receive salary or remuneration, other than vacation pay, as an employee of another public agency for the actual time in which services are actually being performed

pursuant to this AGREEMENT. Additionally, No member, officer or employee of the DISTRICT during tenure or for one year thereafter, shall have any interest direct or indirect, in this AGREEMENT or the proceeds thereof.

- 12.9. **Governing Law.** This AGREEMENT shall be governed by the laws of the State of California. The duties and obligations of the parties created hereunder are performable in Orange County and such county shall be the venue for any action or proceeding that may be brought or arise out of, in connection with or by reason of this AGREEMENT.
- 12.10. **Independent Contractor.** ARCHITECT, in the performance of this AGREEMENT, shall be and act as an independent contractor. ARCHITECT understands and agrees that he/she and all of his/her employees shall not be considered officers, employees or agents of the DISTRICT, and are not entitled to benefits of any kind or nature normally provided employees of the DISTRICT and/or to which DISTRICT'S employees are normally entitled, including, but not limited to, State Unemployment Compensation or Worker's Compensation. ARCHITECT assumes the full responsibility for the acts and/or omissions of his or her employees or agents as they relate to the services to be provided under this AGREEMENT. ARCHITECT shall assume full responsibility for payment of all federal, state and local taxes or contributions, including unemployment insurance, social security and income taxes for the respective ARCHITECT'S employees.
- 12.11. **Marginal Headings; Captions.** The titles of the various Paragraphs of the AGREEMENT and the Articles of these Conditions are for convenience of reference only and are not intended to and in no way shall enlarge or diminish the rights or obligations of ARCHITECT and DISTRICT hereunder.
- 12.12. **Non-Assignment.** The DISTRICT and ARCHITECT, respectively, bind themselves, their partners, officers, successors, assigns and legal representatives to the other party to this AGREEMENT with respect to the terms of this AGREEMENT. The obligations of the ARCHITECT pursuant to this AGREEMENT shall not be assigned by the ARCHITECT. Nothing contained in this AGREEMENT shall create a contractual relationship with or a cause of action in favor of any third party against either the DISTRICT or ARCHITECT. The sale or transfer of a majority membership interest in ARCHITECT firm or the admission of new member to the ARCHITECT firm which causes there to be a change in majority ownership and/or control of ARCHITECT firm shall be deemed and assignment for purposes of this AGREEMENT. Nothing contained in this AGREEMENT is intended to make any person or entity who is not a signatory to the AGREEMENT a third party beneficiary of any right created by the AGREEMENT or by operation of law.
- 12.13. **Permits/Licenses.** ARCHITECT and all ARCHITECT'S employees or agents shall secure and maintain in force such permits and licenses as are required by law in connection with the furnishing of services pursuant to this AGREEMENT.
- 12.14. **Notifications.** All notices or demands to be given under this AGREEMENT by either party to the other shall be in writing and given either by: (a) personal service or (b) by U.S. Mail, mailed either by registered or certified mail, return receipt requested, with postage prepaid. Service shall be

considered given when received if personally served requiring signature acknowledging receipt, or if mailed, on the third day after deposit in any U.S. Post Office. The address to which notices or demands may be given by either party may be changed by written notice given in accordance with the notice provisions of this section.

12.15. **Communications** between the parties shall be sent to the following addresses:

DISTRICT

Matt Blitch
Project Manager
South Orange County
Community College District
28000 Marguerite Parkway
Mission Viejo, CA 92692
mblitch@socccd.edu

ARCHITECT

Tom Heffernan
Principal In-Charge
M. Arthur Gesler DBA Gensler

4675 MacArthur Court, Suite 100
Newport Beach, CA 92660
tom_heffernan@gensler.com

COPY

Priya Jerome
Executive Director, Procurement,
Central Services & Risk Management
South Orange County
Community College District
28000 Marguerite Parkway
Mission Viejo, CA 92692
pjerome@socccd.edu

12.16. **Severability**. If any provision of this AGREEMENT is deemed illegal, invalid unenforceable or void by any court of competent jurisdiction, such provision shall be deemed stricken and deleted here from, but all remaining provisions will remain and continue in full force and effect.

12.17. **Entire Agreement/Amendment**. The Agreement documents consist of this Agreement, any exhibits attached to or referenced herein, and all amendments and/or modifications issued in writing, duly approved or ratified by District's Board of Trustees, and executed by the Parties shall be interpreted to the benefit of the District. Conflicting provisions hereof, if any, shall prevail in the following descending order of precedence: (a) provisions set forth in this Agreement, (b) provisions set forth in any referenced attachments or exhibits to this Agreement attached or incorporated herein by reference. However, the Parties understand and agree that the service specified in the Agreement and any provisions set forth in any referenced attachments or exhibits to this Agreement is intended to cooperate and be complementary; provided further, however, that in the event of a conflict between the Agreement and the provisions set forth in any referenced attachments or exhibits, the Agreement shall control, unless the provisions set forth in any referenced attachments or exhibits to this Agreement provides the District with greater benefits or more expansive services in which case the provisions set forth in any referenced attachments or exhibits to this Agreement shall compliment the terms of this Agreement.

- 12.18. **Supersedes.** This Agreement constitutes the entire agreement between the parties to this Agreement and supersedes all prior and contemporaneous negotiations and understandings between the parties whether oral or written, expressed or implied in relation to the Services contemplated in this Agreement for this specific project. No other Agreement or understanding concerning the same has been entered into or will be recognized.
- 12.19. **Binding Agreement.** The DISTRICT and ARCHITECT, respectively, bind themselves, their partners, officers, successors, assigns and legal representatives to the other party to this AGREEMENT with respect to the terms of this AGREEMENT.
- 12.20. **Approval by District's Board of Trustees.** Pursuant to Education Code Section 81655, this Agreement is not valid and does not constitute an enforceable obligation against District unless and until District's Board of Trustees has approved or ratified this Agreement as evidenced by a motion duly passed and adopted by the Board of Trustees.
- 12.21. **Definitions**
- a. **Contract.** A Contract for Construction services awarded by the DISTRICT to a Contractor/Consultant for the construction of a portion of the PROJECT.
 - b. **Contractor.** A Contractor to the DISTRICT under a Contract awarded by the DISTRICT for construction of the PROJECT.
 - c. **Design Documents.** The Drawings, Specifications, calculations and other work product and Instruments of Service prepared by or on behalf of the ARCHITECT for the PROJECT. Design Documents include surveys, soil reports and other documents prepared for the PROJECT by a licensed Architect or registered Engineer, whether under contract to the ARCHITECT or DISTRICT.
 - d. **Submittals.** Shop Drawings, Product Data or Samples prepared or provided by a Contractor or a Subcontractor to a Contractor or suppliers illustrating some portion of work of the PROJECT.
 - e. **Site.** The physical area for construction and activities relating to construction of the PROJECT.
 - f. **Construction Contract Documents.** The Contract Documents issued by or on behalf of the DISTRICT under a Contract for construction of the PROJECT. Construction Contract Documents include all modifications issued by or on behalf of the DISTRICT. Unless otherwise expressly stated, references to the Construction Contract Documents are referenced to all of the Contract Documents issued for the Contract awarded for PROJECT construction.
 - g. **Substantial Completion.** Substantial Completion is when the Work of a Contract has been completed and installed including completion of commissioning and the Work can be

used or occupied for its intended purposes, subject only to minor corrections, repairs or modifications.

- h. **Final Completion.** Final Completion is when all of the Work of a Contract has been completed and installed (including items noted for correction, repair or modification upon Substantial Completion) and the Contractor has completed all other obligations to be performed on its part under the Contract.

This AGREEMENT entered into as of the day and year first written above.

ARCHITECT

M. Arthur Gensler DBA Gensler

DISTRICT

South Orange County Community College District

Tom Heffernan
Principal In-Charge

Ann-Marie Gabel
Vice Chancellor, Business Services

(Date)

(Date)

(Taxpayer number)

Attachment C Fee and Rate Proposal
Attachment D Criteria and Billing for Extra Work

ATTACHMENT C - FEE AND RATE PROPOSAL

The proposed fee schedule shall include fully burdened hourly rates for each title/individual proposed for the work. It is the proposer's responsibility to understand the complexity of the District as well as the complexity of the proposed work and to submit a not-to-exceed fee accordingly using the form below.

Fees shall be firm and fixed.

Fees shall be inclusive of the billable hourly rates and estimated total hours required to fulfill their duties. Such rates shall include all labor, materials, overhead and profit (OH&P), and other direct and indirect costs including incidental travel. Actual contract rates and project fees will be subject to negotiation prior to issuance of any agreement.

PROJECT PHASE	NOT TO EXCEED FEE
Programming Phase (Inclusive of Site Planning)	\$92,588.00
Schematic Design Phase	\$361,695.00
Design Development Phase	\$380,894.00
Construction Document Phase	\$996,723.00
Bidding Phase	\$27,748.00
Construction Phase	\$612,342.00
Close Out Phase	\$22,010.00
District Controlled Contingency	\$400,000.00
TOTAL NOT TO EXCEED FEE	\$2,894,000.00

ATTACHMENT D - CRITERIA AND BILLING FOR EXTRA WORK

The following extra services to this AGREEMENT shall be performed by ARCHITECT if needed and requested by the DISTRICT.

1. Making revisions in drawings, specifications or other documents when such revisions are:
 - a. Inconsistent with approvals or instructions previously given by the DISTRICT.
 - b. Required by the enactment or revisions of codes, laws or regulations subsequent to the preparations of such documents.
 - c. Due to changes required as a result of the DISTRICT'S failure to respond to a written request from the ARCHITECT within a reasonable time, as requested by ARCHITECT.
2. Providing services required because of significant documented changes in the PROJECT initiated by the DISTRICT, including but not limited to, size, quality, complexity, the DISTRICT'S schedule, or method of bidding or negotiating and contracting for construction.
3. Prepare drawings, specifications and other documentation and supporting data, evaluating contractor's proposals, and providing other services in connection with change orders and construction change directives. ARCHITECT shall not be due any fee for extra services due to change orders resulting from ARCHITECT'S design errors and omissions.
4. Providing consultation concerning replacement of work damaged by fire or other cause during construction, and furnishing services required in connection with replacement of such work.
5. Providing services made necessary by the default of the contractor, by major defects or deficiencies in the work of the contractor for Payment, or in the absence of a final Certificate of Payment, more than sixty (60) days after the date of substantial completion of work.
6. Providing services in connection with evaluating substitutions (excluding the first substitution) proposed by the contractor and making subsequent revisions to the drawings, specifications and other documentation resulting there from if the contractor failed to follow the ARCHITECT'S specified specification of the PROJECT.

The following rates which include overhead, administrative cost and profit shall be utilized in arriving at the fee for extra services. The hourly rates reflected below shall be effective as of the date of execution of this Contract.

<u>Architectural Services</u>	<u>Fee Per Hour</u>
Principal in Charge	\$280
Programmer	\$275
Auto Industry Specialist	\$250

Design Director	\$250
Branding Specialist	\$250
Project Architect	\$190
Project Designer	\$180
Project Manager	\$160
Interior Designer	\$140

Structural Engineers - Saiful Bouquet

Principal Engineer	\$215
Project Manager	\$200
Sr. Project Engineer	\$175
Project / Design Engineer	\$160 / \$130
BIM Manger / Designer	\$150 / \$105

Mechanical Engineers - P2S

Principal Engineer	\$310
Engineer, Grades 1-5	\$177-\$260
Design Engineer, Grades 1-5	\$139-\$216

Civil Engineers - BKF

Principal	\$251
Senior Project Engineer	\$179
Associate	\$219
Project Engineer	\$157
Design Engineer	\$137
Clerical	\$84

Landscape Architects - Land Lab

Principal	\$175
Landscape Architect	\$125
Project Manager	\$100
Landscape Designer	\$75

Clerical	\$50
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Estimator - CPG

Principal	\$295
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Senior Associate	\$225
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Associate	\$195
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Senior Consultant	\$175
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Consultant	\$145
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Electrical Engineers - P2S

CAD / BIM Designer, 1-4	\$90-\$122
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Commissioning, 1-5	\$132-\$160
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Project Assistant	\$90
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TO: Board of Trustees

FROM: Kathleen F. Burke, Chancellor

RE: SOCCCD: Master Agreement for IT Consultant Services, Management Applications, Inc.

ACTION: Approval

BACKGROUND

On September 25, 2017, the Board of Trustees approved five firms in a vendor pool for IT consulting services through August 21, 2022 as a result of Request for Qualifications and Proposals No. 352D. There is an ongoing need for IT consulting services from Management Applications, Inc. (MAI), which is one of the firms in the approved vendor pool.

STATUS

The District has been contracting for IT consultant services with MAI based on consultant roles on a project-by-project basis. Issuing a Master Agreement for IT Consultant Services with MAI (EXHIBIT A) for the five consultant roles identified at the hourly rate outlined in the table below provides the District with operational efficiencies, streamlined processes and the financial benefit of locked in rates for the contract term.

Consultant Role		Hourly Billable Rate from 7-1-2020 through 8-21-2022
1	Sr. Microsoft .NET Developer	\$93.00
2	Microsoft .NET Developer	\$90.00
3	Senior QA Engineer	\$90.00
4	Senior Systems Engineer	\$125.00
5	Jr. Security Engineer	\$35.00

Additionally, the Master Agreement establishes terms and conditions through the entirety of the term, which shall be from July 1, 2020 through August 21, 2022. The award of the Master Agreement is not a guaranteed award of work. All work performed pursuant to the Master Agreement will be by issuance of a Work Order only and shall be brought forward for ratification on the Purchase Order Listing.

As additional consultant roles become necessary, the scope for each work order will be sent to all of the firms in the pool to submit resumes for the District's consideration. Any additional consultant roles over and above the five roles identified herein, will be pursuant to a duly executed amendment to the Master Agreement.

Funding for these services is available in the basic aid budget. Grant funding may also be utilized for specific projects when applicable.

RECOMMENDATION

The Chancellor recommends that the Board of Trustees approve the Master Agreement for IT Consultant Services and the authorization to issue Work Orders with Management Applications, Inc. from July 1, 2020 through August 21, 2022.

MASTER AGREEMENT - IT CONSULTANT SERVICES

This Agreement is made and entered into this 23rd day of June in the year 2020 between **South Orange County Community College District**, 28000 Marguerite Parkway, Mission Viejo, California 92692, hereinafter referred to as "District", and Management Applications, Inc., 11372 Jackrabbit Ct., Potomoc Falls, VA 20165 hereinafter referred to as "IT Consultant";

RECITALS

- A. District is a California community college, providing, among other things, educational and support services to students in and around the County of Orange.
- B. IT Consultant provides information technology consultant services to support information technology projects including, but not limited to, those services required by District as described in Request for Qualification & Proposal (RFQ&P) No. 352D.
- C. District desires to retain IT Consultant to perform services, in accordance with the RFQ&P, and IT Consultant agrees to perform such services on the terms and conditions set forth herein.
- D. IT Consultant is fully licensed to provide IT Consultant services in conformity with the laws of the State of California;

NOW, THEREFORE, the parties hereto agree as follows:

ARTICLE 1 IT CONSULTANT'S SERVICES AND RESPONSIBILITIES

- 1.1. **Services.** IT Consultant shall provide and deliver all aspects of services related to the IT Consultant Services specified in Article 3 of this Agreement and the District's Request for Qualification & Proposals (RFQ&P) No. 352D referenced herein and made a part hereof, and the proposal (Proposal) submitted by IT Consultant to District, dated June 9, 2017, referenced herein and made a part hereof, (Collectively, the Services) to District. However, the Parties understand and agree that the services specified in the RFQ&P and/or Proposal are intended to cooperate and be complementary and shall be interpreted per the provisions in Article 12.19 Entire Agreement and Amendment.

As set forth herein, the District may pursuant to this Agreement, from time to time, issue Work Orders to IT Consultant authorizing certain work, and the provisions of this Agreement shall apply to all such Work Orders. IT Consultant shall not perform and District shall not be liable for any work performed by IT Consultant unless written authorization from District is given to IT Consultant in the form of such Work Order(s) prior to the performance of such work.

The IT Consultant shall provide to the District on the terms set forth herein, and within the time stipulated in each individual Work Order, all the services articulated in the IT Consultant's scope of work ("Services"), which may be more particularly described in a Work Order issued pursuant to this Agreement. The Parties agree if there is a proposal or similar document that the terms of this Agreement shall be controlling over any of the terms contained within the IT Consultant's proposal or similar document.

- 1.2. **Standard of Care and Professional Conduct.** IT Consultant shall perform all Services under this Agreement in a skillful, competent and timely manner, consistent with the standards generally recognized as being employed by professionals in the same discipline in the State of California.

IT Consultant represents and maintains that it is skilled in the professional calling necessary to perform the Services. IT Consultant warrants that all of IT Consultant's employees and subcontractors shall have sufficient skill and experience to perform the Services assigned to them. IT Consultant further represents that it, its employees and subcontractors have all licenses, permits, qualifications and approvals of whatever nature that are legally required to perform the Services, and that such licenses and approvals shall be maintained throughout the term of this Agreement. The Work completed herein must meet the approval of the District and shall be subject to the District's general right of inspection to secure the satisfactory completion thereof. IT Consultant's services shall be provided and completed promptly and in such a manner as to avoid hindrance, interruption, or delay to the orderly progress and timely completion of Project. IT Consultant shall without additional compensation, correct or revise any errors or omissions in its deliverables. Defects will be in accordance with the requirements identified in Exhibit C.

IT Consultant or IT Consultant's employees and/or subcontractors who are determined by District to be uncooperative, incompetent, a threat to the adequate or timely completion of the Project, a threat to the safety of persons or property, or who fail or refuse to perform the Services in a manner acceptable to the District, shall be promptly removed from the Project and shall not be re-employed to perform any of the Services or to work on the Project.

- 1.3. **Key Individual Assignment.** The IT Consultant has been selected to perform the work herein because of the skills and expertise of key individuals identified in the requested Consultant resource roles. IT Consultant assignment for various Projects shall be assigned via Work Orders and will encompass the Consultant Roles identified in the Scope of the RFQ&P. Contingent to the District's request, the IT Consultant shall designate an Engagement Manager. Additionally, the IT Consultant must furnish the name and obtain approval after a resume' review of all requested consultant resources in IT Consultant's firm that will be associated with any given Project.
- 1.4. **Replacement of Key Individual.** Should any requested consultant resource fails to perform to the satisfaction of the District, the IT Consultant will immediately remove that person from the Project and replace that person with one acceptable to the District after review of resume' and/or interview.
- 1.5. **Relationship of IT Consultant to Other Project Participants.** IT Consultant's services hereunder shall be provided in conjunction with applicable contracts between the District and others providing services in connection with the Project. The IT Consultant is responsible for the adequacy and sufficiency of assigned project deliverables. The IT Consultant shall perform its duties in accordance with this contract and associated Work Orders shall coordinate all work with District as necessary to complete contract requirements.
- 1.6. **Project Schedule.** The IT Consultant acknowledges that all time limits stated in this Agreement and associated Work Orders are of the utmost importance to District. The IT Consultant shall submit for the District's approval a schedule for the performance of the IT Consultant's services. The schedule may be adjusted as the Project proceeds by mutual written agreement of the parties and shall include allowances for time required for the District's review and for approval by authorities having jurisdiction over the Project. The time limits established by this schedule shall not, except for reasonable cause (such cause shall be approved by District in writing), be exceeded by the IT Consultant .
- 1.7. **Independent Contractor.** IT Consultant, in the performance of this Agreement, shall be customarily engaged in an independently established trade, occupation, or business of the same nature as the work performed and shall act as an independent contractor and not an officer, agent or employee of the District, Saddleback College or Irvine Valley College. IT Consultant

understands and agrees that IT Consultant and all their employees and subcontractors shall not be considered officers, employees or agents of the District, Saddleback College or Irvine Valley College, and are not entitled to benefits of any kind or nature normally provided employees of the District and/or to which District's employees are normally entitled, including, but not limited to, State Unemployment Compensation or Worker's Compensation. IT Consultant assumes the full responsibility for the acts and /or omissions of their employees or agents as they relate to the service to be provided under this Agreement. IT Consultant should be aware the IRS regulations require District to report total income exceeding six hundred dollars (\$600) under this and any additional Agreements in any given year.

ARTICLE 2 CONTRACT DOCUMENTS

2.1. The following contract documents are considered part of the final Agreement, in order of precedence:

1. The final executed Agreement between the Contractor and District.
2. All properly executed Work Orders, and any Exhibits thereto.
3. Request for Qualifications and Proposals ("RFQ&P") No. 352D for Information Technology Consultant Services Pool dated May 12, 2017, as originally released, with Proposal Forms, Appendices and any addenda thereto – Exhibit A referenced herein and made a part hereof.
4. Contractor's proposal dated June 9, 2017, including all addenda and attachments, but not including any provisions which do not exceed the minimum standards set forth in the RFQ&P – Exhibit B referenced herein and made a part hereof.
5. Standards and Practices for dealing with defects and billing Exhibit C.

ARTICLE 3 SCOPE OF SERVICES

3.1. **Project Scope.**

1. **Overview:** IT Consultant shall provide the professional services specified herein for purposes of maintaining and enhancing District Student Information Systems.
2. **Services To Be Provided by IT Consultant:** Consultant resource services, including but not limited to Engagement Manager, Project Manager, Lead Business Systems Analyst, Business Systems Analyst, Senior Microsoft .NET Architect/Technical Lead, Senior Microsoft .NET Technical Lead, Senior Microsoft .NET Developer, Microsoft .NET Developer, Senior Database Architect, Database Architect & Developer, Senior QA Engineer Technical Lead, Senior QA Engineer, QA Engineer, and Cloud Engineer for software development projects as assigned. Additional consultant resource services include but are not limited to Security Engineering Senior Systems Engineering services for computing infrastructure projects as assigned.
3. **IT Consultant's Resources:** Upon issuance of a Work Order, IT Consultant shall submit for District's approval a resume of each individual IT Consultant assigned to work on the project identified in the Work Order for prior written approval by the District's Directors of Administrative/Academic Systems prior to beginning work. IT Consultant agrees to provide the District with the resumes (qualifications, experience and education) at least two weeks prior to assigning the individual to work on the project identified in the Work Order. The District may choose to interview individual IT Consultants prior to approving them to work on the project identified in the Work Order. The District shall not be

responsible for payment to IT Consultant for the services of any individual who works on this Agreement without the District's prior written consent.

4. Documentation: Functional and technical specification documentation shall be developed by IT Consultant and delivered to District for acceptance by the District's Directors of Administrative/Academic Systems. "Documentation" means the documents, manual and written materials (including end-user and technical manuals) developed pursuant to this Agreement. Formal review and acceptance of all written user and technical documentation is required. The documentation may be reviewed by the Directors of Administrative/Academic Systems and designated District IT Directors and District and College end users.
5. Methodology: All work must be completed following documented industry standard agile methodology, protocol and best practices and be previously approved by the District IT Directors. Methodology documentation should include the following sections where applicable:
 - i. Methodology overview.
 - ii. Scope and resource management.
 - iii. Process for defining functional and technical specifications.
 - iv. Functional (product backlog) and technical specification documentation.
 - v. Functional and technical specification review and sign-off by District stakeholders. These artifacts are to be consistent with an agile software development methodology. Stakeholders are identified District business experts, Education and Support Services and IT technical staff.
 - vi. Code review by District IT staff.
 - vii. Unit testing of source code modifications.
 - viii. Module and functionality specific business testing scenarios.
 - ix. Formal user acceptance and sign-off.
6. Quality Assurance And Testing: During software development, IT Consultant shall include a phase for quality assurance and testing of all Software. Quality assurance and testing must follow documented industry standard methodology, protocol and best practices and be previously approved by an appropriate District Director of Administrative/Academic Systems. Quality assurance and testing documentation should include the following:
 - i. Quality assurance and testing overview.
 - ii. Module and functionality testing.
 - iii. Modifications based upon quality control and quality assurance testing results. The IT Consultant, District IT and designated District and college end users will conduct quality assurance testing.
7. Release Management: Develop standards and practices for identifying and resolving billings for software defects, including regression bugs (both pre-release and post-release) and develop definitions of "mission critical" and "non-mission critical" bugs and timelines required for consultant to fix each. These will be developed by IT Consultant and District in accordance with Standards and Practices as identified in Exhibit C.
8. Deliverables And Modules: Software Deliverables and Software Modules shall be as specified in writing by IT Consultant and approved in writing by one of the District's Directors of Administrative/Academic Systems, as needed, based on decisions made

during the design process and in consultation with the District. "Software Deliverables" are defined as products, including, but not limited to, program source code, model/entity definitions, and build/migration instructions. "Software Modules" are defined as the functioning products of a software development project as well as any and all functionality described in the As-Built Documentation delivered by IT Consultant prior to "Go-live Software release." Software documentation must be delivered and accepted by the District prior to acceptance of software source code.

9. Security and Cloud Deliverables: Security and Cloud Deliverables shall be specified in writing by IT Consultant and approved in writing by the IT Director: Infrastructure and Security as needed. "Security and Cloud Deliverables" are defined as discrete tasks related to district security or cloud infrastructure projects.
10. Progress Reports:
 - i. Project Management Review. Formal review and approval of overall project management resources and project management structure by District is required. IT Consultant shall provide written progress reports to the Directors of Administrative/Academic Systems on a periodic basis and minimally on a quarterly basis when applicable, or more frequently if changes occur. One of the Directors of Administrative/Academic Systems has authority to approve such progress reports for the District.
 - ii. Quality Assurance & Testing Plan Review. Formal review and approval of overall quality assurance and testing plans, approach and schedule by District is required. IT Consultant shall provide written reports for each module. The reports will be reviewed by the Directors of Administrative/Academic Systems. One of the Directors of Administrative/Academic Systems has authority to approve such reports for the District.
 - iii. Monthly Progress Reports. IT Consultant shall submit to the Directors of Administrative/Academic Systems a detailed written monthly progress report describing the work performed during the reporting period.
11. Formal Progress Meetings: IT Consultant and District shall conduct formal quarterly schedule of scope management and risk assessment meetings with senior IT Consultant management. These meetings will involve IT Consultant project manager(s) on site, other key IT Consultant staff on site, and appropriate District IT Directors. IT Consultant shall provide in writing the following minimum information at the progress meetings:
 - i. Complete and detailed account of the work completed (e.g., projects and project related tasks, modules worked on, functionality developed, documentation written and reviewed, testing and quality assurance completed, involvement of District IT staff, etc.) from the last quarterly meeting, as appropriate.
 - ii. Cumulative IT Consultant personnel hours expended by position and dollar amount from the last quarterly meeting, as appropriate.
 - iii. Review of any issues and concerns that have arisen and approach to dealing with them or assistance needed from the District from the last quarterly meeting, as appropriate.

- iv. Written documentation for each module consistent with agile development methodology management reporting (e.g., Product Backlog, Sprint Backlog and Burndown Chart, etc.) or of project tasks completed.
- v. Planning for the next quarter (e.g., project plan for next quarter software development, any changes in IT Consultant personnel).

Additional information may be required and will be agreed upon between IT Consultant and District IT. These meetings shall occur at the Information Technology Department of the District.

ARTICLE 4 TERMS OF SERVICE

- 4.1. **Time is of the Essence.** Time is of the essence in the performance of each Party's obligations under this Agreement, including without limitation IT Consultant's performance of the service required hereunder and District's payment of all sums due to IT Consultant .
- 4.2. **Term.** The term of this Agreement shall begin July 1, 2020 and shall end August 21, 2022 in accordance with the schedule. The time for completing the Services set forth in a Work Order shall be established in each individual Work Order issued to the IT Consultant.
- 4.3. **Suspension Notice.** DISTRICT may suspend this Agreement at any time without penalty by written notice to IT CONSULTANT of such suspension.

ARTICLE 5 INDEMNITY AND INSURANCE

5.1. **HOLD HARMLESS AND INDEMNIFICATION.**

To the fullest extent permitted by law, IT Consultant shall defend, indemnify and hold harmless the District, and its officials, agents, volunteers and employees ("indemnified parties") from and against any and all actual or alleged claims, demands, liabilities, damages, losses, suits, actions, and expenses, including but not limited to attorney fees, arising out of any kind, nature or description, directly or indirectly arising out of, connected with, based upon, or resulting from any act or failure thereof, error, omission, negligence, or willful misconduct of IT Consultant, including without limitation, its employees, directors, officers, representatives, consultants, officials, agents, volunteers, executors, consultants, board of trustees, members of the board of trustees, subcontractors or any other party acting by, on behalf of, with the consent of, for, connected to IT Consultant in performance (or failure thereof) of this contract, such indemnification is including but not limited to:

- (1) allegations that the service, software, documentation, product, output, presentation, materials or the like infringed any trademark, copyright or patent or misappropriated any trade secret of a third party;
- (2) negligence or misconduct of IT Consultant;
- (3) exposure of confidential information to unauthorized parties by IT Consultant's service, software or documentation; or
- (4) IT Consultant's introduction of any unauthorized material (including but not limited to viruses, trojans, rootkits, ransomware, blockchain, or other malware) to the District's computer network including but not limited to any cloud, storage, or extension thereof. If the District is unable to use IT Consultant's service, software or documentation because of a claim that such use constitutes an infringement, contributory infringement or violation of any patent, copyright, trade secret, trademark, or other third-party intellectual property right, IT Consultant will, at its expense
 - (a) procure for the District the right to continue using such software or documentation; or
 - (b) replace or modify such item so that it becomes non-infringing. If neither option is available to IT Consultant through the use of commercially reasonable efforts consistent

with good faith business judgments, the District will return such item to IT Consultant, and IT Consultant will refund all license and maintenance fees paid for such item. However, IT Consultant shall not be obligated to indemnify to the extent that it is final adjudication determines that the indemnified party is directly liable due to willful misconduct or sole negligence and for which that indemnified party is legally responsible. IT Consultant shall, if requested by the District, defend using counsel approved by the District in its sole discretion.

5.2. **MINIMUM INSURANCE REQUIREMENTS: INSURANCE REQUIREMENTS.**

Nothing in this section shall in any way alter, amend, or limit the IT Consultant's duty to defend, indemnify, and hold harmless to the fullest extent of law. IT Consultant shall obtain and maintain the policies of insurance or equivalent program of self-insurance and limits as shown below for the duration of this Contract. The insurance coverages and limits of liability shown are the minimum insurance requirements in this Contract. Should IT Consultant maintain insurance policies with broader coverage and limits of liability that exceed these minimum coverage and limits requirements those broader coverages and higher limits shall be deemed to apply for the benefit of the District and those coverages and limits shall become the required minimum limits of insurance and coverage in all sections of this Contract.

1. Commercial General Liability, using a standard ISO CG 00 01 occurrence form, including premises, operations, products and completed operations and contractual liability with limits not less than \$1,000,000 per occurrence, \$2,000,000 General Aggregate and \$2,000,000 Products-Completed Operations Aggregate for bodily injury, personal injury, property damage, and sexual abuse/molestation (if provided by carrier or see 5.2.8 for a separate sexual abuse/molestation policy).
 - a. The Commercial General Liability Coverage shall include the following endorsements:
 - (i) The District, its Board, officers, agents, volunteers, and employees shall be included as Additional Insureds either by specific endorsement naming these parties or a blanket additional insured endorsement applicable "when required by written contract or contract";
 - (ii) A Waiver of Subrogation endorsement in favor of the District, its Board, officers, agents, volunteers and employees or a blanket waiver of subrogation endorsement applicable "when required by written contract or contract";
 - (iii) A Primary, Non-contributory endorsement in favor of the District, its Board, officers, agents, volunteers and employees or a blanket primary, non-contributory endorsement applicable "when required by written contract or contract".
 - b. The Commercial General Liability Coverage shall not include the following endorsements:
 - (i) Total Pollution Exclusion
 - (ii) Cross Suits Liability Exclusion
2. Automobile Liability, using a standard ISO Business Auto CA 00 01 form with limits not less than \$1,000,000 per accident and \$2,000,000 General Aggregate for bodily injury and property damage for all owned, hired and non-owned automobiles. Coverage shall include Contractual Liability.
 - a. The Business Auto coverage shall include the following endorsements:
 - (i) Broadened Pollution Coverage Endorsement;
 - (ii) The District, its Board, officers, agents, volunteers and employees shall be included as Designated Insureds or a blanket additional insured endorsement applicable "when required by written contract or contract";
 - (iii) A Waiver of Subrogation endorsement in favor of the District, its Board, officers,

- agents, volunteers and employees or a blanket waiver of subrogation endorsement applicable "when required by written contract or contract";
- (iv) A Primary, Non-contributory endorsement in favor of the District, its Board, officers, agents, volunteers and employees or a blanket primary, non-contributory endorsement applicable "when required by written contract or contract".
3. Workers' Compensation including statutory coverage as required by the State of California and including Employer's Liability with limits not less than \$1,000,000 each accident; \$1,000,000 policy limit bodily injury by disease; \$1,000,000 each employee bodily injury by accident.
- a. The Workers' Compensation coverage shall include the following endorsements:
- (i) A Waiver of Subrogation endorsement in favor of the District, its Board, officers, agents, volunteers and employees or a blanket waiver of subrogation endorsement applicable "when required by written contract or contract";
4. Cyber Liability Insurance with limits not less than \$2,000,000 for each occurrence or event with an annual aggregate of \$2,000,000 covering claims including but not limited to invasion of privacy violations, breach of data, disruption of networks, information theft, damage to or destruction of electronic information, release of private information, alteration of electronic information, introduction or intrusion of a virus, malware, notification, credit monitoring, breach response costs, regulatory fines and penalties, extortion and network security, and also infringement of intellectual property, including but not limited to infringement of copyright, trademark, trade dress, up to the policy limits. As an additional requirement, the policy should specifically contain 1st party and 3rd party protections:
- 1st Party covers notifying the IT Consultant's clients, credit monitoring, public relations, loss of business income or interruption, amounts to pay a cyber extortionist of the IT Consultant.
 - 3rd Party would cover failing to anticipate or prevent the transfer of a virus to a 3rd party, 3rd party notification, misuse, disclosure or theft of confidential info, and failure to secure confidential info.
5. Professional Liability insurance with limits not less than \$1,000,000 per claim or occurrence and \$2,000,000 general aggregate. Such insurance coverage's definition of professional services must extend to all professional services under this contract, and all additional terms, conditions and limitation shall provide coverage sufficiently broad to respond to the duties and obligations as is undertaken by IT Consultant in this Contract. Such insurance coverage shall include, but not be limited to, coverage for mistakes in opinions, judgments or actions in the course and scope of providing professional services, claims involving infringement of intellectual property, including but not limited to infringement of copyright, trademark, trade dress. The policy shall protect the District for breach response costs as well as regulatory fines and penalties as well as credit monitoring expenses with limits sufficient to respond to these obligations.
- This coverage shall either (1) not contain an exclusion for bodily injury and property damage and have the intent to cover such bodily injury and property damages, or (2) include contingent bodily injury and property damage where applicable.
6. If coverage written on a claims made and reported form, such coverage shall contain an Extended Reporting Period for 5 years following the termination date of this contract.
7. All coverage shall have a pending and prior litigation date, and/or inception date, where applicable, that pre-dates the inception of this Contract.
8. If not covered under the IT Consultant's Commercial General Liability Coverage, IT Consultant shall provide specific coverage for Abuse or Molestation with limits not less than \$1,000,000 per occurrence and \$2,000,000 General Aggregate either by separate policy or by an endorsement to User's Commercial General Liability coverage.
9. Should any of the insurance policies contain either a deductible or self-insured retention, the IT

Consultant shall be responsible to pay that deductible or self-insured retention and the District shall not be responsible to pay these costs. Notwithstanding the above, and this shall in no way alleviate IT Consultant's responsibility to pay such deductible or retention, nor limit, alter or amend the requirements that IT Consultant shall to the fullest allowable by law, indemnify, defend and hold harmless the District, IT Consultant shall ensure that all policies shall recognize the erosion of the retention or deductible from other sources.

10. The District reserves all rights, including the right to require a lower retention than presented by the District. If such lower retention cannot be obtained in the market, then the District reserves the rights to inspect any and all financial statements of the IT Consultant, and require further financial guarantees or assurances if any information calls into question the IT Consultant's ability to pay.
11. Should any required insurance policies be cancelled, non-renewed or if the IT Consultant or Subcontractor fails to renew, IT Consultant or Subcontractor shall provide notice of such cancellation, non-renewal or failure to renew immediately to the District within 10 days.
12. All insurance policies as required in this section shall be written through insurance companies that are either admitted in the State of California or on the California Department of Insurance approved list of non-admitted insurers. All insurance companies shall have and maintain a minimum A. M. Best rating of A VII.
13. District shall have the right to modify any and all indemnity and insurance requirements based on evaluation of the risk.
14. Certificates of Insurance Coverage shall be filed by IT Consultant with the District evidencing all of the insurance coverages required in this section at the time this Contract is executed. The certificates must have all required endorsements attached or the Certificate will be rejected as non-compliant. Each successive year during the insurance requirement period shall be filed in the same manner. The failure to furnish such evidence may be considered default by the IT Consultant. The District reserves the right to require complete, certified copies of all required insurance policies, at any time.
15. Acceptance or failure to reject any certificates or endorsements shall in no way alter, amend, or limit the IT Consultant's duty to defend, indemnify, and hold harmless to the fullest extent of law.

ARTICLE 6 COMPENSATION TO THE IT CONSULTANT

- 6.1. **IT Consultant Resources Hourly Rate Schedule.** The hourly billable rates include fully burdened hourly rates for each individual consultant resource identified to perform work for any assigned project. The rates identified below is set at a not to exceed amount payable for the highest qualified, experienced and skilled IT consultant resource. Based on the level of experience, qualifications and skills, a consultant resource may be assigned to a project at a rate lower than those identified below.

Consultant Role		Hourly Billable Rate
1	Sr. Microsoft .NET Developer	\$93.00
2	Microsoft .NET Developer	\$90.00
3	Senior QA Engineer	\$90.00
4	Senior Systems Engineer	\$125.00
5	Jr. Security Engineer	\$35.00

- 6.2. **Compensation Only Upon Work Order Execution.** IT Consultant shall not be entitled to any compensation for any services unless and until a written Work Order has been issued by the District. Upon issuance of such a Work Order, IT Consultant agrees to perform basic Services

provided by this Agreement and the Work Order, and District agrees to pay IT Consultant for such Services in accordance with the fee schedule set forth above and confirmed as a not to exceed price in the Work Order.

The District will not pay any reimbursable expenses of the IT Consultant and the total contract not to exceed amount shall include all costs for the services rendered.

District shall not be liable to IT Consultant for any costs or expenses paid or incurred by IT Consultant in performing services for District, unless otherwise specifically stated in this Agreement.

The District may withhold, or on account of subsequently discovered evidence, nullify the whole or a part of any payment to such extent as may be necessary to protect the District from loss, including costs and attorneys' fees, on account of:

1. Defective or deficient work product not remedied;
2. Failure of the IT Consultant to make payments properly to its employees or sub-Consultants; or
3. Failure of IT Consultant to perform its services in a timely manner so as to conform to Project schedule.

- 6.3. **Price Inclusions.** The rates identified in section 6.1 above are inclusive of personnel expenses (inclusive of all benefits and burdens), fees and personnel expenses of any sub-consultant or subcontractor to the IT Consultant, including all travel costs, insurance and all other overhead/administrative expenses or costs associated with performance of the Services, except for Allowable Reimbursable Expenses approved and authorized in this Agreement or any Work Order. At no time shall meals be considered a reimbursable expense.
- 6.4. **Bi-Monthly Billing Statements.** IT Consultant shall submit bi-monthly billing invoices to the District for payment of Services, authorized (approved in writing) Additional Services, and previously approved and allowable Reimbursable Expenses performed or incurred in the immediately prior month in a format previously approved by the District. Previously approved and allowable Reimbursable Expenses shall be itemized and evidence shall be provided of the cost or value of any Allowable Reimbursable Expense costs for which payment is requested by IT Consultant.
- 6.5. **Payment.** District will make payment to IT Consultant of undisputed amounts due for Services, authorized Additional Services, and Allowable Reimbursable Expenses on a monthly basis with net thirty (30) days terms. Payments are due and payable upon receipt of the IT Consultant's invoice. Invoices shall be on a form and in the format approved by the District.
- 6.6. **Withholding Payment.** The District may withhold or deduct from amounts otherwise due to IT Consultant hereunder if IT Consultant shall fail to timely and completely perform material obligations to be performed on its part under this Agreement, with the amounts withheld or deducted being released after IT Consultant has fully cured its failure of performance, less costs, damages or losses sustained by the District as a result of such failure of performance of a material obligation hereunder.
- 6.7. **Payment in Full.** This compensation shall be compensation in full for all services performed by the IT Consultant under the terms of this Agreement and assigned Work Order, except where additional compensation is agreed upon between the IT Consultant and District in writing as provided for as additional services.

- 6.8. **Reimbursable Expenses** incurred by the IT Consultant and IT Consultant's employees in the interest of the Project shall have prior District written approval before incurred and records of such expenses shall be provided to District for the District's review. The District shall not be liable to IT Consultant for any costs or expenses paid or incurred by IT Consultant in performing services for District, except reimbursable expenses that have been pre-approved in writing.
- 6.9. **Non Waiver of Rights**. Neither the District's review, approval of, nor payment for, any of the services required under this Agreement shall be construed to operate as a waiver of any rights under this Agreement, and IT Consultant shall remain liable to the District in accordance with applicable law for all damages to the District caused by IT Consultant's failure to perform any of the services furnished under this Agreement.
- 6.10. **Taxes**. IT Consultant acknowledges and agrees that it is the sole responsibility of IT Consultant to report as income its compensation received from District and to make the requisite tax filings and payments to the appropriate federal, state or local tax authority. No part of IT Consultant's compensation shall be subject to withholding by District for the payment of social security, unemployment, or disability insurance or any other similar state or federal tax obligation.

ARTICLE 7 IT CONSULTANT 'S WORK PRODUCT

- 7.1. **District Ownership**. All work and deliverables provided as a result of the Services provided under this Agreement and all associated Work Orders shall be and remain the property of the District. Such work and deliverables supplied as herein required shall be the property of the District whether or not the work for which they were made is executed. IT Consultant grants to District the right to reuse all or part of the aforementioned work and deliverables at its sole discretion. The District is not bound by this Agreement to employ the services of IT Consultant in the event such work and deliverables are reused. IT Consultant grants to the District the right to copy, use, modify, and reuse any and all copyrights and designs embodied in the work and deliverables prepared or caused to be prepared by the IT Consultant pursuant to this Agreement.
- 7.2. **Electronic Copy of Documents**. The IT Consultant shall perform the work under this agreement using District approved software and shall deliver electronic copies per the District's direction upon completion of the Project requirements. If work is terminated prior to Project completion, a copy of the work completed to date shall be provided to the District.
- 7.3. **Copyright/Trademark/Patent**. IT Consultant understands and agrees that all matters produced under this Agreement shall become the property of District and cannot be used without District's express written permission. District shall have all right, title and interest in said matters, including the right to secure and maintain the copyright, trademark and/or patent of said matter in the name of the District. IT Consultant consents to the use of IT Consultant's name in conjunction with the sale, use, performance and distribution of the matters, for any purpose and in any medium.
- 7.4. **Originality**. IT Consultant agrees that all material produced by the IT Consultant and delivered to District hereunder shall be original, except for such portion as is included with permission of the copyright owners thereof, that it shall contain no libelous or unlawful statements or materials, and will not infringe upon any copyright, trademark, patent, statutory or other proprietary rights of others and that it will hold harmless the District from any costs, expenses and damages resulting from any breach of this representation.
- 7.5. **Rights in Data**. IT Consultant grants to the District the right to publish, translate, reproduce, deliver, use and dispose of, and to authorize others to do so, all data, including reports, drawings, blueprints, and technical information resulting from the performance of work under this Contract.

ARTICLE 8 TERMINATION

- 8.1. **Termination for Convenience.** District may, at any time, with or without reason, terminate this Agreement and compensate IT Consultant only for services satisfactorily rendered to the date of termination. 15 day written notice by District shall be sufficient to stop performance of services by IT Consultant. Notice shall be considered applicable as of the date established on the termination notice and deemed given when received by the IT Consultant or no later than three days after the day of mailing, whichever is sooner.
- 8.2. **Termination for Cause.** District may terminate this Agreement upon giving of written notice of intention to terminate for cause. Cause shall include: (a) material violation of this Agreement by the IT Consultant; or (b) invasion of privacy violations, breach of data, disruption of networks, information theft, damage to or destruction of electronic information, release of private information, alteration of electronic information, introduction or intrusion of a virus, malware, extortion and network security, and also infringement of intellectual property, including but not limited to infringement of copyright, trademark, trade dress; (c) any act by IT Consultant exposing the District to any liability including those caused to others for personal injury or property damage; or (d) IT Consultant is adjudged a bankrupt, IT Consultant makes a general assignment for the benefit of creditors or a receiver is appointed on account of IT Consultant's insolvency. Written notice by District shall contain the reasons for such intention to terminate and unless within ten (10) days after service of such notice the condition or violation shall cease, or satisfactory arrangements for the correction thereof be made, this Agreement shall upon the expiration of the ten (10) days cease and terminate. In the event of such termination, the District may secure the required services from another contractor. The foregoing provisions are in addition to and not a limitation of any other rights or remedies available to District. Written notice by District shall be deemed given when received by the other party or no later than three days after the day of mailing, whichever is sooner.
- 8.3. **Termination by Either Party.** This Agreement may be terminated without cause by the District upon not less than 15 days written notice to the IT Consultant. This Agreement may be terminated by either party upon not less than 15 days written notice should the other party fail substantially to perform in accordance with the terms of this Agreement through no fault of the party initiating the termination.
- 8.4. **Suspension of Project.** The District may suspend this Agreement at any time without penalty by written notice to IT Consultant of such suspension. The Suspension Notice shall set forth the reason for the suspension, the anticipated term of the suspension and shall be provided to the IT Consultant not less than fifteen days prior to the suspension date. If the Project is suspended by the District for more than ninety consecutive days, the IT Consultant shall be compensated for services satisfactorily performed prior to such suspension. When the Project is resumed, the IT Consultant's compensation shall be equitably adjusted to provide for expenses incurred in the interruption and resumption of the IT Consultant's services.
- 8.5. **Abandonment of Project.** If the District abandons the Project for more than ninety consecutive days, the IT Consultant shall be compensated for services satisfactorily performed prior to the abandonment.
- 8.6. **IT Consultant Compensation.** The IT Consultant shall be compensated for services satisfactorily performed prior to a termination which is not the fault of the IT Consultant. The District shall pay the IT Consultant only the fee associated with the services provided, since the last billing and up to the notice of termination.

- 8.7. **Liability for District Damages.** In the event of termination due to the fault of IT Consultant, IT Consultant shall receive compensation due for services satisfactorily rendered prior to the date of termination. The IT Consultant is liable for all damages suffered by the District due to IT Consultant's failure to perform as provided in the Agreement.
- 8.8. **Effect of Termination.** If this Agreement is terminated as provided in this Section, District may require IT Consultant to provide all finished or unfinished documents, data, programming source code, reports, or any other items prepared IT Consultant in connection with the performance of Services under this Agreement. IT Consultant shall be required to provide such documents and other information within fifteen (15) days of the request.

ARTICLE 9 DISPUTES, MEDIATION AND ARBITRATION

- 9.1. **Work to Continue.** In the event of a dispute between the parties as to performance of the work, the interpretation of this Agreement, or payment or nonpayment for work performed or not performed, the parties shall attempt to resolve the dispute. Pending resolution of the dispute, IT Consultant agrees to continue to diligently perform and provide services hereunder until completion of the work. If the dispute is not resolved, IT Consultant agrees it will neither rescind this Agreement nor stop the progress of the work. The District and IT Consultant agreed that, in the event that a dispute comes to litigation, each party will bear its own legal expenses.
- 9.2. **Mediation Requirements.** All claims, disputes or controversies arising out of or relating to the Project or to this agreement or the breach thereof shall be first attempted to be resolved through mediation.

ARTICLE 10 DISTRICT'S RESPONSIBILITIES

- 10.1. **District Provided Information.** The District shall provide to the IT Consultant full information regarding requirements for the Project, including information regarding the District's objectives, schedule, constraints and criteria.
- 10.2. **District Representative.** The District shall appoint one or more representatives authorized to act on the District's behalf with respect to the Project. The District or its authorized representative(s) shall render decisions in a timely manner pertaining to documents submitted by the IT Consultant. IT Consultant shall consult with authorized employees, agents, and representatives of District relative to the Project. However, IT Consultant shall accept directives only from District's designated representative(s) and not from other District employees or consultants. The District shall notify IT Consultant in writing if, at its sole option, it makes a change in the District representative(s). Unless modified by written notice by the District to the IT Consultant, the District Representative(s) are:

Gerlie Jeltema, Director IT Administrative Systems
Jeff Dorsz, Director IT Infrastructure/Security

- 10.3. **District Notification.** The District shall give prompt written notice to the IT Consultant if the District becomes aware of any fault or defect in the Project or nonconformance with the Project intent. However, the District's failure or omission to do so shall not relieve the IT Consultant of his/her responsibilities hereunder and the District shall have no duty to observe, inspect or investigate the services contemplated in this agreement.
- 10.4. **Project Description.** The District shall furnish a description of the Project as required.
- 10.5. **Reliable Information.** The IT Consultant may rely on the information provided by District but only to the extent such reliance is consistent with IT Consultant's obligations under this Agreement.

ARTICLE 11 TRANSITION ASSISTANCE

- 11.1. If applicable, IT Consultant will provide transition assistance ("Transition Assistance") to support District's transition from its current and future providers. Transition Assistance will be provided by IT Consultant as detailed below at no additional cost to District. Transition assistance will be provided by IT Consultant at District at mutually agreeable dates and times.
1. IT Consultant's Project Manager shall coordinate with District's Project Manager, and they shall develop a mutually agreeable transition plan and schedule.
 2. In connection with IT Consultant's Transition Assistance, District will provide information, data, computer access and time, work space, forms, data entry and telephone service and personnel reasonably necessary to assist IT Consultant consistent with District's policies and procedures.

ARTICLE 12 MISCELLANEOUS

- 12.1. **Equal Opportunity/Non-Discrimination.** IT Consultant shall not discriminate against any individual with respect to his or her compensation, terms, conditions, or privileges of employment; or discriminate in any way which would deprive or tend to deprive any individual of employment opportunities or otherwise adversely affect his or her status as an employee because of such individual's race, color, religion, sex, national origin, age, disability, medical condition, marital status, veteran status, or any other category protected by law.
- IT Consultant shall ensure that all services and benefits rendered to the District, its representatives, consultants/contractors and volunteers are provided free of any form of harassment and without regard to race, color, religion, sex, age, disability, medical condition, marital status, national origin, veteran status, or any other category protected by law. IT Consultant shall comply with Americans with Disabilities Act and the Rehabilitation Act of 1973, as amended.
- 12.2. **Compliance with Applicable Laws, Policies, Procedures, Rules & Regulations.** IT Consultant agrees to comply with all federal, state and local laws, rules, regulations and ordinances that are now and may in the future become applicable to IT Consultant, IT Consultant's business, equipment and personnel engaged in services covered by this Agreement or accruing out of the performance of such services. Additionally, IT Consultant shall comply with District's policies, procedures, rules, regulations and/or guidelines that include but are not limited to smoke free campus, alcohol and controlled substances, conflict of interest, workplace violence, code of conduct, harassment and discrimination prevention and drug-free environment.
- 12.3. **Profanity Prohibited.** Profanity, including, but not limited to, racial, ethnic, or sexual slurs or comments which could be considered harassment on any District property is prohibited.
- 12.4. **Mandatory Dress Code.** Appropriate attire is mandatory. Therefore, clothing with inappropriate language/suggestions/gestures graphics, indecent exposure, tank tops, cut-offs, and shorts are not allowed. Additionally, what is written or pictured on clothing must comply with the requirements of acceptable language as stated in the above section.
- 12.5. **Materials.** IT Consultant shall furnish, at his/her own expense, all labor, materials, equipment, supplies and other items necessary to complete the services to be provided pursuant to this

Contract unless otherwise specifically stated in the Contract. IT Consultant's services will be performed, findings obtained, reports and recommendations prepared in accordance with generally and currently accepted principles and practices of his/her profession.

- 12.6. **Background Check.** Contractor hereby certifies that Contractor has never been charged with a felony, including any "violent felony" as defined in California Civil Code section 667.5(c) or serious felony defined by California Civil Code section 1192.7 prior to, or on the date of, this Agreement. Contractor shall notify District in writing immediately if Contractor is charged with any felony during the term of this Agreement in which case District may terminate this Agreement immediately. Contractor further hereby authorizes the District or other organizations to conduct a comprehensive review of his/her background upon District's request. Contractor hereby consents to the background check to the fullest extent permitted by law. Contractor agrees to indemnify, defend and hold harmless the District from any claims, damages, harms, and costs, including legal and processing fees arising from the requirements of this Section, including any such issue arising from any felony Contractor has been charged with, or is charged with, during this Agreement. Failure to complete any required step to provide the background check and information required herein upon District request within thirty (30) days shall be grounds for termination of this Agreement.
- 12.7. **Certification Regarding the California Penal Code Section 290.** By executing this Agreement, Contractor agrees to comply with the rules and regulations of the Sex Offender Registration Act, California Penal Code Section 290.95. Contractor certifies and understands that every person required to register under Section 290 shall disclose his or her status as a registrant, upon application or acceptance of a position, to that person, group, or organization. Furthermore, no person who is required to register under Section 290 because of a conviction for a crime where the victim was a minor under sixteen (16) years of age shall be an employer, employee, or independent contractor, or act as a volunteer with any person, group, or organization in a capacity in which the registrant would be working directly and in an unaccompanied setting with minor children on more than an incidental and occasional basis or have supervision or disciplinary power over minor children. A violation of this section is a misdemeanor punishable by imprisonment in a county jail for not exceeding six (6) months, by a fine not exceeding One Thousand Dollars (\$1,000), or by both that imprisonment and fine, and a violation of this section shall not constitute a continuing offense.
- 12.8. **Audit and Inspection of Records.** At any time during the normal business hours and as often as District may deem necessary, IT Consultant shall make available to District for examination at District's place of business as specified herein, all data, records, investigation reports and all other materials respecting matters covered by this Contract and IT Consultant will permit the District to audit, and to make audits of all invoices, materials, payrolls, records of personnel and other data related to all matters covered by this Contract. Pursuant to and in accordance with the provisions of Government Code Section 8546.7 or any amendments thereto, all books, records, and files of the District and the IT Consultant, including, but not limited to the costs of administration of this Agreement, shall be subject to examination and audit of the State Auditor at the request of the District or as part of any audit of the District for a period of three (3) years after final payment is made under this agreement. During this time, IT Consultant shall maintain accounting records and make them available upon request of the District for reproduction or inspection.

- 12.9. **Confidentiality and Use of Information.** IT Consultant shall hold in trust for the District, and shall not disclose to any person, any confidential information. Confidential information is information which is related to the District's research, development, trade secrets and business affairs; but does not include information which is generally known or easily ascertainable by nonparties through available public documentation.
- IT Consultant shall advise the District of any and all materials used, or recommended for use by IT Consultant to achieve the project goals, that are subject to any copyright restrictions or requirements. In the event IT Consultant shall fail to so advise the District and as a result of the use of any programs or materials developed by IT Consultant under this Contract the District should be found in violation of any copyright restrictions or requirements, or the District should be alleged to be in violation of any copyright restrictions or requirements, IT Consultant agrees to indemnify, defend and hold harmless, District against any action or claim brought by the copyright holder.
- Notwithstanding the above requirements, to the extent any records or documents associated with the IT Consultant's services and/or the project are or become public records, they shall be subject to disclosure pursuant to the Public Records Act and applicable California law.
- 12.10. **Cumulative Rights; Non Waiver.** Duties and obligations imposed by this Agreement and rights and obligations hereunder are in addition to and not in lieu of any imposed by or available at law or inequity. The failure of District or IT Consultant to seek redress for violation of, or to insist upon, the strict performance of any term or condition of this Agreement shall not be deemed a waiver by that party of such term or condition, or prevent a subsequent similar act from again constituting a violation of such term or condition.
- 12.11. **Employment with Public Agency.** IT Consultant, if an employee of another public agency, agrees that IT Consultant will not receive salary or remuneration, other than vacation pay, as an employee of another public agency for the actual time in which services are actually being performed pursuant to this Agreement. Additionally, No member, officer or employee of the District during tenure or for one year thereafter, shall have any interest direct or indirect, in this Agreement or the proceeds thereof.
- 12.12. **Governing Law.** This Agreement shall be governed by the laws of the State of California. The duties and obligations of the parties created hereunder are performable in Orange County and such county shall be the venue for any action or proceeding that may be brought or arise out of, in connection with or by reason of this Agreement.
- 12.13. **Marginal Headings; Captions.** The titles of the various Paragraphs of the Agreement and the Articles of these Conditions are for convenience of reference only and are not intended to and in no way shall enlarge or diminish the rights or obligations of IT Consultant and District hereunder.
- 12.14. **Non-Assignment.** The District and IT Consultant, respectively, bind themselves, their partners, officers, successors, assigns and legal representatives to the other party to this Agreement with respect to the terms of this Agreement. The obligations of the IT Consultant pursuant to this Agreement shall not be assigned by the IT Consultant. Nothing contained in this Agreement shall create a contractual relationship with or a cause of action in favor of any third party against either the District or IT Consultant. The sale or transfer of a majority membership interest in IT Consultant firm or the admission of new member to the IT Consultant firm which causes there to be a change in majority ownership and / or control of IT Consultant firm shall be deemed and assignment for purposes of this Agreement. Nothing contained in this Agreement is intended to

make any person or entity who is not a signatory to the Agreement a third party beneficiary of any right created by the Agreement or by operation of law.

- 12.15. **Notifications.** All notices or demands to be given under this Agreement by either party to the other shall be in writing and given either by: (a) personal service or (b) by U.S. Mail, mailed either by registered or certified mail, return receipt requested, with postage prepaid. Service shall be considered given when received if personally served requiring signature acknowledging receipt, or if mailed, on the third day after deposit in any U.S. Post Office. The address to which notices or demands may be given by either party may be changed by written notice given in accordance with the notice provisions of this section.

- 12.16. **Communications** between the parties shall be sent to the following addresses:

District
Priya Jerome
South Orange County
Community College District
28000 Marguerite Parkway
Mission Viejo, CA 92692

IT Consultant
Jay Bushman
Management Applications, Inc.

11372 Jackrabbit Ct
Potomac Falls, VA 20165

- 12.17. **Severability.** If any term, condition or provision of this Agreement is held by a court of competent jurisdiction to be invalid, void, or unenforceable, the remaining provisions will nevertheless continue in full force and effect and shall not be affected, impaired or invalidated in any way.

- 12.18. **Accessibility of Information and Communication Technology.** The IT Consultant hereby warrants that the goods or services to be provided to the District comply with the accessibility requirements of Section 508 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794d), and its implementing regulations set forth at Title 36, Code of Federal Regulations, Part 194. The IT Consultant agrees to promptly respond to and resolve any complaint regarding accessibility of its products or services. IT Consultant further agrees to indemnify and hold harmless the District from any claim arising out of its failure to comply with the aforesaid requirements. Failure to comply with these requirements shall constitute a breach and be grounds for termination of this order or agreement.

IT Consultant is responsible for following all Federal and California accessibility laws set forth under Sec 508 of the Rehabilitation Act of 1973, passed in 2000 and updated in 2017 and California Government Code Section 7405. All materials and Information and Communication Technology (ICT) produced or provided by the IT Consultant, as part of this contract must meet the standards set forth under these laws. These requirements include, but are not limited to, closed captioning of all videos or portions of videos; all presentations; training materials; curriculum; computers; and all other ICT as defined under the law, must be created and delivered in a manner where they meet accessible requirements. All websites developed and maintained must be accessible, built to the most current and highest Web Content Accessibility Guidelines (WCAG), and be delivered with documentation allowing the District to certify it as accessible and in compliance with California Government Code Sections 7405 and 11135. IT Consultant is responsible for all claims and expenses borne by the District, which arise out of the work under this contract, found to be non-compliant with Federal and California Laws. These costs include but are not limited to legal costs, court costs, and costs for remediation of work produced.

- 12.19. **Entire Agreement / Amendment.** The Agreement documents consist of this Agreement, any exhibits attached to or referenced herein, and all amendments and/or modifications issued in writing, duly approved or ratified by District's Board of Trustees, and executed by the Parties shall

be interpreted to the benefit of the District. Conflicting provisions hereof, if any, shall prevail in the following descending order of precedence: (a) provisions set forth in this Agreement, including all properly executed Work Orders, and any exhibits thereto, (b) provisions set forth in any referenced attachments or exhibits to this Agreement attached or incorporated herein by reference. However, the Parties understand and agree that the service specified in the Agreement and any provisions set forth in any referenced attachments or exhibits to this Agreement is intended to cooperate and be complementary; provided further, however, that in the event of a conflict between the Agreement and the provisions set forth in any referenced attachments or exhibits, the Agreement shall control, unless the provisions set forth in any referenced attachments or exhibits to this Agreement provides the District with greater benefits or more expansive services in which case the provisions set forth in any referenced attachments or exhibits to this Agreement shall compliment the terms of this Agreement.

- 12.20. **Board Approval.** In accordance with California Education Code section 81655, this Agreement is not a valid or enforceable obligation against the District until approved or ratified by motion of the Board of Trustees the District duly passed and adopted.
- 12.21. **Binding Agreement.** The District and IT Consultant, respectively, bind themselves, their partners, officers, successors, assigns and legal representatives to the other party to this Agreement with respect to the terms of this Agreement.

IN WITNESS WHEREOF, this Agreement has been executed by and on behalf of the Parties, the day and year signed below.

District

IT Consultant

South Orange County Community College District

Management Applications, Inc.

Ann-Marie Gabel
Vice Chancellor, Business Services

Jay Bushman
President & CEO

(Date)

(Date)

(Taxpayer number)

EXHIBIT C - STANDARDS AND PRACTICES FOR DEALING WITH DEFECTS AND BILLING

- A. Standards and practices for identifying and resolving billing rate schedules for Software Deliverables and Module defects including regression bugs (both pre-release and post-release) and definitions of "mission critical" and "non-mission critical" bugs and timelines required for IT Consultant to fix each.

The major intents of EXHIBIT C are:

1. To provide definitions, criteria and processes for reviewing and resolving two types of post-production issues with software developed by IT Consultant:
 - a. mission critical issues
 - b. non-mission critical, but important issues
2. Establish acceptable levels of responsiveness by IT Consultant to repair post-production, mission critical software issues
3. To define a process and set of criteria for resolving claims for financial remuneration in consideration of mission-critical defects in work product found within a limited time after the work product is in full production release.

B. EXHIBIT C applies only when all of the following criteria are true:

- Software components and systems were designed, programmed and implemented by IT Consultant pursuant to this Agreement.
- Defect in software identified by District was caused by an agent of IT Consultant.
- Both District and IT Consultant agree that the identified defect in software meets the criteria stated herein for a “mission critical defect”.
- Defect in software was identified by District more than 10 calendar days and less than 60 calendar days after the software was released to full production release.
- Defect in software is not explained by or caused by the requirements, business rules or design guidance provided to IT Consultant by District.

C. Definitions and Examples

“Mission Critical Defect” shall mean any flaw in the software work product produced by IT Consultant pursuant to this Agreement that vitally impairs ability for District to meet its operational mission as it relates to the intended purpose of said software, and whereupon such flaw is not explained by or caused by the requirements, business rules or design guidance provided to IT Consultant by District.

“Full Production Release” shall mean the single event or moment in time when the software system is made permanently available (and not in a pilot test) to all intended system users for real use in real operation procedures and transactions.

Examples of mission critical defects might include:

- SIS Student Accounts module failing to properly calculate account balance, leading to inaccurate financial records for many students.
- SIS Student Records module that corrupts or loses student grades, names, address, residency status or other similarly critical data elements that are key to records management and State or MIS Reporting requirements.

Examples of issues that are not mission critical defects might include:

- SIS Student Grades module displaying typographical errors in the descriptive text shown on the faculty grade submission web page.
- SIS Student Accounts module failing to properly calculate account balance for one student transaction during an academic term (e.g. 1 in 35,000).
- A web page that “does not look the way I would prefer”.
- A set of web pages that do not flow the way some users would prefer, but is capable of performing the intended function, given the proper manual process and user willingness to operate the software.
- Any feature that functions as specified by the appropriately designated design group, but does not function according to inconsistent, changed or improved thinking.

Defect Escalation Process

District will notify IT Consultant in writing, and within two (2) business days of discovery, of any post-release defects that District considers to meet the criteria for remuneration as set forth in EXHIBIT C. District will present the necessary information to IT Consultant to assist in evaluating the defect for EXHIBIT C consideration. For the purposes of repairing any identified post-release mission critical defect, IT Consultant and District will proceed with the escalated defect repair processes without waiting for billing resolution decisions and IT Consultant will respond to reported mission critical defects reported within the first 60 days after full production release with IT Consultant to begin investigation and repair within 12 hours during the normal business week and within 24 hours on holidays and weekends. For the purposes of determining any alterations in IT Consultant billing, within 30 days of written escalation, District and IT Consultant will review and mutually decide upon the disposition of any defect identified by District to be a post-release mission critical defect.

Timely Resolution

Once notified by District of a post-release mission critical defect, IT Consultant shall either resolve the affected defect within five (5) business days from formal notification, or (in the event that said defect cannot be repaired in that time) provide a written justification for the delay and advise District of alternative measures that IT Consultant and/or District can take in a more timely manner. If IT Consultant fails to provide a resolution or an alternative measure within this time window, IT Consultant will discount contracted bill rate to 20% for any efforts expended by IT Consultant in connection with resolving the affected defect.

Billing Effects

For any defects that are escalated as described herein and are mutually disposed by District and IT Consultant to meet the criteria described herein, and only if IT Consultant fails to provide a timely response, the following billing ramifications will take effect:

- IT Consultant will discount the contracted hourly billing rate by 20% for any efforts expended by CONSULTANT in connection with resolving the affected defect, commencing from the date that IT Consultant received notification from District of the Defect Escalation.
- IT Consultant will provide to District a report of time spent by IT Consultant in connection with resolving the affected defect.

TO: Board of Trustees

FROM: Kathleen F. Burke, Chancellor

RE: SOCCCD: Academic Employees and Academic/Classified
Administrator/Manager Personnel Actions/Ratifications – 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 achieving the goals of the District while supporting and assisting students with respect to their educational goals.

RECOMMENDATION

The Chancellor recommends that the Board of Trustees ratify the academic employees and classified administrator/manager personnel actions as shown in Exhibits A, B and C.

**SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
ACADEMIC EMPLOYEE AND ACADEMIC/CLASSIFIED ADMINISTRATOR/MANAGER
PERSONNEL ACTIONS/RATIFICATIONS**

A. NEW PERSONNEL APPOINTMENTS

1. **ADMINISTRATIVE/MANAGEMENT EMPLOYMENT** (Ratified – Pursuant to Board Policy 4000)
 - a. FARTHING, SCOTT, ID #014387, is to be extended as Interim Dean of Fine Arts and Media Technology, Pos. #P0015451, Division of Fine Arts and Media Technology, Saddleback College, Salary Schedule Range 22, Step 2 (\$163,296) until December 31, 2020, or sooner. This is a temporary replacement until the full time permanent position is filled. (Exhibit B)
 - b. POLLARD, ERIN, ID #023047, is to be employed as Interim Manager of the Student Equity Program, Categorical, Student Equity, Student Services, Irvine Valley College, Academic Administrators and Classified Administrators/Managers Salary Schedule Range 11, Step 3 (\$100,248), effective July 1, 2020. This is a temporary assignment, and was approved by the Chancellor on June 2, 2020.
 - c. PREDOEHL, DANIEL, ID #020267, is to be employed as Interim Dean of Health Sciences and Human Services, Pos. #P0017679, Division of Health Sciences and Human Services, Saddleback College, Salary Schedule Range 22, Step 4 (\$180,024), effective August 1, 2020. This is a temporary replacement until the full time permanent position is filled. (Exhibit C)
2. **FULL-TIME FACULTY EMPLOYMENT** (Ratified – Pursuant to Board Policy 4000)
 - a. TAKAKURA, TAKESHI, ID #019091, is to be employed as Japanese Instructor, Pos #P0007222, School of Languages & Learning Resources, Irvine Valley College, effective August 10, 2020. Approximate Salary Placement: Range II, Step 1. Education: M.A., Teachers of Foreign Languages in College; New York University; B.A., Comparative Culture; Sophia University, Tokyo.
3. **ACADEMIC TEMPORARY PART-TIME/SUBSTITUTE STAFF** (Ratified - Pursuant to Board Policy 4000)

<u>Applicant</u>	<u>Highest Degree</u>	<u>Assignment</u>	<u>Approx. Salary Placement</u>	<u>Start Date</u>
Abedini, Hesam	Equivalency	Music/SC	1	08/17/20
¹ Burklund, Michael	MA/Linguistics TESOL	Adult ESL/IVC	2	08/17/20
Chan, Ken	MFA/Music	Music/SC	2	08/17/20
Francois-Lininger, Kathryn	MA/Education	American Sign Language/SC	2	05/26/20
Ghidella, Richard	MBA/Finance	Business Science/SC	2	08/17/20

¹ Current NBU Employee, Tutor, ESL, Irvine Valley College

A. NEW PERSONNEL APPOINTMENTS – Continued

3. ACADEMIC TEMPORARY PART-TIME/SUBSTITUTE STAFF (Ratified - Pursuant to Board Policy 4000)

<u>Applicant</u>	<u>Highest Degree</u>	<u>Assignment</u>	<u>Approx. Salary Placement</u>	<u>Start Date</u>
Ketcham, Justin	MS/Chemistry	Chemistry/IVC	2	08/17/20
Mauger, Dina	MA/Organizational Leadership	Administration of Justice/IVC	2	08/17/20
McFarland, Garrett	MS/TESOL	ESL/IVC	2	08/17/20
McPartlan, Peter	Equivalency	Psychology/IVC	5	08/17/20
Mitchell, McKenna	Equivalency	Kinesiology/SC	2	05/26/20
Oliver, Jeff	MA/Physical Education	Kinesiology/SC	2	05/26/20
Piotrowski, Cody	MS/Chemistry	Chemistry/IVC	2	08/17/20
Preble, Lisa	Equivalency	Theatre Arts/IVC	1	08/17/20
Rathor, Sherilyn	MBA/Business Admin	Business Science/SC	2	05/26/20
² Roach, Dana	Equivalency	Kinesiology/SC	1	05/26/20
Stavropoulos, Tina	MA/English	English/SC	2	08/17/20
³ Steindler, Savoyonne	MS/TESOL	Adult ESL/IVC	2	08/17/20
⁴ Steindler, Savoyonne	MS/TESOL	ESL/IVC	2	08/17/20
Whitney, Marisa	MA/English	English/SC	2	08/17/20
Winkel, Lance	MFA/Fine Arts	Art/IVC	2	08/17/20
Youn, May	MA/Applied Linguistics	Adult ESL/IVC	2	08/17/20
Zhai, Zhen	MS/Computer Science	Computer Science/IVC	2	08/17/20

B. ADDITIONAL COMPENSATION: GENERAL FUND

1. It is recommended that the following **Irvine Valley College** faculty members be compensated upon completion of additional duties as indicated below.

<u>Name</u>	<u>Activity</u>	<u>Not to Exceed Amount (\$)</u>	<u>Effective Date</u>
Beck, Rebecca	Chair, ESL	\$3,518.40	05/26/20-08/09/20
Cassens, Michael	Chair, Psychology	\$1,172.80	05/26/20-08/09/20
Gabriella, Wendy	Chair, Anthropology	\$586.40	05/26/20-08/09/20
King, Donna	Chair, Human Development	\$586.40	05/26/20-08/09/20
Liu, Emily	Honors Program Facilitator	\$2,932.00	05/26/20-08/09/20
McLaughlin, Elizabeth	Academic Senate President	\$4,398.00	05/26/20-08/09/20
Scherger, Deanna	Writing Center Facilitator	\$4,398.00	05/26/20-08/09/20
Sim, Alec	Chair, Physical Sciences	\$1,172.80	05/26/20-08/09/20

General Fund/IVC Month to Date: \$ 18,764.80
IVC APPROVED FISCAL YEAR TO DATE: \$ 272,168.27

² Current NBU Employee, Coaching Aide, Kinesiology, Saddleback College
³ Current Part-time Faculty Instructor, Adult ESL, Saddleback College
⁴ Current Part-time Faculty Instructor, Adult ESL, Saddleback College

B. ADDITIONAL COMPENSATION: GENERAL FUND - Continued

2. It is recommended that the following Saddleback College faculty members be compensated upon completion of additional duties as indicated below.

<u>Name</u>	<u>Activity</u>	<u>Not to Exceed Amount (\$)</u>	<u>Effective Date</u>
Alexander, Ariel	Co-Chair, Music	\$879.60	05/26/20-08/09/20
Barrows, Morgan	Chair, Env Studies/Ecology/Marine Science	\$586.40	05/26/20-08/09/20
Bear, Teresa	Chair, Chemistry	\$1,172.80	05/26/20-08/09/20
Beckham, Jack	Co-Chair, English	\$2,638.80	05/26/20-08/09/20
Bennett, Michael	Chair, Adapted Kinesiology	\$586.40	05/26/20-08/09/20
Branch-Stewart, Kim	Chair, Human Services	\$586.40	05/26/20-08/09/20
Camelot, Allison	Chair, Sociology	\$879.60	05/26/20-08/09/20
Carter, Teryn	Music Transcription	\$575.00	09/01/19-11/20/19
Cavazzi, Deidre	Chair, Dance	\$586.40	05/26/20-08/09/20
Cesareo, Claire	Chair, Anthropology/Ethnic Studies	\$879.60	05/26/20-08/09/20
Cesareo, Claire	SOCCCDFA - Chief Negotiator	\$4,398.00	05/26/20-08/09/20
Cesareo, Claire	EPA Coord.	\$2,932.00	05/26/20-08/09/20
Chang, Sarah	Chair, Counseling	\$879.60	05/26/20-08/09/20
Crabb, Kerry	Chair, Intercollegiate Athletics	\$1,759.20	05/26/20-08/09/20
Cubbage, April	Co-Chair, Gender and Sexuality Studies	\$293.20	05/26/20-08/09/20
Donaldson, Lindsay	LRC Tutoring Online Mentor	\$2,191.50	05/26/20-08/07/20
Duffy, Michelle	Academic Senate - Secretary	\$2,932.00	05/26/20-08/09/20
Duffy, Michelle	Curriculum Committee Coordinator	\$8,796.00	05/26/20-08/09/20
Eldred, Stacy	Co-Chair, Adult Education	\$733.00	05/26/20-08/09/20
Even, Ryan	Chair, Photography	\$586.40	05/26/20-08/09/20
Fisher, Katherine	Co-Chair, English	\$2,638.80	05/26/20-08/09/20
Fox, Lindsay	Chair, Fashion	\$879.60	05/26/20-08/09/20
Gabdrakhmanova, Farida	Chair, Interior Design	\$586.40	05/26/20-08/09/20
Ghanbarpour, Christina	Chair, History	\$2,345.60	05/26/20-08/09/20
Hardick, Randolph	Chair, EMS/Paramedics	\$586.40	05/26/20-08/09/20
Hernandez Bravo, Carmenmara	Chair, International Languages	\$2,345.60	05/26/20-08/09/20
Hoggatt, Michael	Chair, Special Services	\$586.40	05/26/20-08/09/20
Hoolihan, Lori	Chair, Family, Consumer Science, & Nutrition	\$586.40	05/26/20-08/09/20
Huggins, Barbara	Co-Chair, Nursing/Health Science	\$1,172.80	05/26/20-08/09/20
Ibbotson, Jill	Co-Chair, Adult Education	\$1,099.50	05/26/20-08/09/20
Inlow, Lisa	Chair, Culinary, Hospitality & Tourism	\$586.40	05/26/20-08/09/20
Konishi, Hiromasa	Chair, Cinema, TV, Radio	\$2,345.60	05/26/20-08/09/20

B. ADDITIONAL COMPENSATION: GENERAL FUND - Continued

2. It is recommended that the following Saddleback College faculty members be compensated upon completion of additional duties as indicated below.

<u>Name</u>	<u>Activity</u>	<u>Not to Exceed</u>	<u>Effective Date</u>
		<u>Amount (\$)</u>	
Lee, Kenneth	Chair, Horticulture/Landscape Design	\$586.40	05/26/20-08/09/20
Lovett, Margot	Co-Chair, Gender and Sexuality Studies	\$293.20	05/26/20-08/09/20
Lovett, Margot	Academic Senate President Elect	\$2,932.00	05/26/20-08/09/20
Lowe, Lesley	Chair, Emeritus	\$5,864.00	05/26/20-08/09/20
Luque, Jonathan	Chair, Mathematics	\$2,932.00	05/26/20-08/09/20
Mamoon, Safiah	Chair, Health Information Technology	\$586.40	05/26/20-08/09/20
McConkey, Jennifer	LRC Tutoring Center Resourcing	\$2,191.50	05/26/20-08/07/20
McElroy, Glen	Chair, Health	\$586.40	05/26/20-08/09/20
McGuire, William	Chair, Theatre	\$586.40	05/26/20-08/09/20
Murray, Peter	Chair, Humanities/Philosophy	\$879.60	05/26/20-08/09/20
Ochoa, Heidi	Academic Senate Vice President	\$2,932.00	05/26/20-08/09/20
O'Leary, Thomas	Chair, Art History/Fine Arts	\$586.40	05/26/20-08/09/20
Pakula, Jennifer	Chair, Economics	\$586.40	05/26/20-08/09/20
Pakula, Jennifer	Chair, Political Science	\$1,172.80	05/26/20-08/09/20
Posada, Timothy	Chair, Journalism	\$586.40	05/26/20-08/09/20
Quinlan, Emily	Chair, Business	\$2,345.60	05/26/20-08/09/20
Rosenberg, Eileen-Alannah	Honors Coord.	\$4,398.00	05/26/20-08/09/20
Sellers, Joel	Co-Chair, Music	\$879.60	05/26/20-08/09/20
Sirulnik, Abby	Co-Chair, Biology/Oceanography	\$879.60	05/26/20-08/09/20
Smith, Christina	Chair, Educational Studies	\$586.40	05/26/20-08/09/20
Steinriede, Lindsay	Chair, Kinesiology & Recreation	\$1,466.00	05/26/20-08/09/20
Stephens, Blake	Academic Senate President	\$4,398.00	05/26/20-08/09/20
Stevenson, Robert	Chair, Advanced Manufacturing	\$586.40	05/26/20-08/09/20
Tamer, Rita	Chair, American Sign Language	\$586.40	05/26/20-08/09/20
Tamialis, Barbara	Chair, Child Development	\$2,345.60	05/26/20-08/09/20
Taylor, Karen	Chair, Graphic Comm/Design	\$879.60	05/26/20-08/09/20
Vogel, Jeff	Chair, Reading	\$879.60	05/26/20-08/09/20
Walsh, Daniel	Chair, Geography/GIS	\$879.60	05/26/20-08/09/20
Walsh, Daniel	Academic Senate Past President	\$2,932.00	05/26/20-08/09/20
White-Alcover, Susan	Chair, Medical Assistant/Medical Ins.	\$586.40	05/26/20-08/09/20

General Fund/SC Month to Date:	\$ 98,562.10
SC APPROVED FISCAL YEAR TO DATE:	\$ 575,335.25

C. ADDITIONAL COMPENSATION: CATEGORICAL/NON-GENERAL FUND

1. It is recommended that the following **Irvine Valley College** faculty members be compensated upon completion of additional duties as indicated below.

<u>Name</u>	<u>Activity</u>	<u>Not to Exceed Amount (\$)</u>	<u>Effective Date</u>
Akhavan, Susan	ESL Assessment Reader (SSSP) 4	\$176.64	01/13/20-03/14/20
Beck, Rebecca	ESL Assessment Reader (SSSP) 5	\$264.96	01/13/20-03/14/20
Brown, Kevin	AESL 505 Level Coordinator	\$717.60	08/19/19-12/18/19
Carson, Raymond	AESL 504 - 1	\$353.28	08/19/19-12/18/19
Carver, Nichole	Math 10+317 textbook project	\$733.00	05/26/20-08/09/20
Chan, Carlo	Math 8+387 Coordinator	\$1,466.00	05/26/20-08/09/20
Chatkupt, Terry	GP Interest Area Rep 1	\$400.09	06/01/20-06/05/20
Danufsky, Joshua	Math 124 + Math 347 Coordinator 2	\$1,455.00	08/19/19-12/18/19
Galvin, Kelicia	ESL Assessment Reader (SSSP) 7	\$176.64	01/13/20-03/14/20
Gaudet, Jennifer	AESL 502-2	\$441.60	08/19/19-12/18/19
Haeri, Melanie	ESL Assessment Reader (SSSP) 9	\$176.64	01/13/20-03/14/20
Idleman, Brandee	GP Interest Area Rep 7	\$400.09	06/08/20-06/12/20
Jaquibino, Alicia	ESL Assessment Reader (SSSP) 6	\$88.32	01/13/20-03/14/20
Jerome, Amanda	ESL SI Coordinator	\$1,466.00	05/26/20-08/09/20
Jerome, Amanda	ESL Assessment Reader (SSSP) 1	\$264.96	01/13/20-03/14/20
Kaminsky, Rebecca	Guided Pathways Coordinator	\$7,330.00	05/26/20-08/09/20
Lin, Alice	ESL Assessment Reader (SSSP) 8	\$176.64	01/13/20-03/14/20
Liu, Emily	ENG MM/Placement Evaluations Wrkgp 2	\$132.48	01/13/20-03/14/20
Lo, Chelsea	AESL 502 Level Coordinator	\$794.88	08/19/19-12/18/19
McKim, Brett	GP Interest Area Rep 3	\$400.09	06/15/20-06/19/20
Monacelli, Brian	NSF OP-TEC Prin. Investigator	\$4,295.38	05/26/20-08/09/20
Monte, Brent	Math 10+317 textbook project	\$733.00	05/26/20-08/09/20
Nguyen, Pierre	GP Interest Area Rep 5	\$400.09	06/01/20-06/05/20
Pham, Lan	Math 10+317 Coordinator	\$1,466.00	05/26/20-08/09/20
Pham, Lan	Math 254 textbook project	\$1,466.00	05/26/20-08/09/20
Rucker, Nancy	AESL 505 - 7	\$264.96	08/19/19-12/18/19
Salviani, Michael	GP Interest Area Rep 2	\$400.09	06/08/20-06/12/20
Scherger, Deanna	GP Interest Area Rep 4	\$400.09	06/22/20-06/26/20
Schwartz, Gail	AESL 505 - 6	\$441.60	08/19/19-12/18/19
Serpas, Summer	ENG MM/Placement Evaluations Wrkgp 1	\$132.48	01/13/20-05/20/20
Sim, Alec	GP Interest Area Rep 6	\$400.09	06/08/20-06/12/20
Tran, Tiffany	ENG MM/Placement Evaluations Wrkgp 3	\$132.48	01/13/20-05/20/20
Warner, Brent	ESL Assessment Reader (SSSP) 2	\$176.64	01/13/20-03/14/20
Wilson, Jeff	ESL Assessment Reader (SSSP) 3	\$529.92	01/13/20-03/14/20

Categorical/Non-General Fund/IVC Month to Date: \$ 28,653.73
IVC APPROVED FISCAL YEAR TO DATE: \$ 247,674.33

C. ADDITIONAL COMPENSATION: CATEGORICAL/NON-GENERAL FUND - Continued

2. It is recommended that the following **Saddleback College** faculty members be compensated upon completion of additional duties as indicated below.

Name	Activity	Not to Exceed	Effective Date
		Amount (\$)	
Abbas, Sam	SEAP AHE Mentorship, S20	\$441.16	02/07/20-05/01/20
Alexander, Ariel	OEI POCR Final Reviews, S20	\$485.76	02/03/20-05/01/20
Boyd, Melody	CDE Faculty Retreat Online	\$264.96	05/02/20-05/02/20
Branch-Stewart, Kim	HS Community Development Project	\$2,649.60	01/13/20-05/20/20
Browne, Tsekani	ZTC Conversion, HIST 16	\$500.00	01/31/20-04/30/20
Browne, Tsekani	ZTC Conversion, HIST 17	\$500.00	01/31/20-04/30/20
Browne, Tsekani	ZTC Conversion, HIST 22	\$500.00	01/31/20-04/30/20
Cesareo, Claire	SEAP AHE Mentorship, S20	\$441.16	02/07/20-05/01/20
Chelekis, Lindsay	Tutoring Resource Updates	\$2,191.50	05/26/20-08/07/20
Chu, Hencelyn	MLT Community Development Project	\$2,384.67	01/13/20-05/20/20
Cooper, Karin	SEAP English PLC, S20	\$180.00	02/18/20-03/06/20
Dyer, Katy	KNES Nutrition Facilitator	\$1,440.00	01/13/20-03/20/20
Eltawil, Noor	SEAP AHE Mentorship, S20	\$441.16	02/07/20-05/01/20
Espinoza, Manuel	Spanish Workshop	\$728.50	03/04/20-04/29/20
Eyere, Jami	Attendee Faculty CDE Retreat	\$264.96	05/02/20-05/02/20
Fisher, Marni	SEAP English PLC JR, S20	\$120.00	03/02/20-03/06/20
Fisher, Marni	SEAP English PLC, S20	\$960.00	02/18/20-03/01/20
Fisher, Suki	SEAP English PLC, S20	\$360.00	02/18/20-03/01/20
Gabdrakhmanova, Farida	CTE Spring Articulation Workshops	\$176.64	04/20/20-04/21/20
Garcia, Renee	ZTC Conversion, ANTH 2	\$500.00	01/06/20-04/30/20
Ghanbarpour, Christina	ZTC Conversion, HIST 5	\$500.00	01/31/20-03/25/20
Gonsowski, Steven	ZTC Conversion, GD 140	\$500.00	02/04/20-04/30/20
Gross, Cindy	C.N.A. Pathway Development	\$12,144.00	05/26/20-08/09/20
Hardick, Randy	EMS Education Plan COVID-APRIL	\$1,776.40	04/01/20-04/30/20
Hardick, Randy	EMS Education Plan COVID-JULY	\$1,776.40	07/06/20-07/30/20
Hardick, Randy	EMS Education Plan COVID-JUNE	\$1,776.40	06/01/20-06/26/20
Hardick, Randy	PM Community Development Project	\$2,384.64	01/13/20-05/20/20
Henderson, Geoff	CBC Program Update	\$2,649.60	01/13/20-05/20/20
Hoida, Bridget	SEAP OECRT Pilot, S20	\$1,545.60	02/10/20-05/01/20
Homma, Mary	Attendee of CDE Faculty Retreat	\$264.96	05/02/20-05/02/20
Hoolihan, Lori	KNES Dietary Project Coordinator	\$800.00	01/13/20-03/20/20
Hopkins, Dustin	SEAP English PLC, S20	\$360.00	02/18/20-03/06/20

C. ADDITIONAL COMPENSATION: CATEGORICAL/NON-GENERAL FUND - Continued

2. It is recommended that the following **Saddleback College** faculty members be compensated upon completion of additional duties as indicated below.

Name	Activity	Not to Exceed	Effective Date
		Amount (\$)	
Horn, Stacy	Culinary Arts Program Support	\$5,280.00	04/02/20-05/20/20
Hoskins, Ryan	OEI CTVR 40 Create Online Program	\$883.20	01/30/20-05/01/20
Inlow, Lisa	ZTC Conversion, FN 261	\$500.00	01/13/20-04/30/20
Jenkins, Tina	SEAP AHE Mentorship, S20	\$441.16	02/07/20-05/01/20
Jennison, Elizabeth	Accounting Tutoring Development	\$264.96	01/13/20-05/18/20
Kaefer, Kenneth	ZTC Conversion, ENG 390	\$500.00	01/28/20-04/30/20
Kaiser, Kai	Attendee of CDE Faculty Retreat	\$264.96	05/02/20-05/02/20
Konishi, Hiro	OEI CTVR 40 Create Online Program	\$883.20	01/30/20-05/01/20
Macasaet, Katrina	Attendee of CDE Faculty Retreat	\$264.96	05/02/20-05/02/20
Mamoon, Safiah	HIT Community Development Project	\$2,649.60	01/13/20-05/20/20
McCartney, Kristen	Attendee of CDE Faculty Retreat	\$264.96	05/02/20-05/02/20
McConkey, Jennifer	SEAP English PLC JR, S20	\$120.00	03/02/20-03/06/20
McConkey, Jennifer	SEAP English PLC, S20	\$480.00	02/18/20-03/01/20
McMurtrey, Megan	SEAP English PLC JR, S20	\$120.00	03/09/20-05/01/20
McMurtrey, Megan	SEAP OECRT Pilot, S20	\$441.60	02/10/20-05/01/20
McMurtrey, Megan	SEAP English PLC, S20	\$840.00	02/18/20-03/01/20
Medling, Jane	Accounting Tutoring Development	\$264.96	01/13/20-05/18/20
Millovich, June	Attendee of CDE Faculty Retreat	\$264.96	05/02/20-05/02/20
Moris Freshwater, Linda	OEI Online Educator, S20	\$1,324.80	01/06/20-05/06/20
Morrison, Anna	ZTC Conversion, ENG 1A	\$500.00	01/17/20-4/30/20
Morrison, Anna	SEAP English PLC, S20	\$600.00	02/18/20-03/01/20
Page, Ana	Attendee of CDE Faculty Retreat	\$264.96	05/02/20-05/02/20
Paige, Monique	Attendee of CDE Faculty Retreat	\$264.96	05/02/20-05/02/20
Plascencia-Carrizosa, Brenda	Attendee of CDE Faculty Retreat	\$264.96	05/02/20-05/02/20
Richards, Holly	Attendee of CDE Faculty Retreat	\$264.96	05/02/20-05/02/20
Schermerhorn, Brock	CCCREEC Faculty Co-Director	\$1,500.00	01/13/20-05/13/20
Seaman, James	ZTC Conversion, HIST 5	\$500.00	01/31/20-04/30/20
Shaffer, Gina	SEAP English PLC, S20	\$240.00	02/18/20-03/01/20
Shults, Maryanne	ZTC Conversion, JRN 1	\$500.00	01/30/20-04/30/20
Smith, Christina	Attendee of CDE Faculty Retreat	\$264.96	05/02/20-05/02/20
Tamialis, Barbara	Attendee of CDE Faculty Retreat	\$264.96	05/02/20-05/02/20
Vidal-Prudholme, Laura	Attendee of CDE Faculty Retreat	\$264.96	05/02/20-05/02/20
Vu, Son	Create New AESL Curriculum	\$1,466.00	01/22/20-04/30/20

C. ADDITIONAL COMPENSATION: CATEGORICAL/NON-GENERAL FUND - Continued

2. It is recommended that the following **Saddleback College** faculty members be compensated upon completion of additional duties as indicated below.

Name	Activity	Not to Exceed	Effective Date
		Amount (\$)	
Walsh, Daniel	Flex Coord.	\$1,466.00	05/26/20-08/09/20
Welc, Martin	CCCREEC Faculty Co-Director	\$1,500.00	08/19/19-12/11/19
Welc, Martin	CCCREEC Faculty Co-Director	\$1,500.00	01/13/20-05/13/20
Wheelahan, Melissa	Attendee of CDE Faculty Retreat	\$264.96	05/02/20-05/02/20
White-Alcover, Susan	MA Community Development Project	\$1,324.50	01/13/20-05/20/20
Wong, Julie	Attendee of CDE Faculty Retreat	\$264.96	05/02/20-05/02/20
Wood, Debra	Attendee of CDE Faculty Retreat	\$264.96	05/02/20-05/02/20
Zoval, Jim	NSF Includes	\$7,500.00	01/13/20-05/20/20
Zweigle, Poly	Attendee of CDE Faculty Retreat	\$264.96	05/02/20-05/02/20

Categorical/Non-General Fund/SC Month to Date: \$ 79,572.45
SC APPROVED FISCAL YEAR TO DATE: \$ 765,336.29

D. ADDITIONAL COMPENSATION: RESTRICTED FUNDS

1. It is recommended that the following **Saddleback College** faculty members be compensated upon completion of Distance Education Pedagogy Training (20 hours).

Name	Activity	Not to Exceed	Effective Date
		Amount (\$)	
Alpay, John	Distance Education Pedagogy Training 20hrs	\$883.20	04/28/20-05/07/20
Alvarez, Javier	Distance Education Pedagogy Training 20hrs	\$883.20	05/11/20-05/20/20
Argila, Carl	Distance Education Pedagogy Training 20hrs	\$883.20	04/28/20-05/07/20
Augsburger, Renee	Distance Education Pedagogy Training 20hrs	\$883.20	04/28/20-05/07/20
Bliss, Susan	Distance Education Pedagogy Training 20hrs	\$883.20	04/20/20-04/29/20
Bonsall, Laura	Distance Education Pedagogy Training 20hrs	\$883.20	04/20/20-04/29/20
Boonyad, Sansanee	Distance Education Pedagogy Training 20hrs	\$883.20	05/11/20-05/20/20
Bosanko, Robert	Distance Education Pedagogy Training 20hrs	\$883.20	04/20/20-04/29/20
Bower, Karyn	Distance Education Pedagogy Training 20hrs	\$883.20	04/20/20-04/29/20
Burris, Jennifer	Distance Education Pedagogy Training 20hrs	\$883.20	05/11/20-05/20/20
Caldwell, Avery	Distance Education Pedagogy Training 20hrs	\$883.20	04/20/20-04/29/20
Costa, Ross	Distance Education Pedagogy Training 20hrs	\$883.20	05/11/20-05/20/20
Custance, H. Douglas	Distance Education Pedagogy Training 20hrs	\$883.20	05/11/20-05/20/20
Duran DeMehranfard, Marcela	Distance Education Pedagogy Training 20hrs	\$883.20	05/11/20-05/20/20
Elizalde-Henson, Susan	Distance Education Pedagogy Training 20hrs	\$883.20	05/11/20-05/20/20
Elston, Lisa	Distance Education Pedagogy Training 20hrs	\$883.20	04/28/20-05/07/20

D. ADDITIONAL COMPENSATION: RESTRICTED FUNDS - Continued

1. It is recommended that the following **Saddleback College** faculty members be compensated upon completion of Distance Education Pedagogy Training (20 hours).

<u>Name</u>	<u>Activity</u>	<u>Not to Exceed</u>	
		<u>Amount (\$)</u>	<u>Effective Date</u>
Espinosa, Manuel	Distance Education Pedagogy Training 20hrs	\$883.20	04/28/20-05/07/20
Faulkner, Sarah	Distance Education Pedagogy Training 20hrs	\$883.20	04/28/20-05/07/20
Ferrell, Ben	Distance Education Pedagogy Training 20hrs	\$883.20	04/20/20-04/29/20
Fong, Fleur	Distance Education Pedagogy Training 20hrs	\$883.20	05/11/20-05/20/20
Gardner, Carla	Distance Education Pedagogy Training 20hrs	\$883.20	05/11/20-05/20/20
Giertych, Paula	Distance Education Pedagogy Training 20hrs	\$883.20	05/11/20-05/20/20
Ginther, Catherine	Distance Education Pedagogy Training 20hrs	\$883.20	04/28/20-05/07/20
Gliadkovskaya , Katya	Distance Education Pedagogy Training 20hrs	\$883.20	04/28/20-05/07/20
Graney, Kayla	Distance Education Pedagogy Training 20hrs	\$883.20	04/20/20-04/29/20
Gregory, Eric	Distance Education Pedagogy Training 20hrs	\$883.20	04/28/20-05/07/20
Harrison, Milagros	Distance Education Pedagogy Training 20hrs	\$883.20	05/11/20-05/20/20
Hays, Scott	Distance Education Pedagogy Training 20hrs	\$883.20	04/20/20-04/29/20
Hecht, Susan	Distance Education Pedagogy Training 20hrs	\$883.20	05/11/20-05/20/20
Himes, Marjorie	Distance Education Pedagogy Training 20hrs	\$883.20	04/20/20-04/29/20
Hoffman, Laura	Distance Education Pedagogy Training 20hrs	\$883.20	05/11/20-05/20/20
Hughes, Brian	Distance Education Pedagogy Training 20hrs	\$883.20	04/20/20-04/29/20
Huntington, John	Distance Education Pedagogy Training 20hrs	\$883.20	04/20/20-04/29/20
Ito, Manami	Distance Education Pedagogy Training 20hrs	\$883.20	04/28/20-05/07/20
Jacques, Michael	Distance Education Pedagogy Training 20hrs	\$883.20	05/11/20-05/20/20
Jenks, Greg	Distance Education Pedagogy Training 20hrs	\$883.20	05/11/20-05/20/20
Jones, Eric	Distance Education Pedagogy Training 20hrs	\$883.20	04/28/20-05/07/20
Kohl, Colin	Distance Education Pedagogy Training 20hrs	\$883.20	04/20/20-04/29/20
Kramer, Kathryn	Distance Education Pedagogy Training 20hrs	\$883.20	05/11/20-05/20/20
Leonardo, Rebecca	Distance Education Pedagogy Training 20hrs	\$883.20	04/28/20-05/07/20
Libby, Gerald	Distance Education Pedagogy Training 20hrs	\$883.20	04/20/20-04/29/20
Licavoli, Lisa	Distance Education Pedagogy Training 20hrs	\$883.20	05/11/20-05/20/20
Long, Shelby	Distance Education Pedagogy Training 20hrs	\$883.20	04/28/20-05/07/20
Lowe, Lesley	Distance Education Pedagogy Training 20hrs	\$883.20	05/11/20-05/20/20
Ma, Wendy	Distance Education Pedagogy Training 20hrs	\$883.20	05/11/20-05/20/20
Massamiri, Tania	Distance Education Pedagogy Training 20hrs	\$883.20	05/11/20-05/20/20
McClellan, Ann- Marie	Distance Education Pedagogy Training 20hrs	\$883.20	05/11/20-05/20/20
McNicol, BJ (William)	Distance Education Pedagogy Training 20hrs	\$883.20	04/28/20-05/07/20
Messenger, Lisa	Distance Education Pedagogy Training 20hrs	\$883.20	05/11/20-05/20/20
Meyerson, Richard	Distance Education Pedagogy Training 20hrs	\$883.20	05/11/20-05/20/20
Mitchell, Kiandra	Distance Education Pedagogy Training 20hrs	\$883.20	05/11/20-05/20/20
Moore, Mark	Distance Education Pedagogy Training 20hrs	\$883.20	04/28/20-05/07/20
Morrison, Anna	Distance Education Pedagogy Training 20hrs	\$883.20	04/28/20-05/07/20
Munoz, Jonathan	Distance Education Pedagogy Training 20hrs	\$883.20	04/20/20-04/29/20

D. ADDITIONAL COMPENSATION: RESTRICTED FUNDS - Continued

1. It is recommended that the following **Saddleback College** faculty members be compensated upon completion of Distance Education Pedagogy Training (20 hours).

<u>Name</u>	<u>Activity</u>	<u>Not to Exceed Amount (\$)</u>	<u>Effective Date</u>
Nathan, Heather	Distance Education Pedagogy Training 20hrs	\$883.20	04/20/20-04/29/20
Nelson, Alicia	Distance Education Pedagogy Training 20hrs	\$883.20	05/11/20-05/20/20
Nelson, Josete	Distance Education Pedagogy Training 20hrs	\$883.20	05/11/20-05/20/20
Nilsen, Cara	Distance Education Pedagogy Training 20hrs	\$883.20	05/11/20-05/20/20
Ortiz, Renee	Distance Education Pedagogy Training 20hrs	\$883.20	05/11/20-05/20/20
Otto, Heather	Distance Education Pedagogy Training 20hrs	\$883.20	04/20/20-04/29/20
Palacios, Lutring	Distance Education Pedagogy Training 20hrs	\$883.20	05/11/20-05/20/20
Parra, Michael	Distance Education Pedagogy Training 20hrs	\$883.20	04/20/20-04/29/20
Pemberton, Scott	Distance Education Pedagogy Training 20hrs	\$883.20	04/20/20-04/29/20
Podolak, Mark	Distance Education Pedagogy Training 20hrs	\$883.20	04/28/20-05/07/20
Porter, Jennifer	Distance Education Pedagogy Training 20hrs	\$883.20	04/20/20-04/29/20
Reinhardt, William	Distance Education Pedagogy Training 20hrs	\$883.20	05/11/20-05/20/20
Rodriguez-Morris, EvaMarie	Distance Education Pedagogy Training 20hrs	\$883.20	05/11/20-05/20/20
Rogers Cloud, Robin	Distance Education Pedagogy Training 20hrs	\$883.20	05/11/20-05/20/20
Roostee, Larissa	Distance Education Pedagogy Training 20hrs	\$883.20	05/11/20-05/20/20
Rosen, Zachary	Distance Education Pedagogy Training 20hrs	\$883.20	04/28/20-05/07/20
Sinclair, William	Distance Education Pedagogy Training 20hrs	\$883.20	05/11/20-05/20/20
Singh, Herman	Distance Education Pedagogy Training 20hrs	\$883.20	04/20/20-04/29/20
Sleep, Katherine	Distance Education Pedagogy Training 20hrs	\$883.20	04/28/20-05/07/20
Soler, Karla	Distance Education Pedagogy Training 20hrs	\$883.20	04/28/20-05/07/20
South, Marla	Distance Education Pedagogy Training 20hrs	\$883.20	05/11/20-05/20/20
Stonick, Lyndelle	Distance Education Pedagogy Training 20hrs	\$883.20	05/11/20-05/20/20
Swanson, Rosemary	Distance Education Pedagogy Training 20hrs	\$883.20	05/11/20-05/20/20
Tang, Simon	Distance Education Pedagogy Training 20hrs	\$883.20	04/20/20-04/29/20
Tener, Andrea	Distance Education Pedagogy Training 20hrs	\$883.20	04/28/20-05/07/20
Truong, Leah	Distance Education Pedagogy Training 20hrs	\$883.20	05/11/20-05/20/20
Turnbull, Lisa	Distance Education Pedagogy Training 20hrs	\$883.20	04/20/20-04/29/20
Vatandoust, Fariba	Distance Education Pedagogy Training 20hrs	\$883.20	04/20/20-04/29/20
Willis, Evgenia	Distance Education Pedagogy Training 20hrs	\$883.20	05/11/20-05/20/20
Winn, Fentriss	Distance Education Pedagogy Training 20hrs	\$883.20	04/28/20-05/07/20
Yamaguchi, Nathaniel	Distance Education Pedagogy Training 20hrs	\$883.20	04/20/20-04/29/20
Yell, Lacey	Distance Education Pedagogy Training 20hrs	\$883.20	04/20/20-04/29/20
Young, Scott	Distance Education Pedagogy Training 20hrs	\$883.20	05/11/20-05/20/20

Distance Education Pedagogy/SC Month to Date: \$ 76,838.40
SC APPROVED FISCAL YEAR TO DATE: \$ 76,838.40

E. CHANGE OF STATUS

- a. VYSKOCIL, CINDY, ID 023365, Pos. #P0016803 ACTING PRESIDENT, IRVINE VALLEY COLLEGE, Office of the Chancellor, returns to her permanent assignment, #P0004585 Vice Chancellor of Human Resources, Office of the Chancellor, Academic Administrators, Classified Administrators/Classified Managers Salary Schedule Range 27, Step 8, effective July 30, 2020.
- b. WIDDES, KIM, ID 023593, Pos. #P0016909, ACTING VICE CHANCELLOR OF HUMAN RESOURCES, Office of the Chancellor, will return to her permanent assignment, #P0004572 Executive Director, Human Resources and Employee/Employer Relations, Human Resources, Academic Administrators, Classified Administrators/Classified Managers Salary Schedule Range 23, Step 7, effective July 30, 2020.

F. REDUCED WORKLOAD PROGRAM WITH STRS RETIREMENT

1. GROUND, M. ANDY, ID #010086, Kinesiology Instructor/Head Men's Basketball Coach, Pos #P0003970, Division of Kinesiology & Athletics, Saddleback College, has requested to participate in a reduction in teaching contract to 73.5% workload beginning academic year 2020-21 in accordance with Article XXXI, Section 1, of the Academic Employee Master Agreement 2018-2021. CalSTRS Reduced Workload Program participation effective date is August 10, 2020.

G. AUTHORIZATION TO ELIMINATE A POSITION AND/OR POSITION NUMBER

1. DIRECTOR OF PROMISE, RECRUITMENT, AND OUTREACH PROGRAMS, CATEGORICAL, a Classified Manager, Pos. #P0013364, Academic Administrators and Classified Administrators/Managers Salary Schedule Range 13, Student Services, Irvine Valley College, seeks authorization to eliminate this full-time, 40 hours per week, 12 months per year position from its staff complement, effective July 1, 2020. (Position approved: June 13, 2019, funded by the Student Equity Program (SEP) and the Student Success and Support Program (SSSP))

H. AUTHORIZATION TO ESTABLISH AND ANNOUNCE A POSITION

1. MANAGER OF THE STUDENT EQUITY PROGRAM, CATEGORICAL, a Classified Manager, Academic Administrators and Classified Administrators/Managers Salary Schedule Range 11, Student Equity, Student Services, 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 July 1, 2020. Employment in this position is contingent upon funding by the Student Equity and Achievement Program (SEAP). This position was approved by the Chancellor on June 2, 2020.



Office of Human Resources

**AGREEMENT FOR EMPLOYMENT OF
INTERIM DEAN OF FINE ARTS AND MEDIA TECHNOLOGY
SADDLEBACK COLLEGE**

**BETWEEN
THE SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
AND
DR. SCOTT FARTHING**

THIS EMPLOYMENT AGREEMENT (hereinafter "Agreement") is made and entered into this first day of July, 2020, 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. Scott Farthing (hereinafter "Dr. Farthing").

IT IS HEREBY AGREED AS FOLLOWS:

1. Interim Dean of Fine Arts and Media Technology. Dr. Farthing is hereby employed as Interim Dean of Fine Arts and Media Technology at the District's Saddleback College campus for a period of time commencing on July 1, 2020, and ending on December 31, 2020, or sooner. The Interim Dean of Fine Arts and Media Technology 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. Dr. Farthing shall perform all of the powers and duties of the position of Interim Dean of Fine Arts and Media Technology at Saddleback College, as set forth in the position description, and such other duties as may be assigned. During the term of this contract, Dr. Farthing may be transferred or assigned to any duties or positions for which he 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 paid to the Interim Dean of Fine Arts and Media Technology shall be paid at Range 22, Step 2, \$163,296 per annum, of the Academic and Classified Administrators/Classified Managers Salary Schedule. The salary shall be paid in equal monthly installments for the duration of the Agreement. The Board reserves the right to increase the Interim Dean of Fine Arts and Media Technology's 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 and Vacation. Dr. Farthing shall be required to render 12 months of full and regular service (243 days) to the District during each annual period covered by this Agreement, or any successor. Dr. Farthing shall accrue one day of sick leave for each full month of employment during the term of the Agreement. Dr. Farthing shall also accrue two (2) days of vacation with pay for each full month of employment during the term of this Agreement, exclusive of holidays provided in the California Education Code and any additional local holidays granted by the Board to 12-month administrative employees. Dr. Farthing may accrue vacation days up to a maximum of forty-eight (48) days. Once Dr. Farthing reaches this

maximum amount, he will cease to accrue additional vacation benefits until his balance falls below the maximum amount. Upon termination or expiration of this Agreement, Dr. Farthing shall be entitled to compensation for unused and accrued vacation days at his 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 Vice President for Instruction.

6. Performance Evaluations.

6.1 The Vice President for Instruction will provide Dr. Farthing with periodic opportunities to discuss the Vice President/Interim Dean relationship.

7. Expenses and Required Memberships.

7.1 The District shall reimburse Dr. Farthing, 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 Dr. Farthing in the performance of the duties of Interim Dean of Fine Arts and Media Technology at Saddleback College.

7.2 In addition to any reimbursement provided under section 7.1, above, the District will reimburse Dr. Farthing for travel expenses outside the County of Orange in accordance with District policies and procedures. The District shall provide Dr. Farthing with a monthly stipend of \$250 to cover use of a personal automobile within Orange County and a monthly allowance of \$165 to cover cellular telephone expenses.

8. Fringe Benefits The District shall provide to Dr. Farthing, his spouse/registered domestic partner and eligible dependents, all health and welfare benefits which presently include health, medical, dental, vision, and life 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 Governing Board. Notwithstanding any such amendments or modifications, Dr. Farthing, his spouse/registered domestic partner, 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.

9.1 This Agreement may be amended by mutual written agreement between the parties.

9.2 Non-renewal of this Agreement shall be in accordance with Education Code Section 72411. However, as this is an interim assignment for less than one year with an expiration date of no later than December 31, 2020, no further notice of termination shall be required.

9.3 This Agreement may be terminated by the Board prior to its expiration. Prior to exercising its right to early termination of this Agreement, the Board, the Chancellor, or designee, shall provide the Interim Dean of Fine Arts and Media Technology with 30 days written notice. If the Board determines to terminate this Agreement pursuant to this Section, the Interim Dean of Fine Arts and Media Technology shall not be entitled to any additional procedural protections. Upon the effective date of termination pursuant to this Section, the Interim Dean of Fine Arts and Media Technology shall immediately cease to receive the compensation, benefits and allowances set forth in this Agreement.

Since Dr. Farthing has previously acquired tenure in the District as a faculty member, he shall be so assigned upon the termination of this Agreement, and the terms and conditions of his employment will be the

same as any other similarly situated faculty member. Termination of Dr. Farthing from his employment with the District, as opposed to the termination of this Agreement, shall be pursuant to the provisions of California Education Code Section 87732 et. seq., and 87660 et. seq. Effective the date of this agreement, he will be placed on Class V, Step 13 of the Academic Salary Schedule and all subsequent years of service as an administrator will count for additional step placement in the event of administrative retreat.

9.4 In accordance with Government Code Section 53260, the maximum cash settlement that the Interim Dean of Fine Arts and Media Technology may receive upon termination shall be an amount equal to the monthly salary of the employee multiplied by the number of months left on the unexpired term of the contract or not more than eighteen (18) months of salary and benefits, whichever is less. As further required under California Government Code Section 53243 et seq., the Interim Dean of Fine Arts and Media Technology shall be required to fully reimburse the District any salary if the Interim Dean of Fine Arts and Media Technology is convicted of a crime involving an abuse of his or her office or position. This Agreement incorporates by reference and is subject to the provisions of California Government Code Sections 53260, 53243, 53243.1, 53243.2, 53243.3, and 53243.4.

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.

GOVERNING BOARD OF THE SOUTH ORANGE COUNTY
COMMUNITY COLLEGE DISTRICT

by _____
Dr. Kathleen F. Burke
Chancellor
South Orange County Community College District

Dated _____

by _____
Dr. Scott Farthing
Interim Dean of Fine Arts and Media Technology
Saddleback College

Dated _____



Office of Human Resources

**AGREEMENT FOR EMPLOYMENT OF
INTERIM DEAN OF HEALTH SCIENCES AND HUMAN SERVICES
SADDLEBACK COLLEGE**

**BETWEEN
THE SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
AND
DAN PREDOEHL**

THIS EMPLOYMENT AGREEMENT (hereinafter "Agreement") is made and entered into this first day of August, 2020, 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 Dan Predoehl (hereinafter "Mr. Predoehl").

IT IS HEREBY AGREED AS FOLLOWS:

1. Interim Dean of Health Sciences and Human Services. Mr. Predoehl is hereby employed as Interim Dean of Health Sciences and Human Services at the District's Saddleback College campus for a period of time commencing on August 1, 2020, and ending on December 31, 2020, or sooner. The Interim Dean of Health Sciences and Human Services 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. Mr. Predoehl shall perform all of the powers and duties of the position of Interim Dean of Health Sciences and Human Services at Saddleback College, as set forth in the position description, and such other duties as may be assigned. During the term of this contract, Mr. Predoehl may be transferred or assigned to any duties or positions for which he 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 paid to the Interim Dean of Health Sciences and Human Services shall be paid at Range 22, Step 4, \$180,024 per annum, of the Academic and Classified Administrators/Classified Managers Salary Schedule. The salary shall be paid in equal monthly installments for the duration of the Agreement. The Board reserves the right to increase the Interim Dean of Health Sciences and Human 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 and Vacation. Mr. Predoehl shall be required to render 12 months of full and regular service (243 days) to the District during each annual period covered by this Agreement, or any successor. Mr. Predoehl shall accrue one day of sick leave for each full month of employment during the term of the Agreement. Mr. Predoehl shall also accrue two (2) days of vacation with pay for each full month of employment during the term of this Agreement, exclusive of holidays provided in the California Education Code and any additional local holidays granted by the Board to 12-month administrative employees. Mr.

Predoehl may accrue vacation days up to a maximum of forty-eight (48) days. Once Mr. Predoehl reaches this maximum amount, he will cease to accrue additional vacation benefits until his balance falls below the maximum amount. Upon termination or expiration of this Agreement, Mr. Predoehl shall be entitled to compensation for unused and accrued vacation days at his 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 Vice President for Instruction.

6. Performance Evaluations.

6.1 The Vice President for Instruction will provide Mr. Predoehl with periodic opportunities to discuss the Vice President/Interim Dean relationship.

7. Expenses and Required Memberships.

7.1 The District shall reimburse Mr. Predoehl, 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 Mr. Predoehl in the performance of the duties of Interim Dean of Health Sciences and Human Services at Saddleback College.

7.2 In addition to any reimbursement provided under section 7.1, above, the District will reimburse Mr. Predoehl for travel expenses outside the County of Orange in accordance with District policies and procedures. The District shall provide Mr. Predoehl with a monthly stipend of \$250 to cover use of a personal automobile within Orange County and a monthly allowance of \$165 to cover cellular telephone expenses.

8. Fringe Benefits The District shall provide to Mr. Predoehl, his spouse/registered domestic partner and eligible dependents, all health and welfare benefits which presently include health, medical, dental, vision, and life 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 Governing Board. Notwithstanding any such amendments or modifications, Mr. Predoehl, his spouse/registered domestic partner, 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.

9.1 This Agreement may be amended by mutual written agreement between the parties.

9.2 Non-renewal of this Agreement shall be in accordance with Education Code Section 72411. However, as this is an interim assignment for less than one year with an expiration date of no later than December 31, 2020, no further notice of termination shall be required.

9.3 This Agreement may be terminated by the Board prior to its expiration. Prior to exercising its right to early termination of this Agreement, the Board, the Chancellor, or designee, shall provide the Interim Dean of Health Sciences and Human Services with 30 days' written notice. If the Board determines to terminate this Agreement pursuant to this Section, the Interim Dean of Health Sciences and Human Services shall not be entitled to any additional procedural protections. Upon the effective date of termination pursuant to this Section, the Interim Dean of Health Sciences and Human Services shall immediately cease to receive the compensation, benefits and allowances set forth in this Agreement.

9.4 In accordance with Government Code Section 53260, the maximum cash settlement that the Interim Dean of Health Sciences and Human Services may receive upon termination shall be an amount equal to the monthly salary of the employee multiplied by the number of months left on the unexpired term of the contract or not more than eighteen (18) months of salary and benefits, whichever is less. As further required under California Government Code Section 53243 et seq., the Interim Dean of Health Sciences and Human Services shall be required to fully reimburse the District any salary if the Interim Dean of Health Sciences and Human Services is convicted of a crime involving an abuse of his or her office or position. This Agreement incorporates by reference and is subject to the provisions of California Government Code Sections 53260, 53243, 53243.1, 53243.2, 53243.3, and 53243.4.

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.

GOVERNING BOARD OF THE SOUTH ORANGE COUNTY
COMMUNITY COLLEGE DISTRICT

by _____
Dr. Kathleen F. Burke
Chancellor
South Orange County Community College District

Dated _____

by _____
Mr. Dan Predoehl
Interim Dean of Health Sciences and Human Services
Saddleback College

Dated _____

TO: Board of Trustees

FROM: Kathleen F. Burke, Chancellor

RE: SOCCCD: Faculty Conversion to Canvas One-Time Stipends

ACTION: Ratification

BACKGROUND

In accordance with Board Policy 2100, all SOCCCD employee actions must be ratified by the Board of Trustees.

STATUS

Those academic employees' personnel actions (Canvas Conversion one-time stipend) shown in Exhibit A are presented to the Board of Trustees for ratification to be effective on the dates as shown on the Exhibit.

RECOMMENDATION

The Chancellor recommends that the Board of Trustees ratify the academic employee personnel actions as shown in Exhibit A.

**SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
ACADEMIC EMPLOYEE AND CLASSIFIED ADMINISTRATOR PERSONNEL
ACTIONS/RATIFICATIONS**

A. ADDITIONAL COMPENSATION: CANVAS CONVERSION-GENERAL FUND

1. It is recommended that the following **Irvine Valley College** faculty members be compensated as indicated below for the **Canvas Conversion (IVC converted beginning Fall 2016)** - 2016/2017, 2017/2018, 2018/2019 and 2019/2020 fiscal years.

<u>Name</u>	<u>Activity</u>	<u>Not to Exceed</u>	<u>Effective Date</u>
		<u>Amount (\$)</u>	
Meyer, Kurt	Canvas Conversion, Web-Enhanced	\$1,000.00	01/18/18-05/23/18
Schmeidler, Katherine	Canvas Conversion, Web-Enhanced	\$1,000.00	01/19/16-05/23/16

June 22, 2020	IVC Canvas Conversion	\$ 2,000.00
May 18, 2020	IVC Canvas Conversion	-
April 27, 2020	IVC Canvas Conversion	-
March 23, 2020	IVC Canvas Conversion	-
February 24, 2020	IVC Canvas Conversion	-
January 21, 2020	IVC Canvas Conversion	-
December 16, 2019	IVC Canvas Conversion	-
November 18, 2019	IVC Canvas Conversion	2,000.00
October 28, 2019	IVC Canvas Conversion	-
September 23, 2019	IVC Canvas Conversion	-
August 26, 2019	IVC Canvas Conversion	-
July 15, 2019	IVC Canvas Conversion	1,000.00
June 24, 2019	IVC Canvas Conversion	2,000.00
May 20, 2019	IVC Canvas Conversion	-
April 22, 2019	IVC Canvas Conversion	1,000.00
March 25, 2019	IVC Canvas Conversion	1,000.00
February 25, 2019	IVC Canvas Conversion	5,000.00
January 22, 2019	IVC Canvas Conversion	13,000.00
December 10, 2018	IVC Canvas Conversion	-
November 19, 2018	IVC Canvas Conversion	-
October 29, 2018	IVC Canvas Conversion	37,000.00
September 24, 2018	IVC Canvas Conversion	17,000.00
August 27, 2018	IVC Canvas Conversion	45,500.00
July 30, 2018	IVC Canvas Conversion	35,500.00
June 25, 2018	IVC Canvas Conversion	163,000.00
May 21, 2018	IVC Canvas Conversion	145,000.00
April 30, 2018	IVC Canvas Conversion	50,500.00
March 26, 2018	IVC Canvas Conversion	-
TOTAL TO DATE:		\$ 520,500.00

A. ADDITIONAL COMPENSATION: CANVAS CONVERSION-GENERAL FUND - Continued

2. It is recommended that the following **Saddleback College** faculty members be compensated as indicated below for the **Canvas Conversion (SC converted beginning Fall 2017) - 2017/2018, 2018/2019 and 2019/2020** fiscal years.

Name	Activity	<u>Not to Exceed</u>	Effective Date
		Amount (\$)	
Claflin, Christopher	Canvas Conversion, Online	\$5,000.00	01/14/19-05/22/19
Jennison, Elizabeth	Canvas Conversion, Hybrid	\$2,500.00	08/21/17-12/20/17
McGirr, Julie	Canvas Conversion, Web-Enhanced	\$1,000.00	08/19/19-12/18/19
Teh, Steve	Canvas Conversion, Web-Enhanced	\$1,000.00	01/13/20-05/20/20

June 22, 2020	SC Canvas Conversion	\$ 9,500.00
May 18, 2020	SC Canvas Conversion	1,000.00
April 27, 2020	SC Canvas Conversion	2,000.00
March 23, 2020	SC Canvas Conversion	2,000.00
February 24, 2020	SC Canvas Conversion	1,000.00
January 21, 2020	SC Canvas Conversion	-
December 16, 2019	SC Canvas Conversion	1,000.00
November 18, 2019	SC Canvas Conversion	6,000.00
October 28, 2019	SC Canvas Conversion	10,000.00
September 23, 2019	SC Canvas Conversion	1,000.00
August 26, 2019	SC Canvas Conversion	13,000.00
July 15, 2019	SC Canvas Conversion	2,000.00
June 24, 2019	SC Canvas Conversion	11,000.00
May 20, 2019	SC Canvas Conversion	36,500.00
April 22, 2019	SC Canvas Conversion	4,000.00
March 25, 2019	SC Canvas Conversion	60,000.00
February 25, 2019	SC Canvas Conversion	49,500.00
January 22, 2019	SC Canvas Conversion	41,000.00
December 10, 2018	SC Canvas Conversion	14,000.00
November 19, 2018	SC Canvas Conversion	20,000.00
October 29, 2018	SC Canvas Conversion	190,500.00
September 24, 2018	SC Canvas Conversion	56,500.00
August 27, 2018	SC Canvas Conversion	184,000.00
July 30, 2018	SC Canvas Conversion	63,500.00
June 25, 2018	SC Canvas Conversion	116,000.00
May 21, 2018	SC Canvas Conversion	58,000.00
April 30, 2018	SC Canvas Conversion	73,000.00
March 26, 2018	SC Canvas Conversion	¹ 182,000.00

TOTAL TO DATE: \$ ²1,208,000.00

¹ Total amount is increased by \$5,000 due to a calculation error for March 26, 2018

² Adjustment due to correction to total listed for March 26, 2018

TO: Board of Trustees

FROM: Kathleen F. Burke, 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 achieving the goals of the District while supporting and assisting students with respect to their educational goals.

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. AUTHORIZATION TO ESTABLISH AND ANNOUNCE A CLASSIFIED POSITION

1. INFORMATION TECHNOLOGY SECURITY ANALYST, C.S.E.A. Classified Bargaining Unit Salary Schedule Range 146, Technology Learning Services, District Services seeks authorization to establish and announce this full-time, 40 hours per week, 12 months per year position to its staff complement, effective July 1, 2020. This position was approved by the Chancellor on May 4, 2020.

B. REORGANIZATION/RECLASSIFICATION

1. IRVINE VALLEY COLLEGE seeks authorization to reorganize the following classified positions, within its organization as defined by Title 5 Education Code, Section 53021 (a), (b), and (c) Recruitment.
 - a. **REORGANIZE** SENIOR MULTIMEDIA TECHNICIAN, Pos. #P0003457, Technology Services, C.S.E.A. Classified Bargaining Unit Salary Schedule Range 130, part-time, 29 hours per week, 12 months per year;
TO IT SYSTEMS SPECIALIST I, Pos. #P0003457, Technology Services, C.S.E.A. Classified Bargaining Unit Salary Schedule Range 132, part-time, 29 hours per week, 12 months per year position, effective July 1, 2020. This reorganization was approved by the Chancellor on May 4, 2020.
 - i. **REORGANIZE** RICHARD WAGNER, ID #021809, from SENIOR MULTIMEDIA TECHNICIAN, Pos. #P0003457, Technology Services, C.S.E.A. Classified Bargaining Unit Salary Schedule Range 130, Step 2, part-time, 29 hours per week, 12 months per year; to IT SYSTEMS SPECIALIST I, Pos. #P0003457, Technology Services, C.S.E.A. Classified Bargaining Unit Salary Schedule Range 132, Step 2, part-time, 29 hours per week, 12 months per year, effective July 1, 2020.
 - b. **REORGANIZE** SENIOR MULTIMEDIA TECHNICIAN, Pos. #P0011999, Technology Services, C.S.E.A. Classified Bargaining Unit Salary Schedule Range 130, full-time, 40 hours per week, 12 months per year;
TO IT SYSTEMS SPECIALIST I, Pos. #P0011999, Technology Services, C.S.E.A. Classified Bargaining Unit Salary Schedule Range 132, full-time, 40 hours per week, 12 months per year position, effective July 1, 2020. This reorganization was approved by the Chancellor on May 4, 2020.
 - i. **REORGANIZE** MARC LEVINSON, ID #003275, from SENIOR MULTIMEDIA TECHNICIAN, Pos. #P0011999, Technology Services, C.S.E.A. Classified Bargaining Unit Salary Schedule Range 130, Step 7, full-time, 40 hours per week, 12 months per year; to IT SYSTEMS SPECIALIST I, Pos. #P0011999, Technology Services, C.S.E.A. Classified Bargaining Unit Salary Schedule Range 132, Step 7, full-time, 40 hours per week, 12 months per year, effective July 1, 2020.

B. REORGANIZATION/RECLASSIFICATION – Continued

1. IRVINE VALLEY COLLEGE seeks authorization to reorganize the following classified positions, within its organization as defined by Title 5 Education Code, Section 53021 (a), (b), and (c) Recruitment.
 - c. **REORGANIZE** NETWORK SYSTEMS TECHNICIAN II, Pos. #P0004092, Technology Services, C.S.E.A. Classified Bargaining Unit Salary Schedule Range 136, full-time, 40 hours per week, 12 months per year;
TO IT SYSTEMS SPECIALIST III, Pos. #P0004092, Technology Services, C.S.E.A. Classified Bargaining Unit Salary Schedule Range 140, full-time, 40 hours per week, 12 months per year position, effective July 1, 2020. This reorganization was approved by the Chancellor on May 4, 2020.
 - i. **REORGANIZE** ERIC KUDELL, ID #011655, from NETWORK SYSTEMS TECHNICIAN II, Pos. #P0004092, Technology Services, C.S.E.A. Classified Bargaining Unit Salary Schedule Range 136, Step 7, full-time, 40 hours per week, 12 months per year; to IT SYSTEMS SPECIALIST III, Pos. #P0004092, Technology Services, C.S.E.A. Classified Bargaining Unit Salary Schedule Range 140, Step 6, full-time, 40 hours per week, 12 months per year, effective July 1, 2020.
 - d. **REORGANIZE** NETWORK SYSTEMS TECHNICIAN II, Pos. #P0004061, Technology Services, C.S.E.A. Classified Bargaining Unit Salary Schedule Range 136, full-time, 40 hours per week, 12 months per year;
TO IT SYSTEMS SPECIALIST III, Pos. #P0004061, Technology Services, C.S.E.A. Classified Bargaining Unit Salary Schedule Range 140, full-time, 40 hours per week, 12 months per year position, effective July 1, 2020. This reorganization was approved by the Chancellor on May 4, 2020.
 - i. **REORGANIZE** NICK KOROTENKO, ID #006755, from NETWORK SYSTEMS TECHNICIAN II, Pos. #P0004061, Technology Services, C.S.E.A. Classified Bargaining Unit Salary Schedule Range 136, Step 7, full-time, 40 hours per week, 12 months per year; to IT SYSTEMS SPECIALIST III, Pos. #P0004061, Technology Services, C.S.E.A. Classified Bargaining Unit Salary Schedule Range 140, Step 6, full-time, 40 hours per week, 12 months per year, effective July 1, 2020.

B. REORGANIZATION/RECLASSIFICATION – Continued

2. SADDLEBACK COLLEGE seeks authorization to reorganize the following classified positions, within its organization as defined by Title 5 Education Code, Section 53021 (a), (b), and (c) Recruitment.
 - a. **REORGANIZE** COMPUTER/AUDIOVISUAL TECHNICIAN, Pos. #P0004466, Technology Services, C.S.E.A. Classified Bargaining Unit Salary Schedule Range 126, full-time, 40 hours per week, 12 months per year;
TO COMPUTER MULTIMEDIA TECHNICIAN, Pos. #P0004466, Technology Services, C.S.E.A. Classified Bargaining Unit Salary Schedule Range 128, full-time, 40 hours per week, 12 months per year position, effective July 1, 2020. This reorganization was approved by the Chancellor on May 4, 2020.
 - i. **REORGANIZE** DANA MANLEY, ID #001823, from COMPUTER/AUDIOVISUAL TECHNICIAN, Pos. #P0004466, Technology Services, C.S.E.A. Classified Bargaining Unit Salary Schedule Range 126, Step 7, full-time, 40 hours per week, 12 months per year; to COMPUTER MULTIMEDIA TECHNICIAN, Pos. #P0004466, Technology Services, C.S.E.A. Classified Bargaining Unit Salary Schedule Range 128, Step 7, full-time, 40 hours per week, 12 months per year, effective July 1, 2020.
 - b. **REORGANIZE** COMPUTER/AUDIOVISUAL TECHNICIAN, Pos. #P0004465, Technology Services, C.S.E.A. Classified Bargaining Unit Salary Schedule Range 126, part-time, 25 hours per week, 12 months per year;
TO COMPUTER MULTIMEDIA TECHNICIAN, Pos. #P0004465, Technology Services, C.S.E.A. Classified Bargaining Unit Salary Schedule Range 128, part-time, 25 hours per week, 12 months per year position, effective July 1, 2020. This reorganization was approved by the Chancellor on May 4, 2020.
 - i. **REORGANIZE** ALBERTO ARAIZA, ID #020974, from COMPUTER/AUDIOVISUAL TECHNICIAN, Pos. #P0004465, Technology Services, C.S.E.A. Classified Bargaining Unit Salary Schedule Range 126, Step 3, part-time, 25 hours per week, 12 months per year; to COMPUTER MULTIMEDIA TECHNICIAN, Pos. #P0004465, Technology Services, C.S.E.A. Classified Bargaining Unit Salary Schedule Range 128, Step 4, part-time, 25 hours per week, 12 months per year, effective July 1, 2020.

B. REORGANIZATION/RECLASSIFICATION – Continued

2. SADDLEBACK COLLEGE seeks authorization to reorganize the following classified positions, within its organization as defined by Title 5 Education Code, Section 53021 (a), (b), and (c) Recruitment.
 - c. **REORGANIZE** LABORATORY ASSISTANT, Pos. #P0004771, Division of Math, Science and Engineering, C.S.E.A. Classified Bargaining Unit Salary Schedule Range 116, part-time, 20 hours per week, 12 months per year;
TO LABORATORY TECHNICIAN, ASTRONOMY, Pos. #P0004771, Division of Math, Science and Engineering, C.S.E.A. Classified Bargaining Unit Salary Schedule Range 122, part-time, 20 hours per week, 12 months per year position, effective July 1, 2020. This reorganization was approved by the Chancellor on May 26, 2020.
 - i. **REORGANIZE** JASON SMITH, ID #001804, from LABORATORY ASSISTANT, Pos. #P0004771, Division of Math, Science and Engineering, C.S.E.A. Classified Bargaining Unit Salary Schedule Range 116, Step 4, part-time, 20 hours per week, 12 months per year; to LABORATORY TECHNICIAN, ASTRONOMY, Pos. #P0004771, Division of Math, Science and Engineering, C.S.E.A. Classified Bargaining Unit Salary Schedule Range 122, Step 2, part-time, 20 hours per week, 12 months per year, effective July 1, 2020.
 - d. **REORGANIZE** TICKET OFFICE OPERATIONS MANAGER, Pos. #P0003399, Division of Fine Arts, C.S.E.A. Classified Bargaining Unit Salary Schedule Range 122, full-time, 40 hours per week, 12 months per year;
TO PERFORMING ARTS OPERATIONS SPECIALIST, Pos. #P0003399, Division of Fine Arts, C.S.E.A. Classified Bargaining Unit Salary Schedule Range 129, full-time, 40 hours per week, 12 months per year position, effective July 1, 2020. This reorganization was approved by the Chancellor on May 26, 2020.
 - i. **REORGANIZE** ELLIOT KLINGE, ID #018013, from TICKET OFFICE OPERATIONS MANAGER, Pos. #P0003399, Division of Fine Arts, C.S.E.A. Classified Bargaining Unit Salary Schedule Range 122, Step 7, full-time, 40 hours per week, 12 months per year; to PERFORMING ARTS OPERATIONS SPECIALIST, Pos. #P0003399, Division of Fine Arts, C.S.E.A. Classified Bargaining Unit Salary Schedule Range 129, Step 5, full-time, 40 hours per week, 12 months per year, effective July 1, 2020.

B. REORGANIZATION/RECLASSIFICATION – Continued

3. DISTRICT SERVICES seeks authorization to reorganize the following classified position, within its organization as defined by Title 5 Education Code, Section 53021 (a), (b), and (c) Recruitment.
 - a. **REORGANIZE** NETWORK SYSTEMS TECHNICIAN II, Pos. #P0004097, Technology Learning Services, C.S.E.A. Classified Bargaining Unit Salary Schedule Range 136, full-time, 40 hours per week, 12 months per year;
TO SYSTEMS AND STORAGE ADMINISTRATOR, Pos. #P0004097, Technology Learning Services, C.S.E.A. Classified Bargaining Unit Salary Schedule Range 140, full-time, 40 hours per week, 12 months per year position, effective July 1, 2020. This reorganization was approved by the Chancellor on May 4, 2020.
 - i. **REORGANIZE** RON LEMMON, ID #016731, from NETWORK SYSTEMS TECHNICIAN II, Pos. #P0004097, Technology Learning Services, C.S.E.A. Classified Bargaining Unit Salary Schedule Range 136, Step 7, full-time, 40 hours per week, 12 months per year; to SYSTEMS AND STORAGE ADMINISTRATOR, Pos. #P0004097, Technology Learning Services, C.S.E.A. Classified Bargaining Unit Salary Schedule Range 140, Step 6, full-time, 40 hours per week, 12 months per year, effective July 1, 2020.
4. IRVINE VALLEY COLLEGE seeks authorization to change the following classified positions, within its organization as defined by Title 5 Education Code, Section 53021 (a), (b), and (c) Recruitment.
 - a. **CHANGE POSITION TITLE FROM** NETWORK SYSTEMS TECHNICIAN I, Pos. #P0004357, Technology Services, C.S.E.A. Classified Bargaining Unit Salary Schedule Range 132, full-time, 40 hours per week, 12 months per year;
TO IT SYSTEMS SPECIALIST I, Pos. #P0004357, Technology Services, C.S.E.A. Classified Bargaining Unit Salary Schedule Range 132, full-time, 40 hours per week, 12 months per year position, effective July 1, 2020. This change was approved by the Chancellor on May 4, 2020. (Pos. #P0004357, is appointed to Jose Mendoza, ID #017536)
 - b. **CHANGE POSITION TITLE FROM** NETWORK SYSTEMS TECHNICIAN III, Pos. #P0004057, Technology Services, C.S.E.A. Classified Bargaining Unit Salary Schedule Range 140, full-time, 40 hours per week, 12 months per year;
TO IT SYSTEMS SPECIALIST III, Pos. #P0004057, Technology Services, C.S.E.A. Classified Bargaining Unit Salary Schedule Range 140, full-time, 40 hours per week, 12 months per year position, effective July 1, 2020. This change was approved by the Chancellor on May 4, 2020. (Pos. #P0004057, is appointed to Daniel Pham, ID #007652)

B. REORGANIZATION/RECLASSIFICATION – Continued

5. SADDLEBACK COLLEGE seeks authorization to change the following classified positions, within its organization as defined by Title 5 Education Code, Section 53021 (a), (b), and (c) Recruitment.
- a. **CHANGE POSITION TITLE FROM NETWORK SYSTEMS TECHNICIAN I**, Pos. #P0008126, Technology Services, C.S.E.A. Classified Bargaining Unit Salary Schedule Range 132, full-time, 40 hours per week, 12 months per year;
TO IT SYSTEMS SPECIALIST I, Pos. #P0008126, Technology Services, C.S.E.A. Classified Bargaining Unit Salary Schedule Range 132, full-time, 40 hours per week, 12 months per year position, effective July 1, 2020. This change was approved by the Chancellor on May 4, 2020. (Pos. #P0008126, is appointed to Kevin Hatashita, ID #022084)
 - b. **CHANGE POSITION TITLE FROM NETWORK SYSTEMS TECHNICIAN I**, Pos. #P0012735, Technology Services, C.S.E.A. Classified Bargaining Unit Salary Schedule Range 132, full-time, 40 hours per week, 12 months per year;
TO IT SYSTEMS SPECIALIST I, Pos. #P0012735, Technology Services, C.S.E.A. Classified Bargaining Unit Salary Schedule Range 132, full-time, 40 hours per week, 12 months per year position, effective July 1, 2020. This change was approved by the Chancellor on May 4, 2020. (Pos. #P0012735, is appointed to Nhe Sam, ID #023821)
 - c. **CHANGE POSITION TITLE FROM NETWORK SYSTEMS TECHNICIAN I**, Pos. #P0004070, Technology Services, C.S.E.A. Classified Bargaining Unit Salary Schedule Range 132, full-time, 40 hours per week, 12 months per year;
TO IT SYSTEMS SPECIALIST I, Pos. #P0004070, Technology Services, C.S.E.A. Classified Bargaining Unit Salary Schedule Range 132, full-time, 40 hours per week, 12 months per year position, effective July 1, 2020. This change was approved by the Chancellor on May 4, 2020. (Pos. #P0004070, is appointed to Matthew Lamason, ID #023911)
 - d. **CHANGE POSITION TITLE FROM NETWORK SYSTEMS TECHNICIAN I**, Pos. #P0004083, Technology Services, C.S.E.A. Classified Bargaining Unit Salary Schedule Range 132, part-time, 29 hours per week, 12 months per year;
TO IT SYSTEMS SPECIALIST I, Pos. #P0004083, Technology Services, C.S.E.A. Classified Bargaining Unit Salary Schedule Range 132, part-time, 29 hours per week, 12 months per year position, effective July 1, 2020. This change was approved by the Chancellor on May 4, 2020. (Pos. #P0004083, is vacant)
 - e. **CHANGE POSITION TITLE FROM NETWORK SYSTEMS TECHNICIAN II**, Pos. #P0005162, Technology Services, C.S.E.A. Classified Bargaining Unit Salary Schedule Range 136, full-time, 40 hours per week, 12 months per year;
TO IT SYSTEMS SPECIALIST II, Pos. #P0005162, Technology Services, C.S.E.A. Classified Bargaining Unit Salary Schedule Range 136, full-time, 40 hours per week, 12 months per year position, effective July 1, 2020. This change was approved by the Chancellor on May 4, 2020. (Pos. #P0005162, is appointed to Jeffrey Fontenot, ID #021462)

B. REORGANIZATION/RECLASSIFICATION – Continued

5. SADDLEBACK COLLEGE seeks authorization to change the following classified positions, within its organization as defined by Title 5 Education Code, Section 53021 (a), (b), and (c) Recruitment.
 - f. **CHANGE POSITION TITLE FROM NETWORK SYSTEMS TECHNICIAN II**, Pos. #P0004059, Technology Services, C.S.E.A. Classified Bargaining Unit Salary Schedule Range 136, full-time, 40 hours per week, 12 months per year;
TO IT SYSTEMS SPECIALIST II, Pos. #P0004059, Technology Services, C.S.E.A. Classified Bargaining Unit Salary Schedule Range 136, full-time, 40 hours per week, 12 months per year position, effective July 1, 2020. This change was approved by the Chancellor on May 4, 2020. (Pos. #P0004059, is vacant)
 - g. **CHANGE POSITION TITLE FROM NETWORK SYSTEMS TECHNICIAN II**, Pos. #P0004102, Technology Services, C.S.E.A. Classified Bargaining Unit Salary Schedule Range 136, full-time, 40 hours per week, 12 months per year;
TO IT SYSTEMS SPECIALIST II, Pos. #P0004102, Technology Services, C.S.E.A. Classified Bargaining Unit Salary Schedule Range 136, full-time, 40 hours per week, 12 months per year position, effective July 1, 2020. This change was approved by the Chancellor on May 4, 2020. (Pos. #P0004102, is appointed to Agustin Espinoza, ID #002047)
 - h. **CHANGE POSITION TITLE FROM NETWORK SYSTEMS TECHNICIAN III**, Pos. #P0004103, Technology Services, C.S.E.A. Classified Bargaining Unit Salary Schedule Range 140, full-time, 40 hours per week, 12 months per year;
TO IT SYSTEMS SPECIALIST III, Pos. #P0004103, Technology Services, C.S.E.A. Classified Bargaining Unit Salary Schedule Range 140, full-time, 40 hours per week, 12 months per year position, effective July 1, 2020. This change was approved by the Chancellor on May 4, 2020. (Pos. #P0004103, is appointed to Jeffrey Tillotson, ID #019912)
 - i. **CHANGE POSITION TITLE FROM NETWORK SYSTEMS TECHNICIAN III**, Pos. #P0004683, Technology Services, C.S.E.A. Classified Bargaining Unit Salary Schedule Range 140, full-time, 40 hours per week, 12 months per year;
TO IT SYSTEMS SPECIALIST III, Pos. #P0004683, Technology Services, C.S.E.A. Classified Bargaining Unit Salary Schedule Range 140, full-time, 40 hours per week, 12 months per year position, effective July 1, 2020. This change was approved by the Chancellor on May 4, 2020. (Pos. #P0004683, is appointed to Robert Ford, ID #010644)
 - j. **CHANGE POSITION TITLE FROM NETWORK SYSTEMS TECHNICIAN III**, Pos. #P0004090, Technology Services, C.S.E.A. Classified Bargaining Unit Salary Schedule Range 140, full-time, 40 hours per week, 12 months per year;
TO IT SYSTEMS SPECIALIST III, Pos. #P0004090, Technology Services, C.S.E.A. Classified Bargaining Unit Salary Schedule Range 140, full-time, 40 hours per week, 12 months per year position, effective July 1, 2020. This change was approved by the Chancellor on May 4, 2020. (Pos. #P0004090, is appointed to Melissa Klimowicz, ID #004886)

B. REORGANIZATION/RECLASSIFICATION – Continued

6. DISTRICT SERVICES seeks authorization to change the following classified position, within its organization as defined by Title 5 Education Code, Section 53021 (a), (b), and (c) Recruitment.
 - a. **CHANGE POSITION TITLE FROM NETWORK SYSTEMS TECHNICIAN III**, Pos. #P0004106, Technology Learning Services, C.S.E.A. Classified Bargaining Unit Salary Schedule Range 140, full-time, 40 hours per week, 12 months per year;
TO NETWORK AND COMMUNICATIONS SYSTEMS SPECIALIST, Pos. #P0004106, Technology Learning Services, C.S.E.A. Classified Bargaining Unit Salary Schedule Range 140, full-time, 40 hours per week, 12 months per year position, effective July 1, 2020. This change was approved by the Chancellor on May 4, 2020. (Pos. #P0004106, is appointed to James Lozano, ID #016315)
7. IRVINE VALLEY COLLEGE seeks authorization to change the reporting structure for the following position within its organization as defined by Title 5 Education Code, Section 53021 (a), (b), and (c) Recruitment, from reporting to the Director of Student Life and Equity, to begin reporting to the Manager of the Student Equity Program, Categorical, effective July 1, 2020.
 - a. Administrative Assistant, Categorical, Pos. #P0012510 (Appointed to Lisseth Murillo, ID #023451)
8. IRVINE VALLEY COLLEGE seeks authorization to change the reporting structure for the following positions within its organization as defined by Title 5 Education Code, Section 53021 (a), (b), and (c) Recruitment, from reporting to the Director of Promise, Recruitment, and Outreach Programs, Categorical, to begin reporting to the Director of Student Life and Equity, effective July 1, 2020.
 - a. Outreach Assistant, Categorical, Pos. #P0004937 (Vacant)
 - b. Outreach Specialist, Pos. #P0003140 (Appointed to Anne Akers, ID #010722)
 - c. Student Services Specialist, Categorical, Pos. #P0016672 (Appointed to Denice Perez, ID #016518)

C. RESIGNATION/RETIREMENT/CONCLUSION OF EMPLOYMENT

1. RESIGNATIONS

- a. FEINSTEIN, BRUCE, ID #020917, Research and Planning Analyst, Pos. #P0005656, Research, Planning and Accreditation, Irvine Valley College. Hired May 4, 2015, resignation effective June 16, 2020. (39 Month EC 88192, 88195)
- b. FRANCO, LIONEL, ID #016073, Copy Center Technician, Pos. #P0003772, Duplicating Services, Irvine Valley College. Hired January 28, 2008, resignation effective May 15, 2020.
- c. FRASER, KYLE, ID #019203, Police Services Specialist, Pos. #P0005113, Police Department, Irvine Valley College. Hired May 5, 2014, resignation effective June 4, 2020.
- d. ¹IMMEL, DEBORAH, ID #003865, Library Technician, Pos. #P0001358, Library Services, Saddleback College. Hired September 24, 1990, resignation effective April 9, 2020. (39 Month EC 88192, 88195)
- e. REDDING, JILL, ID #024912, Veterans Office Assistant, Pos. #P0004015, Student Payment and Veterans Offices, Saddleback College. Hired January 28, 2020, resignation effective May 8, 2020.

2. RETIREMENTS

- a. PHAM, TU, ID #014325, Network Systems Technician II, Pos. #P0004059, Technology Services, Saddleback College. Hired June 14, 2005, resignation effective June 5, 2020, retirement effective June 6, 2020, 14 years, 11 months' service.

¹ Listed on the May 22, 2020 Board agenda, (39 Month EC 88192, 88195) had been omitted

TO: Board of Trustees
FROM: Kathleen F. Burke, Chancellor
RE: SOCCCD: Non-Bargaining Unit 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 achieving the goals of the District while supporting and assisting students with respect to their educational goals.

RECOMMENDATION

The Chancellor recommends that the Board of Trustees ratify the non-bargaining unit personnel actions as shown in Exhibit A.

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
NON-BARGAINING UNIT PERSONNEL ACTIONS/RATIFICATIONS

A. NEW PERSONNEL APPOINTMENTS

1. 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>Hourly Rate (\$)</u>	<u>Start Date</u>
Alwood, Aimee	PAC Ops Mgr/IVC	24.49	07/01/20-06/30/21
Andrade, Dyami	Lab. Tech., Life/Phys Sci./IVC	24.49	07/01/20-06/30/21
Ayers, Wanda	Dispatcher/Records/IVC	22.73	07/01/20-06/30/21
Bertolino, Christopher	Lab. Tech./SC	24.49	07/01/20-06/30/21
Bustos, Clemente	Pe. Police Offic. Os./IVC	30.58	07/01/20-06/30/21
Carr, Megan	Admin. Asst./SC	23.89	07/01/20-06/30/21
Casaletta, Keirstenrichell	Office Asst./SC	19.60	07/01/20-06/30/21
Castro, Michelle	Prog. Asst. (Cat.)/SC	22.18	07/01/20-06/30/21
Castro, Michelle	Prog. Asst. (Cat.)/SC	22.18	04/20/20-06/30/20
Cekicer, Simten	Student Serv. Spec./IVC	26.27	07/01/20-06/30/21
Chavez, Vanessa	Student Serv. Spec./IVC	26.37	07/01/20-06/30/21
Dehmoobad, Atria	EOP Spec./SC	23.89	07/01/20-06/30/21
Dorman, Joshua	Research & Plan Anlyst/IVC	40.11	07/01/20-06/30/21
Eaton, Michelle	Sr. Admin. Asst./IVC	27.60	07/01/20-06/30/21
Florentino, Efren	Lab.. Tech./SC	24.49	07/01/20-06/30/21
Fraser, Shannen	Accounting Asst./IVC	22.18	07/01/20-06/30/21
Granados, Maritza	Counseling Off. Asst./SC	20.60	07/01/20-06/30/21
Hall, Brian	Police Officer/IVC	30.58	07/01/20-06/30/21
Issak, Yussuf	Campus Sec. Off./IVC	21.38	07/01/20-06/30/21
James, Bob	Police Officer/IVC	30.58	07/01/20-06/30/21
Moreno, Mariana	Lab. Assistant/SC	21.11	07/01/20-06/30/21
Nguyen, Nhi	Sr. Couns. Off. Asst./IVC	22.73	07/01/20-06/30/21
Palermo-Anderson, Julia	Counseling Off. Asst./SC	20.60	07/01/20-06/30/21
Pasqualetto, Matthew	Prog. Asst. (Cat.)/SC	22.18	07/01/20-06/30/21
Pozzo, Marisa	Prog. Asst. (Cat.)/SC	22.18	07/01/20-06/30/21
Prater, Laura	Comm. Ed. Prog. Spec./SC	27.70	07/01/20-06/30/21
Roman, Edward	Police Officer/IVC	30.58	07/01/20-06/30/21
Rosales, Jose	Custodian/IVC	19.60	07/01/20-06/30/21
Roy, Matthew	Lighting and Sound Designer/IVC	31.33	07/01/20-06/30/21
Sack, Tammy	Dispatcher/Records/IVC	22.73	07/01/20-06/30/21
Sendaba, Barbara	Student Health Off. Asst./SC	28.39	07/01/20-06/30/21
Shenkin, Michele	Library Tech./SC	26.37	07/01/20-06/30/21
Smith, Dane	Public Safety Asst./IVC	19.60	07/01/20-06/30/21
Turingan, Alana-Sara	Outreach Asst./SC	21.64	07/01/20-06/30/21
Villarreal, Val	Police Officer/SC	30.58	07/01/20-06/30/21
Webb, Zariah	PAC Ops Mgr/IVC	24.49	07/01/20-06/30/21

A. NEW PERSONNEL APPOINTMENTS - Continued

2. The following individuals are to be employed as **Short-Term (Temporary)** workers in the classifications noted below 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 Rate (\$)</u>	<u>Start/End Date</u>
Abrahams, Laurie	Coaching Aide/IVC	25.00	07/01/20-06/30/21
Acosta, Joaquin	Project Spec./SC	19.00	07/01/20-06/30/21
Adams, Taylor	Coaching Aide/SC	25.00	07/01/20-06/30/21
Aguilar, Erik	Project Spec./IVC	19.50	07/01/20-06/30/21
Ali, Dyly	TMD Aide/SC	14.00	07/01/20-06/30/21
Amin, Zihad	Project Spec./IVC	25.00	07/01/20-06/30/21
Arif, Daoud	Adapted Kines. Aide/SC	13.50	07/01/20-06/30/21
Barilea, Nelsa	Coaching Aide/SC	25.00	07/01/20-06/30/21
Barry, Ashley	CDC Aide/SC	16.50	07/01/20-06/30/21
Bautista, Juan	Project Spec./DS	21.00	07/01/20-06/30/21
Bell, Dylan	TMD Aide/IVC	13.50	07/01/20-06/30/21
Blakely, Bradford	Project Spec./SC	23.00	07/01/20-06/30/21
Bowen, Devon	Project Spec./SC	16.00	07/01/20-06/30/21
Boyer, Gary	TMD Aide/SC	14.00	07/01/20-06/30/21
Brown, Lucy	Project Spec./SC	18.00	07/01/20-06/30/21
Brown, Natasha	Project Spec./SC	13.50	07/01/20-06/30/21
Brown, Sue	Project Spec./SC	20.00	07/01/20-06/30/21
¹ Bui, Brian	Project Spec./IVC	25.00	07/01/20-06/30/21
Burnett, Larcyn	TMD Aide/SC	13.50	07/01/20-06/30/21
Caras, Amber	TMD Aide/SC	20.00	07/01/20-06/30/21
Carranco Rodriguez, Ana	Adapted Kines. Aide/SC	13.50	07/01/20-06/30/21
Castello, Nicholas	Coaching Aide/IVC	25.00	07/01/20-06/30/21
Chacon, Justine	Coaching Aide/SC	25.00	07/01/20-06/30/21
Chiu, Linda	Project Spec./SC	15.00	07/01/20-06/30/21
Conkey, Charles	Coaching Aide/SC	25.00	07/01/20-06/30/21
Cook, Kathleen	CDC Aide/SC	20.00	07/01/20-06/30/21
Cornaire, Natalie	Project Spec./SC	30.00	07/01/20-06/30/21
Cram, Mike	Coaching Aide/IVC	25.00	07/01/20-06/30/21
Cueva, Shantelle	TMD Aide/IVC	14.00	07/01/20-06/30/21
Danna, Carol	Project Spec./SC	20.00	07/01/20-06/30/21
Dargel, Isabele	Project Spec./SC	14.00	07/01/20-06/30/21
Dedicatoria, Armi	Project Spec./IVC	27.50	07/01/20-06/30/21
DeVone, Robert	Coaching Aide/IVC	25.00	07/01/20-06/30/21
Diaz, Roberto	Coaching Aide/SC	25.00	07/01/20-06/30/21
Dickson, Gee	Project Spec./SC	15.00	07/01/20-06/30/21
Dillon, Natasha	Coaching Aide/IVC	25.00	07/01/20-06/30/21
Dolan, Bonnie	TMD Aide/IVC	20.00	07/01/20-06/30/21
Duncan, Christine	Coaching Aide/IVC	25.00	07/01/20-06/30/21
Eiteneer, Natalia	Child Dev. Spec./SC	24.49	07/01/20-06/30/21

¹ Related to Brooke Bui, Dean of Liberal Arts, Office of Instruction, Irvine Valley College

A. NEW PERSONNEL APPOINTMENTS - Continued

2. The following individuals are to be employed as **Short-Term (Temporary)** workers in the classifications noted below 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 Rate (\$)</u>	<u>Start/End Date</u>
El-Tayeb, Yasmine	TMD Aide/SC	40.00	07/01/20-06/30/21
Evans, Matthew	Coaching Aide/SC	25.00	07/01/20-06/30/21
Fazl, Tahereh	Project Spec./SC	13.50	07/01/20-06/30/21
Fertal, Thomas	Campus Sec. Off.- ST/SC	16.00	07/01/20-06/30/21
Fessler, Victor	Adapted Kines. Aide/IVC	13.50	07/01/20-06/30/21
Filtz, Henry	Project Spec./SC	13.50	07/01/20-06/30/21
Florkey, Alexandra	TMD Aide/IVC	16.00	07/01/20-06/30/21
Franklin, Matthew	Project Spec./SC	15.00	07/01/20-06/30/21
Freeman, Jonah	Coaching Aide/SC	25.00	07/01/20-06/30/21
Fresenius, Lael	Coaching Aide/SC	25.00	07/01/20-06/30/21
Fulbright, Susan	CDC Aide/SC	18.00	07/01/20-06/30/21
Futrell-Hammond, Cynthia	Project Spec./SC	14.00	07/01/20-06/30/21
Gaona, Sandra	Project Spec./IVC	16.50	07/01/20-06/30/21
Gardner, Keith	TMD Aide/IVC	13.50	07/01/20-06/30/21
Garey, Sarah	Coaching Aide/IVC	25.00	07/01/20-06/30/21
Garnica, Kevin	Project Spec./SC	14.00	07/01/20-06/30/21
German, Jessica	Adapted Kines. Aide/SC	13.50	07/01/20-06/30/21
Gheibi, Bitu	Project Spec./DS	19.00	07/01/20-06/30/21
Gilardoni Schneider, Magdalena	CDC Aide/SC	15.50	07/01/20-06/30/21
Glasco, Seth	Coaching Aide/SC	25.00	07/01/20-06/30/21
Glascock, John-Paul	Coaching Aide/SC	25.00	07/01/20-06/30/21
Golab, Noosha	Project Spec./SC	15.00	07/01/20-06/30/21
Gomes, Antone	Coaching Aide/SC	25.00	07/01/20-06/30/21
Gomes, Jason	Coaching Aide/SC	25.00	07/01/20-06/30/21
Gore, Lisa	TMD Aide/IVC	20.00	07/01/20-06/30/21
Gregory, Matthew	TMD Aide/IVC	14.00	07/01/20-06/30/21
Gutierrez, Austin	Adapted Kines. Aide/SC	14.00	07/01/20-06/30/21
Gutierrez, Nathen	Adapted Kines. Aide/SC	15.00	07/01/20-06/30/21
Harper, Lucas	Project Spec./SC	19.00	07/01/20-06/30/21
Hatcher, Kalob	Coaching Aide/IVC	25.00	07/01/20-06/30/21
Heath, Matthew	TMD Aide/SC	20.00	07/01/20-06/30/21
Heil, Sarah	TMD Aide/IVC	13.50	07/01/20-06/30/21
Hilal, David	TMD Aide/IVC	20.00	07/01/20-06/30/21
Hillenbrand, Nicholas	TMD Aide/IVC	16.00	07/01/20-06/30/21
Himes, Keeley	Project Spec./SC	15.00	07/01/20-06/30/21
Holub, Hunter	Adapted Kines. Aide/SC	13.50	07/01/20-06/30/21
Hughes, Jacob	Adapted Kines. Aide/SC	13.50	07/01/20-06/30/21
² Jackson, Lucy	Project Spec./SC	20.00	07/01/20-06/30/21

² Related to Marc Jackson, Senior Lab Tech, Theatre Arts/Carpentry, Theatre Arts, Saddleback College

A. NEW PERSONNEL APPOINTMENTS - Continued

2. The following individuals are to be employed as **Short-Term (Temporary)** workers in the classifications noted below 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 Rate (\$)</u>	<u>Start/End Date</u>
Jimenez, Celeste	Project Spec./IVC	15.00	07/01/20-06/30/21
Johnson, Suzette	Project Spec./IVC	17.00	07/01/20-06/30/21
Jones, David	TMD Aide/SC	13.50	07/01/20-06/30/21
Jones, Rory	Coaching Aide/IVC	25.00	07/01/20-06/30/21
Jordan, Roderick	Coaching Aide/SC	25.00	07/01/20-06/30/21
Jordan, Roderick	Coaching Aide/SC	25.00	05/08/20-06/30/20
Juan, Allan	Project Spec./IVC	25.00	07/01/20-06/30/21
Juarez, Maria Amor	CDC Aide/SC	16.00	07/01/20-06/30/21
Kaplan, Jeffrey	Coaching Aide/IVC	25.00	07/01/20-06/30/21
Khoury, Brooklinn	Project Spec./SC	19.00	07/01/20-06/30/21
King, Katelyn	Project Spec./SC	32.50	07/01/20-06/30/21
Knopick, Eric	Adapted Kines. Aide/SC	13.50	07/01/20-06/30/21
Kondrath, Jessica	TMD Aide/IVC	20.00	07/01/20-06/30/21
Kraus, Kristian	Project Spec./SC	15.00	07/01/20-06/30/21
Kristol-Harper, Alona	TMD Aide/IVC	20.00	07/01/20-06/30/21
Lam, Geen	Adapted Kines. Aide/SC	13.50	07/01/20-06/30/21
Lancaster, Thomas	Coaching Aide/IVC	25.00	07/01/20-06/30/21
Lee, Eva	Coaching Aide/IVC	25.00	07/01/20-06/30/21
Lee, Kyle	Project Spec./DS	15.00	07/01/20-06/30/21
Lemoine, Jeffrey	TMD Aide/IVC	14.00	07/01/20-06/30/21
LeVander, Alison	Coaching Aide/SC	25.00	07/01/20-06/30/21
Levin, Neil	TMD Aide/SC	13.50	07/01/20-06/30/21
Lewis, Diane	TMD Aide/IVC	20.00	07/01/20-06/30/21
Lindahl, Glenda	Project Spec./SC	18.00	07/01/20-06/30/21
Lobell, Jason	TMD Aide/SC	40.00	07/01/20-06/30/21
Lopez, Marvin	Project Spec./SC	20.00	07/01/20-06/30/21
Lopez-Lopez, Adrian	Project Spec./IVC	17.00	07/01/20-06/30/21
Lozano, Arturo	Project Spec./SC	50.00	07/01/20-06/30/21
Lucas, Richard	TMD Aide/IVC	13.50	07/01/20-06/30/21
Lumboy, Cyril	Project Spec./SC	20.00	07/01/20-06/30/21
Luu, Minh	Project Spec./IVC	14.00	07/01/20-06/30/21
Lyles Reed, LaMaiyah	Project Spec./IVC	17.50	07/01/20-06/30/21
Macias, Luis	Project Spec./IVC	17.00	07/01/20-06/30/21
Mahon, Nicholas	Project Spec./IVC	25.00	07/01/20-06/30/21
Matt, Hannah	Coaching Aide/IVC	25.00	07/01/20-06/30/21
Maxon, Reece	Coaching Aide/SC	25.00	07/01/20-06/30/21
Mayville, Joseph	Adapted Kines. Aide/SC	13.50	07/01/20-06/30/21
McCarthy, Nanette	Project Spec./SC	23.00	07/01/20-06/30/21
McClain, Alexander	Adapted Kines. Aide/SC	13.50	07/01/20-06/30/21
McGee, Aaron	TMD Aide/SC	18.00	07/01/20-06/30/21
McGinley, Shaun	Coaching Aide/SC	25.00	07/01/20-06/30/21
Medina Santillan, Paola	Project Spec./SC	19.00	07/01/20-06/30/21

A. NEW PERSONNEL APPOINTMENTS - Continued

2. The following individuals are to be employed as **Short-Term (Temporary)** workers in the classifications noted below 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 Rate (\$)</u>	<u>Start/End Date</u>
Miller, Alex	TMD Aide/IVC	16.00	07/01/20-06/30/21
Miller, Chase	Adapted Kines. Aide/SC	14.00	07/01/20-06/30/21
Mitchell, Michael	Project Spec./SC	20.00	07/01/20-06/30/21
Mizusawa, Akiko	Project Spec./SC	14.00	07/01/20-06/30/21
Molina, Samantha	Coaching Aide/SC	25.00	07/01/20-06/30/21
Montecinos, Daniel	Coaching Aide/SC	25.00	07/01/20-06/30/21
Moughnieh, Talia	Project Spec./DS	15.00	07/01/20-06/30/21
Mulzet, Todd	Coaching Aide/SC	25.00	07/01/20-06/30/21
Mulzet, Todd	Coaching Aide/SC	25.00	04/29/20-06/30/20
Naiknavare, Abhijeet	TMD Aide/SC	13.50	07/01/20-06/30/21
Namiranian, Afsaneh	TMD Aide/IVC	16.00	07/01/20-06/30/21
Nava, Raquel	Project Spec./SC	30.00	07/01/20-06/30/21
Newberry, Daniel	Coaching Aide/SC	25.00	07/01/20-06/30/21
Niccole, Lana	Coaching Aide/IVC	25.00	07/01/20-06/30/21
Nieto, Diana	Project Spec./SC	25.00	07/01/20-06/30/21
Novoa, Dalia	Project Spec./IVC	16.50	07/01/20-06/30/21
Noyes, Martin	TMD Aide/IVC	20.00	07/01/20-06/30/21
Palacios, Christopher	Campus Sec. Off.- ST/SC	15.00	07/01/20-06/30/21
Palmer, Julian	Adapted Kines. Aide/SC	13.50	07/01/20-06/30/21
Panina, Rimma	Project Spec./SC	20.00	07/01/20-06/30/21
Parks, Jeremy	Project Spec./IVC	20.00	07/01/20-06/30/21
³ Parra, Cristina	Project Spec./SC	18.00	07/01/20-06/30/21
Parrilla, Edward	Adapted Kines. Aide/SC	13.50	07/01/20-06/30/21
Payne, Roxanna	TMD Aide/IVC	13.50	07/01/20-06/30/21
Perez, Christina	TMD Aide/IVC	20.00	07/01/20-06/30/21
Peyman, Nazila	TMD Aide/IVC	16.00	07/01/20-06/30/21
Picard, Amanda	TMD Aide/IVC	16.00	07/01/20-06/30/21
Porter, Christopher	Coaching Aide/IVC	25.00	07/01/20-06/30/21
Pulford, Anna	Campus Sec. Off.- ST/SC	15.00	07/01/20-06/30/21
Pulido, Yesenia	Coaching Aide/IVC	25.00	07/01/20-06/30/21
Rangel, Destinee	Project Spec./IVC	15.00	07/01/20-06/30/21
Richards, Ryan	Coaching Aide/SC	25.00	07/01/20-06/30/21
Richmond, Danielle	Project Spec./IVC	17.50	07/01/20-06/30/21
Roach, Dana	Coaching Aide/SC	25.00	07/01/20-06/30/21
Roman, Kaitlyn	Adapted Kines. Aide/SC	13.50	07/01/20-06/30/21
Rowe, Daniel	TMD Aide/SC	15.00	07/01/20-06/30/21
Salgado, Michael	TMD Aide/IVC	14.00	07/01/20-06/30/21
Sanchez, Ann Marie	Project Spec./IVC	17.00	07/01/20-06/30/21
Sanchez, Juliana	CDC Aide/SC	16.00	07/01/20-06/30/21

³ Related to Lori Parra, Extended Opportunity Program Specialist, Saddleback College, Jacqueline Parra, Admissions and Records Specialist I, Saddleback College, Michael Parra, Associate Faculty, Kinesiology and Athletics, Saddleback College

A. NEW PERSONNEL APPOINTMENTS - Continued

2. The following individuals are to be employed as **Short-Term (Temporary)** workers in the classifications noted below 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 Rate (\$)</u>	<u>Start/End Date</u>
Schanderl-Richardson, Alexis	Coaching Aide/SC	25.00	07/01/20-06/30/21
Schultheiss, Elyssa	Project Spec./SC	35.00	07/01/20-06/30/21
Sedor, Samantha	TMD Aide/SC	13.50	07/01/20-06/30/21
⁴ Sessler, Madison	Project Spec./SC	19.00	07/01/20-06/30/21
Shinn, Jennifer	Project Spec./IVC	15.00	07/01/20-06/30/21
Sierra, Adriana	TMD Aide/IVC	13.50	07/01/20-06/30/21
Signorelli, Keoni	TMD Aide/IVC	14.00	07/01/20-06/30/21
Sims, Malcolm	Coaching Aide/SC	25.00	07/01/20-06/30/21
Smith, Susan	Project Spec./SC	17.00	07/01/20-06/30/21
Stein, Abby	TMD Aide/IVC	13.50	07/01/20-06/30/21
Steward, Daniel	Coaching Aide/SC	25.00	07/01/20-06/30/21
Stoker, Brandon	Coaching Aide/SC	25.00	07/01/20-06/30/21
Suffel, Donavyn	Project Spec./SC	20.00	07/01/20-06/30/21
Suleiman, Sreen	Project Spec./SC	17.00	07/01/20-06/30/21
Susnjara, Anthony	Coaching Aide/IVC	25.00	07/01/20-06/30/21
Sussman, Diane	TMD Aide/SC	14.00	07/01/20-06/30/21
Swanson, Sheri	Project Spec./DS	25.00	07/01/20-06/30/21
Tapie, Alan	Coaching Aide/IVC	25.00	07/01/20-06/30/21
Torres, Brenda	Clerk/SC	13.50	07/01/20-06/30/21
Tran, Austin	Adapted Kines. Aide/IVC	13.50	07/01/20-06/30/21
Tran, Lillian	Project Spec./IVC	20.00	07/01/20-06/30/21
Trippe, William	Campus Sec. Off.- ST/SC	18.00	07/01/20-06/30/21
Tucker, Willard	Project Spec./SC	45.00	07/01/20-06/30/21
Tung, Helen	Coaching Aide/IVC	25.00	07/01/20-06/30/21
Valentine, Joseph	Project Spec./IVC	20.00	07/01/20-06/30/21
Van Vlear, Andrew	Project Spec./SC	45.00	07/01/20-06/30/21
Vaughn, Yvonne	Adapted Kines. Aide/SC	14.00	07/01/20-06/30/21
Vigo Janampa, Yesari	Project Spec./SC	19.00	07/01/20-06/30/21
Wallace, Cheryl	Project Spec./SC	14.00	07/01/20-06/30/21
Wang, Chun-Sheng	TMD Aide/IVC	20.00	07/01/20-06/30/21
Ward, Conor	Coaching Aide/IVC	25.00	07/01/20-06/30/21
Wells, Douglas	Adapted Kines. Aide/SC	16.50	07/01/20-06/30/21
Wells, Johann	Adapted Kines. Aide/SC	13.50	07/01/20-06/30/21
Whelan, Allyson	Project Spec./SC	21.00	07/01/20-06/30/21
Whitlow, Lloyd	TMD Aide/IVC	20.00	07/01/20-06/30/21
Whitson, Beau	Project Spec./IVC	17.00	07/01/20-06/30/21
Wilford, Scott	Coaching Aide/SC	25.00	07/01/20-06/30/21
Wright, Kirsten	CDC Aide/SC	16.00	07/01/20-06/30/21
Yancosky, Emily	Project Spec./SC	15.00	07/01/20-06/30/21

⁴ Related to Louis Sessler, Facilities, Maint/Energy Project Manager, Saddleback College

A. NEW PERSONNEL APPOINTMENTS - Continued

2. The following individuals are to be employed as **Short-Term (Temporary)** workers in the classifications noted below 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 Rate (\$)</u>	<u>Start/End Date</u>
Yurkovich, Jacob	TMD Aide/SC	13.50	07/01/20-06/30/21
Zaug, Kathleen	Child Dev. Spec./SC	24.49	07/01/20-06/30/21
Zowila, Radwa	Project Spec./SC	13.50	07/01/20-06/30/21

3. 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 **2020/2021** academic year.

<u>Name</u>	<u>Start/End Date</u>
Aguilar, Nathaniel	07/01/20-06/30/21
Avalos, Lindsay	07/01/20-06/30/21
Bannister, Mioko	07/01/20-06/30/21
Bentzen, Jean-Julian	07/01/20-06/30/21
Caro, Sofia	07/01/20-06/30/21
Castrejon, Grecia	07/01/20-06/30/21
Corniel, Hillary	07/01/20-06/30/21
Daher, Mohammad	07/01/20-06/30/21
Estakhrian, Sanam	07/01/20-06/30/21
Eyres, Chase	07/01/20-06/30/21
Fanaei, Amirhossein	07/01/20-06/30/21
Feke, Adam	07/01/20-06/30/21
Filippov, Ivan	07/01/20-06/30/21
Geiger, Nicholas	07/01/20-06/30/21
Gorlato, Sophia	07/01/20-06/30/21
Grams, Alexander	07/01/20-06/30/21
Jamshidi, Atria	07/01/20-06/30/21
Javanmardi, Fatemeh	07/01/20-06/30/21
Kamali, Kiana	07/01/20-06/30/21
Kefu, Sione	07/01/20-06/30/21
Khaleel, Huda	07/01/20-06/30/21
Kibic, Kyle	07/01/20-06/30/21
Laack, Jessica	07/01/20-06/30/21
Limon, Daniel	07/01/20-06/30/21
Lines, Simon	07/01/20-06/30/21
Lopez, Jenny	07/01/20-06/30/21
M Moattari, Mehrpad	07/01/20-06/30/21
Mallari, Nicholas	07/01/20-06/30/21
Manafi, Ethan	07/01/20-06/30/21
Marquez, Cynthia	07/01/20-06/30/21
Martinez, Valerie	07/01/20-06/30/21
Medukonduri, Nikhil	07/01/20-06/30/21
Mendez, Giovanni	07/01/20-06/30/21

A. NEW PERSONNEL APPOINTMENTS - Continued

3. 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 **2020/2021** academic year.

<u>Name</u>	<u>Start/End Date</u>
Mora Paredes, Andrea	07/01/20-06/30/21
Moradi, Sara	07/01/20-06/30/21
Nguyen, Catherine	07/01/20-06/30/21
Ohana, Noah	07/01/20-06/30/21
Oliva Herrera, Valia	07/01/20-06/30/21
Orellana, Marcos	07/01/20-06/30/21
Ortiz, Johanna	07/01/20-06/30/21
Osorio Hernandez, Javier	07/01/20-06/30/21
Pinchuk, Anatolii	07/01/20-06/30/21
Pizano-Pintor, Paulina	07/01/20-06/30/21
Ponce, Freddy	07/01/20-06/30/21
Porter, Cameron	07/01/20-06/30/21
Ramos, Desiree	07/01/20-06/30/21
Reinelt, Sara	07/01/20-06/30/21
Rennie, Ian	07/01/20-06/30/21
Reshad, Lila	07/01/20-06/30/21
Ross, Brianna	07/01/20-06/30/21
Saeidi, Peroshat	07/01/20-06/30/21
Salgado, Clever	07/01/20-06/30/21
Torres, Calen	07/01/20-06/30/21
Tran, David	07/01/20-06/30/21
Tu, Jeng-Rung	07/01/20-06/30/21
Wilhelm, Emma	07/01/20-06/30/21
Yang, Mo	07/01/20-06/30/21
Yau, Danielle	07/01/20-06/30/21

4. 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. 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>
Abolhosn, Nader	Clin. Skills Spec./SC	15.00	07/01/20-06/30/21
Adams, David	FKCE Trainer/SC	70.00	07/01/20-06/30/21
Adams, Shaun	Comm. Ed. Trainer/SC	15.00	07/01/20-06/30/21
Adney, Curtis	Comm. Ed. Trainer/SC	15.00	07/01/20-06/30/21
Afzal, Hammad	Tutor/IVC	13.50	07/01/20-06/30/21
Ahmedani, Mustafa	Tutor/IVC	14.00	07/01/20-06/30/21
Alattar, Nujoud	Tutor/IVC	16.00	07/01/20-06/30/21
Alcantara, Miguel	FKCE Co-Trainer/SC	70.00	07/01/20-06/30/21
Allen, Toni	Comm. Ed. Trainer/SC	40.00	07/01/20-06/30/21

A. NEW PERSONNEL APPOINTMENTS - Continued

4. 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. 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>
Almero, Ronald	Tutor/SC	14.50	07/01/20-06/30/21
Alsayed, Safy	Tutor/SC	17.00	07/01/20-06/30/21
Ambrosini, Linda	HSE Trainer/SC	50.00	07/01/20-06/30/21
Amirkhalili, Mohammad	Tutor/IVC	13.50	07/01/20-06/30/21
Anthony, Colin	Tutor/IVC	13.50	07/01/20-06/30/21
Arbogast, Taylor	Med. Prof./SC	35.00	07/01/20-06/30/21
Arnett, Isabella	Tutor/SC	13.50	07/01/20-06/30/21
Attia, Tamara	Tutor/SC	15.00	07/01/20-06/30/21
Avera, Stephanie	Comm. Ed. Trainer/SC	15.00	07/01/20-06/30/21
Ayala, Noah	Clin. Skills Spec./SC	15.00	07/01/20-06/30/21
Baghbaninogourani, Rounak	Tutor/IVC	13.50	07/01/20-06/30/21
Bahena, Eulalia	FKCE Monitor/SC	30.00	07/01/20-06/30/21
Baker, Yhonatan	Model/SC	25.00	07/01/20-06/30/21
Barham, Mary Jo	Comm. Ed. Trainer/SC	15.00	07/01/20-06/30/21
Barnes Pagel, Velda	Comm. Ed. Trainer/SC	30.00	07/01/20-06/30/21
Barreira, Kelly	Comm. Ed. Trainer/SC	15.00	07/01/20-06/30/21
Bazant, Rick	FKCE Trainer/SC	70.00	07/01/20-06/30/21
Bean, Jennifer	Clin. Skills Spec./SC	30.00	07/01/20-06/30/21
Bedolfe, Tamara	Tutor/SC	14.50	07/01/20-06/30/21
Beigi, Sofia	Tutor/IVC	13.50	07/01/20-06/30/21
Bermudez, Matthew	Clin. Skills Spec./SC	15.00	07/01/20-06/30/21
Best, Thomas	Tutor/IVC	16.00	07/01/20-06/30/21
Bhandari, Harleen	Tutor/SC	15.50	07/01/20-06/30/21
Bleidistel, Deanna	Comm. Ed. Trainer/SC	15.00	07/01/20-06/30/21
Boan, Zachary	Interpreter IV/IVC	30.00	07/01/20-06/30/21
Bogdan, Amber	Tutor/SC	13.50	07/01/20-06/30/21
Bonetti, Tanya	Comm. Ed. Trainer/SC	15.00	07/01/20-06/30/21
Bowen, Andrika	Comm. Ed. Trainer/SC	15.00	07/01/20-06/30/21
Broida, David	Comm. Ed. Trainer/SC	15.00	07/01/20-06/30/21
Brown, Mason	Comm. Ed. Trainer/SC	15.00	07/01/20-06/30/21
Brubaker, Kaitlin	Clin. Skills Spec./SC	15.00	07/01/20-06/30/21
Brull, John	Tutor/SC	13.50	07/01/20-06/30/21
Buckley, Kellie	Clin. Skills Spec./SC	30.00	07/01/20-06/30/21
Bui, Nu	Tutor/IVC	13.50	07/01/20-06/30/21
Burdiukova, Lidiia	Tutor/IVC	14.00	07/01/20-06/30/21
Burklund, Michael	Tutor/IVC	16.00	07/01/20-06/30/21
Camacho, Andre	Interpreter III/IVC	25.00	07/01/20-06/30/21
Cambria, Amber	Comm. Ed. Trainer/SC	15.00	07/01/20-06/30/21
Campbell, Brooke	Tutor/SC	15.00	07/01/20-06/30/21

A. NEW PERSONNEL APPOINTMENTS - Continued

4. 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. 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>
Cantarini, Taylor	Tutor/SC	13.50	07/01/20-06/30/21
Carlsen, Heather	Comm. Ed. Trainer/SC	15.00	07/01/20-06/30/21
Carson, Thomas	Tutor/SC	13.50	07/01/20-06/30/21
Carter, Sheila	Tutor/IVC	16.00	07/01/20-06/30/21
Casimiro, Kenneth	Tutor/SC	13.50	07/01/20-06/30/21
Cervantes, Rosalba	FKCE Co-Trainer/SC	40.00	07/01/20-06/30/21
Chabok, Milad	Tutor/SC	14.00	07/01/20-06/30/21
Chang, Selene	Tutor/IVC	14.00	07/01/20-06/30/21
Chen, Victor	Tutor/SC	14.50	07/01/20-06/30/21
Chen, Winson	Tutor/IVC	14.00	07/01/20-06/30/21
Chen, Yuen	Tutor/IVC	13.50	07/01/20-06/30/21
Chu, Erica	Tutor/IVC	14.00	07/01/20-06/30/21
Churchill, Spencer	Tutor/IVC	14.00	07/01/20-06/30/21
Cintora, Mireya	Tutor/SC	14.50	07/01/20-06/30/21
Clarke, Amy	Comm. Ed. Trainer/SC	15.00	07/01/20-06/30/21
Cole, John	Model/SC	25.00	07/01/20-06/30/21
Concialdi, Steve	Clin. Skills Spec./SC	40.00	07/01/20-06/30/21
Conover, Nancy	Comm. Ed. Trainer/SC	15.00	07/01/20-06/30/21
Cooper, Stacy	Interpreter IV/SC	30.00	07/01/20-06/30/21
Cox, Kelly	Comm. Ed. Trainer/SC	15.00	07/01/20-06/30/21
Cozzens, Brendon	Tutor/SC	13.50	07/01/20-06/30/21
Crary, Brenda	FKCE Trainer/SC	70.00	07/01/20-06/30/21
Crowl, Emily	Tutor/IVC	14.00	07/01/20-06/30/21
Cunningham, David	Clin. Skills Spec./SC	40.00	07/01/20-06/30/21
Cusick, Jeffrey	Clin. Skills Spec./SC	40.00	07/01/20-06/30/21
Dade, Alexander	Tutor/SC	14.00	07/01/20-06/30/21
D'Aleo, Nancy	Comm. Ed. Trainer/SC	30.00	07/01/20-06/30/21
Daly, Debbie	Clin. Skills Spec./SC	30.00	07/01/20-06/30/21
Dao, Angela	Tutor/IVC	14.00	07/01/20-06/30/21
Darian, Josh	Tutor/IVC	13.50	07/01/20-06/30/21
Davis, Aaron	Clin. Skills Spec./SC	40.00	07/01/20-06/30/21
Davis, Nicole	Comm. Ed. Trainer/SC	20.00	07/01/20-06/30/21
Davis, Sarah	Tutor/IVC	16.00	07/01/20-06/30/21
Davison, Lynnsey	Tutor/IVC	13.50	07/01/20-06/30/21
De Simone, Debra	Med. Prof./IVC	45.00	07/01/20-06/30/21
Deason, Ryan	Clin. Skills Spec./SC	40.00	07/01/20-06/30/21
Deats, Lauren	Med. Prof./IVC	50.00	07/01/20-06/30/21
Delosreyes, Alexander	Tutor/SC	13.50	07/01/20-06/30/21
Dempsey, Maureen	Med. Prof./SC	35.00	07/01/20-06/30/21

A. NEW PERSONNEL APPOINTMENTS - Continued

4. 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. 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>
Deutsch, Garrett	Clin. Skills Spec./SC	15.00	07/01/20-06/30/21
Di Ventra, Matteo	Comm. Ed. Trainer/SC	30.00	07/01/20-06/30/21
⁵ Diamond, Mitchell	Clin. Skills Spec./SC	15.00	07/01/20-06/30/21
⁶ Diamond, Nicholas	Clin. Skills Spec./SC	40.00	07/01/20-06/30/21
Diaz, Roberto	Comm. Ed. Trainer/SC	15.00	07/01/20-06/30/21
Diaz-Nunez, Maria	FKCE Trainer/SC	70.00	07/01/20-06/30/21
Doering, Katie	Med. Prof./SC	70.00	07/01/20-06/30/21
Donahue, Carol	Comm. Ed. Trainer/SC	20.00	07/01/20-06/30/21
Donnelly, Cole	Tutor/SC	14.00	07/01/20-06/30/21
Dormaier, Ruth	Model/SC	25.00	07/01/20-06/30/21
Dossey, Eddie	Clin. Skills Spec./SC	40.00	07/01/20-06/30/21
Douglas, Ian	Tutor/SC	15.00	07/01/20-06/30/21
Downing, Kimberly	Comm. Ed. Trainer/SC	15.00	07/01/20-06/30/21
East, Noah	Tutor/SC	14.00	07/01/20-06/30/21
Eckhart, Sherry	Model/IVC	25.00	07/01/20-06/30/21
Eisakhani, Mahdiah	Tutor/IVC	14.00	07/01/20-06/30/21
Elliott, Christopher	Comm. Ed. Trainer/SC	15.00	07/01/20-06/30/21
Ellwa, Marwa	Tutor/IVC	17.00	07/01/20-06/30/21
Elseroad, Arleen	Admin. Prof. Expert/IVC	75.00	07/01/20-06/30/21
Esmailpour, Isuda	Tutor/IVC	14.00	07/01/20-06/30/21
Evans, Brandon	Tutor/SC	13.50	07/01/20-06/30/21
Everly, Gina	FKCE Monitor/SC	30.00	07/01/20-06/30/21
Fakhreddine, Fatema	Tutor/IVC	16.00	07/01/20-06/30/21
Farahbod, Nahid	Tutor/SC	17.00	07/01/20-06/30/21
Farina, Madelyn	Clin. Skills Spec./SC	15.00	07/01/20-06/30/21
Farinella, Ralph	Med. Prof./SC	70.00	07/01/20-06/30/21
Feng, Emily	Tutor/IVC	13.50	07/01/20-06/30/21
Fierros, Eladio	Tutor/IVC	14.00	07/01/20-06/30/21
Foster, Charles	Tutor/SC	14.00	07/01/20-06/30/21
Franklin, Michael	Tutor/IVC	14.00	07/01/20-06/30/21
Frei, Julia	Comm. Ed. Trainer/SC	40.00	07/01/20-06/30/21
Fusco, Michael	Tutor/SC	15.00	07/01/20-06/30/21
Gable, Ronald	Comm. Ed. Trainer/IVC	13.50	07/01/20-06/30/21
Galbraith, Mark	Med. Prof./SC	100.00	07/01/20-06/30/21
Gallardo, Micah	Clin. Skills Spec./SC	15.00	07/01/20-06/30/21
Gamboa, Cesar ⁷	Tutor/IVC	16.00	07/01/20-06/30/21

⁵ Related to Nicholas Diamond, Clinical Skills Specialist, Saddleback College

⁶ Related to Mitchell Diamond, Clinical Skills Specialist, Saddleback College

⁷ Related to Tiffani Gamboa, Associate Faculty, Guidance and Counseling, Irvine Valley College

A. NEW PERSONNEL APPOINTMENTS - Continued

4. 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. 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>
Garber, Logan	Clin. Skills Spec./SC	40.00	07/01/20-06/30/21
Garcia, Bryan	Clin. Skills Spec./SC	40.00	07/01/20-06/30/21
Garcia, Maria	FKCE Co-Trainer/SC	40.00	07/01/20-06/30/21
Gattis, Marissa	Comm. Ed. Trainer/SC	40.00	07/01/20-06/30/21
Gavin, Anthony	Tutor/SC	14.00	07/01/20-06/30/21
Gavino, Michael	Tutor/IVC	14.00	07/01/20-06/30/21
Ghaly, James	Tutor/SC	13.50	07/01/20-06/30/21
Ghofrani, Natasha	Tutor/SC	14.00	07/01/20-06/30/21
Gialamas, Gus	Med. Prof./SC	100.00	07/01/20-06/30/21
Gibson, Darren	Comm. Ed. Trainer/SC	40.00	07/01/20-06/30/21
Godinez, Eduardo	Tutor/IVC	13.50	07/01/20-06/30/21
Godinez, Michele	Comm. Ed. Trainer/SC	15.00	07/01/20-06/30/21
Goffin, Charles	Comm. Ed. Trainer/SC	15.00	07/01/20-06/30/21
Gonzalez, Amanda	Model/SC	25.00	07/01/20-06/30/21
Goodman, Rich	HS Drug Court Liaison/SC	50.00	07/01/20-06/30/21
Gore, Carsen	Tutor/SC	14.00	07/01/20-06/30/21
Gorman, Ron	Comm. Ed. Trainer/SC	15.00	07/01/20-06/30/21
Gray, Carrie	Comm. Ed. Trainer/SC	15.00	07/01/20-06/30/21
Greenspan, Frances	Comm. Ed. Trainer/SC	15.00	07/01/20-06/30/21
Grimes, Nicholas	Clin. Skills Spec./SC	15.00	07/01/20-06/30/21
Grossman, Marc	Clin. Skills Spec./SC	15.00	07/01/20-06/30/21
Grudynski, Christy	Comm. Ed. Trainer/SC	15.00	07/01/20-06/30/21
Gucker, Jeffrey	Clin. Skills Spec./SC	40.00	07/01/20-06/30/21
Hadfield, Pam	Comm. Ed. Trainer/SC	15.00	07/01/20-06/30/21
Hadiabodolhamid, Negin	Tutor/IVC	14.00	07/01/20-06/30/21
Haerianardakani, Sepehr	Tutor/SC	15.00	07/01/20-06/30/21
Haig, Corinne	Comm. Ed. Trainer/SC	15.00	07/01/20-06/30/21
Halbert, Jill	Comm. Ed. Trainer/SC	15.00	07/01/20-06/30/21
Hale, Michael	Comm. Ed. Trainer/SC	15.00	07/01/20-06/30/21
Hall-Patterson, Kris	Comm. Ed. Trainer/IVC	13.50	07/01/20-06/30/21
Hamouda, Sama	Tutor/IVC	14.00	07/01/20-06/30/21
Hannon, Karen	Interpreter IV/SC	42.00	07/01/20-06/30/21
Hansen, John	Clin. Skills Spec./SC	15.00	07/01/20-06/30/21
Hansen, Julie	Comm. Ed. Trainer/SC	15.00	07/01/20-06/30/21
Hariri, Kimia	Tutor/IVC	15.00	07/01/20-06/30/21
Harrell, Lowden	Comm. Ed. Trainer/SC	15.00	07/01/20-06/30/21
Hayes, Megan	Comm. Ed. Trainer/SC	40.00	07/01/20-06/30/21
Hays, Kenneth	Tutor/IVC	16.00	07/01/20-06/30/21
Heath, Matthew	Comm. Ed. Trainer/SC	15.00	07/01/20-06/30/21
Heisley-Shellaby, Reed	Model/SC	25.00	07/01/20-06/30/21

A. NEW PERSONNEL APPOINTMENTS - Continued

4. 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. 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>
Hill, Douglas	Comm. Ed. Trainer/SC	40.00	07/01/20-06/30/21
Hilton, Jacqueline	Tutor/SC	14.50	07/01/20-06/30/21
Hitch, Nathan	Tutor/SC	13.50	07/01/20-06/30/21
⁸ Ho, Pin Ju	Tutor/IVC	14.00	07/01/20-06/30/21
⁹ Ho, Pin-Shiuan	Tutor/IVC	14.00	07/01/20-06/30/21
Hong, Jaejeun	Tutor/IVC	13.50	07/01/20-06/30/21
Hosseiny, Habib	Tutor/SC	15.50	07/01/20-06/30/21
Hudock, Stephanie	HSE Trainer/SC	50.00	07/01/20-06/30/21
Huerta, Christopher	Clin. Skills Spec./SC	40.00	07/01/20-06/30/21
Hutchinson Cervantes, Maria	FKCE Trainer/SC	70.00	07/01/20-06/30/21
Hutchinson, Debbie	Med. Prof./IVC	70.00	07/01/20-06/30/21
Ibarra, Maria	FKCE Monitor/SC	30.00	07/01/20-06/30/21
Ismail, Zareen	Tutor/SC	13.50	07/01/20-06/30/21
Iverson, Brandye	Comm. Ed. Trainer/SC	15.00	07/01/20-06/30/21
Jackson, Colby	Clin. Skills Spec./SC	40.00	07/01/20-06/30/21
Jafarian Jegheh, Negar	Tutor/SC	14.00	07/01/20-06/30/21
Jamasebnejad, Niloofar	Tutor/IVC	14.00	07/01/20-06/30/21
Jandali, Zackaria	Tutor/SC	13.50	07/01/20-06/30/21
Janes, Kayla	Comm. Ed. Trainer/SC	30.00	07/01/20-06/30/21
Jaques, Sarah	Comm. Ed. Trainer/SC	15.00	07/01/20-06/30/21
Jeong, Hyesung	Tutor/IVC	16.00	07/01/20-06/30/21
Jimenez, Richard	Comm. Ed. Trainer/SC	20.00	07/01/20-06/30/21
Johnson, Caleb	Clin. Skills Spec./SC	40.00	07/01/20-06/30/21
Johnson, Jennifer	Interpreter IV (SC)/SC	30.00	07/01/20-06/30/21
Johnson, Lindy	FKCE Trainer/SC	70.00	07/01/20-06/30/21
Johnson, Madisyn	Tutor/SC	13.50	07/01/20-06/30/21
Johnson, Robert	Comm. Ed. Trainer/SC	15.00	07/01/20-06/30/21
Juma, Frank	Tutor/IVC	14.00	07/01/20-06/30/21
Kadik, Anna	Tutor/SC	17.00	07/01/20-06/30/21
Kaghazchi, Azita	Tutor/IVC	14.00	07/01/20-06/30/21
Kandel, Marlene	Captionist/SC	42.00	07/01/20-06/30/21
Karimi Hashjin, Keivan	Tutor/IVC	13.50	07/01/20-06/30/21
Karimi Tararani, Maryam	Tutor/SC	15.00	07/01/20-06/30/21
Karir, Geeta	FKCE Trainer/SC	70.00	07/01/20-06/30/21
Karpaty, Rebecca	Tutor/SC	17.00	07/01/20-06/30/21
Kelly, Meagan	Interpreter IV/SC	30.00	07/01/20-06/30/21

⁸ Related to Ho, Pin-Shiuan, Tutor, Irvine Valley College

⁹ Related to Ho, Pin Ju, Tutor, Irvine Valley College

A. NEW PERSONNEL APPOINTMENTS - Continued

4. 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. 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>
Kennedy, Joseph	Clin. Skills Spec./SC	40.00	07/01/20-06/30/21
Khosravi, Mohammad	Tutor/IVC	14.00	07/01/20-06/30/21
Kibildis, Victoria	Comm. Ed. Trainer/SC	15.00	07/01/20-06/30/21
Kibria, Samiha	Tutor/IVC	13.50	07/01/20-06/30/21
Kim, Erin	FKCE Co-Trainer/SC	40.00	07/01/20-06/30/21
Kim, Erin	FKCE Trainer/SC	70.00	07/01/20-06/30/21
Kimm, Edward	Tutor/IVC	13.50	07/01/20-06/30/21
Kinsella, Jessica	Comm. Ed. Trainer/SC	37.50	07/01/20-06/30/21
Koernicke, Daniela	Tutor/IVC	14.00	07/01/20-06/30/21
Koh, Katie	Clin. Skills Spec./SC	15.00	07/01/20-06/30/21
Kostapapas, Joanna	Captionist/SC	42.00	07/01/20-06/30/21
Kreutel, Tyler	Comm. Ed. Trainer/SC	30.00	07/01/20-06/30/21
Krusemark, LeeAnne	Comm. Ed. Trainer/IVC	13.50	07/01/20-06/30/21
Kusto, Stephanie	Tutor/SC	14.00	07/01/20-06/30/21
Lampe, Jacob	Med. Prof./IVC	45.00	07/01/20-06/30/21
Lance, Douglas	Tutor/SC	13.50	07/01/20-06/30/21
Landaas, Stephen	Tutor/SC	13.50	07/01/20-06/30/21
Le, Isabelle	Tutor/IVC	13.50	07/01/20-06/30/21
Le, Renee	Tutor/SC	13.50	07/01/20-06/30/21
Le, Ryan	Tutor/SC	13.50	07/01/20-06/30/21
Ledezma, Milton	HSE Trainer/SC	50.00	07/01/20-06/30/21
Lightner, Elizabeth	Comm. Ed. Trainer/SC	15.00	07/01/20-06/30/21
Lillja, Christine	Med. Prof./SC	55.00	07/01/20-06/30/21
Little, Laura	Comm. Ed. Trainer/SC	15.00	07/01/20-06/30/21
Lockhart, Brittany	Tutor/SC	14.00	07/01/20-06/30/21
Lopez, Alexis	Comm. Ed. Trainer/SC	30.00	07/01/20-06/30/21
Lopez, Chris	Tutor/SC	14.00	07/01/20-06/30/21
Luan, Zhuo	Tutor/IVC	14.00	07/01/20-06/30/21
Lucas, Yujin	Tutor/IVC	14.00	07/01/20-06/30/21
Luna Jr., Ricardo	Clin. Skills Spec./SC	15.00	07/01/20-06/30/21
Luo, Shangwei	Tutor/IVC	14.00	07/01/20-06/30/21
Lurye, Eleanor	Cert. Test Proctor/IVC	13.50	07/01/20-06/30/21
Lyseight, Pamela	FKCE Co-Trainer/SC	40.00	07/01/20-06/30/21
Madani, Fariba	Tutor/IVC	14.00	07/01/20-06/30/21
Mady, John	Tutor/SC	13.50	07/01/20-06/30/21
Maganzani, Nicolo	Tutor/SC	14.00	07/01/20-06/30/21
Major, Maria	FKCE Trainer/SC	70.00	07/01/20-06/30/21
Malik, Aleena	Tutor/IVC	14.00	07/01/20-06/30/21
Maller, Robert	Comm. Ed. Trainer/IVC	13.50	07/01/20-06/30/21
Manely, Meena	Tutor/SC	13.50	07/01/20-06/30/21

A. NEW PERSONNEL APPOINTMENTS - Continued

4. 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. 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>
Manzo, Tony	Clin. Skills Spec./SC	40.00	07/01/20-06/30/21
Marangi, Kent	Med. Prof./SC	100.00	07/01/20-06/30/21
Marano, Toni	Tutor/SC	15.00	07/01/20-06/30/21
Marcinov, Nikolas	Tutor/SC	14.00	07/01/20-06/30/21
Marcot, Wendy	Comm. Ed. Trainer/SC	15.00	07/01/20-06/30/21
Mardfard, Tayebbeh	Tutor/IVC	14.00	07/01/20-06/30/21
Markey, Christopher	Tutor/IVC	14.00	07/01/20-06/30/21
Martin, Douglas	AOJ Trainer/IVC	70.00	07/01/20-06/30/21
Martin, Kristi	Comm. Ed. Trainer/SC	15.00	07/01/20-06/30/21
Martin, Kyle	Clin. Skills Spec./SC	15.00	07/01/20-06/30/21
Martin, Paul-Dean	Comm. Ed. Trainer/SC	15.00	07/01/20-06/30/21
Martinez, Nicholas	Clin. Skills Spec./SC	30.00	07/01/20-06/30/21
Mayani, Homa	Tutor/SC	15.50	07/01/20-06/30/21
McCarter, Lidia	Tutor/IVC	15.00	07/01/20-06/30/21
McClusky, Nathan	Tutor/SC	15.50	07/01/20-06/30/21
McConaughy, Richard	Tutor/SC	15.50	07/01/20-06/30/21
McLinn, Torrey	Captionist/IVC	35.00	07/01/20-06/30/21
Mendes Alves Caires L, Marina	Tutor/SC	13.50	07/01/20-06/30/21
Meyer, Tara	Comm. Ed. Trainer/SC	15.00	07/01/20-06/30/21
Meyers, Valerie	Comm. Ed. Trainer/SC	15.00	07/01/20-06/30/21
Mikulec, Jesse	Tutor/SC	13.50	07/01/20-06/30/21
Miller, Frances	Tutor/SC	17.00	07/01/20-06/30/21
Miller, James	Clin. Skills Spec./SC	40.00	07/01/20-06/30/21
Miller, Makayla	Clin. Skills Spec./SC	15.00	07/01/20-06/30/21
Miller, Nancy	Comm. Ed. Trainer/SC	15.00	07/01/20-06/30/21
Mirzada, Maschal	Tutor/SC	14.50	07/01/20-06/30/21
Moldawsky, Richard	Med. Prof./SC	70.00	07/01/20-06/30/21
Molina Gallardo, Karla	HSE Trainer/SC	50.00	07/01/20-06/30/21
Mooney, Michelle	Comm. Ed. Trainer/SC	15.00	07/01/20-06/30/21
Moorehead, Jack	Tutor/SC	13.50	07/01/20-06/30/21
Morales Crisostomo, Andrea	Tutor/SC	15.00	07/01/20-06/30/21
Moreno O., Christina	Tutor/SC	17.00	07/01/20-06/30/21
Morishita, Kylie	Tutor/SC	15.00	07/01/20-06/30/21
Moscarello Merritt, Michele	Med. Prof./IVC	90.00	07/01/20-06/30/21
Mueller, Larry	Admin. Prof. Expert	50.00	07/01/20-06/30/21
Mueller, Larry	Admin. Prof. Expert	50.00	05/15/20-06/30/20
Munro, Diana	Med. Prof./SC	35.00	07/01/20-06/30/21
Murphy, Bill	AOJ Trainer/IVC	70.00	07/01/20-06/30/21
Murphy-Klein, Laurie	Comm. Ed. Trainer/SC	15.00	07/01/20-06/30/21

A. NEW PERSONNEL APPOINTMENTS - Continued

4. 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. 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>
Muse, Erika	Model/IVC	25.00	07/01/20-06/30/21
Najera, Rosanna	FKCE Monitor/SC	30.00	07/01/20-06/30/21
Nava, Jacob	Tutor/IVC	14.00	07/01/20-06/30/21
Navarro, Joshua Jon	Tutor/SC	14.50	07/01/20-06/30/21
Nelson, Christy	Comm. Ed. Trainer/SC	15.00	07/01/20-06/30/21
Nett, Ryan	Comm. Ed. Trainer/SC	15.00	07/01/20-06/30/21
Nguyen, Michael	Tutor/IVC	13.50	07/01/20-06/30/21
Nguyen, Nhi	Tutor/IVC	14.00	07/01/20-06/30/21
Nguyen, Tyler	Tutor/SC	13.50	07/01/20-06/30/21
Nguyen, Vivian	Tutor/SC	14.50	07/01/20-06/30/21
Nieves, Gabriel	Tutor/IVC	16.00	07/01/20-06/30/21
Nissenson, Lenard	Model/SC	25.00	07/01/20-06/30/21
Nivinskus, Taylor	Tutor/SC	13.50	07/01/20-06/30/21
Nordman, Juliet	Tutor/SC	13.50	07/01/20-06/30/21
Norton, Connie	Tutor/SC	14.50	07/01/20-06/30/21
O'Connell, Jalon	Comm. Ed. Trainer/SC	15.00	07/01/20-06/30/21
O'Connor, Sarah	Comm. Ed. Trainer/SC	15.00	07/01/20-06/30/21
Olvera, Eduardo	FKCE Monitor/SC	30.00	07/01/20-06/30/21
Olvera, Jessica	Comm. Ed. Trainer/SC	40.00	07/01/20-06/30/21
Ong, Jonathan	Tutor/IVC	14.00	07/01/20-06/30/21
Oplt, Maria	Clin. Skills Spec./SC	15.00	07/01/20-06/30/21
Orlando, Gabrielle	Tutor/SC	13.50	07/01/20-06/30/21
Orr, Kian	Tutor/IVC	14.00	07/01/20-06/30/21
Padden, Thomas	Clin. Skills Spec./SC	40.00	07/01/20-06/30/21
Padilla, Marie	Tutor/IVC	14.00	07/01/20-06/30/21
Paganelli, Casey	Tutor/SC	15.00	07/01/20-06/30/21
Pancoe, Mary	Med. Prof./SC	35.00	07/01/20-06/30/21
Pandiarajan, Munusamy	Comm. Ed. Trainer/IVC	13.50	07/01/20-06/30/21
Parke, Matthew	Clin. Skills Spec./SC	30.00	07/01/20-06/30/21
Parker, Kelsie	Model/SC	25.00	07/01/20-06/30/21
Parks, Timothy	Model/SC	25.00	07/01/20-06/30/21
Parva, Ali	Tutor/SC	14.00	07/01/20-06/30/21
Peck, Lindsay	Comm. Ed. Trainer/SC	30.00	07/01/20-06/30/21
Peloquin, Cole	Tutor/SC	14.00	07/01/20-06/30/21
Pham, Johny	Cert. Test Proctor/IVC	13.50	07/01/20-06/30/21
Phaneuf, James	Admin. Prof. Expert/DS	95.00	07/01/20-06/30/21
Phaneuf, James	Admin. Prof. Expert/DS	95.00	05/14/20-06/30/20
Philson, Jeremy	Tutor/SC	13.50	07/01/20-06/30/21
Piedad, Alyson	Tutor/SC	14.50	07/01/20-06/30/21
Pines, Philip	Med. Prof./SC	70.00	07/01/20-06/30/21
Pinzon, Sandra	Tutor/SC	17.00	07/01/20-06/30/21

A. NEW PERSONNEL APPOINTMENTS - Continued

4. 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. 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>
Pollak, Julie	Tutor/SC	14.50	07/01/20-06/30/21
Pourarian, Siamak	Comm. Ed. Trainer/SC	15.00	07/01/20-06/30/21
Quinlan, Suzette	Tutor/SC	13.50	07/01/20-06/30/21
Raja, Zain	Tutor/IVC	14.00	07/01/20-06/30/21
Raton, Michelle	Comm. Ed. Trainer/SC	40.00	07/01/20-06/30/21
Raut, Siddhesh	Tutor/IVC	13.50	07/01/20-06/30/21
Razaghi Rafsenjani, Seyedeh Tannaz	Tutor/IVC	14.00	07/01/20-06/30/21
Reed, Aaron	Clin. Skills Spec./SC	40.00	07/01/20-06/30/21
Reed, Katherine	Model/IVC	25.00	07/01/20-06/30/21
Robbins, Nicholas	Comm. Ed. Trainer/SC	15.00	07/01/20-06/30/21
Robertson, Deena	FKCE Trainer/SC	70.00	07/01/20-06/30/21
Romero, Rachel	Clin. Skills Spec./SC	30.00	07/01/20-06/30/21
Romero, Yvette	Captionist/SC	42.00	07/01/20-06/30/21
Rostamiasrabadi, Pouria	Tutor/SC	14.00	07/01/20-06/30/21
Rotim, Karlo	Tutor/SC	13.50	07/01/20-06/30/21
Rounds, Michael	Comm. Ed. Trainer/SC	15.00	07/01/20-06/30/21
Rounds, Michael	Contract Education/SC	80.00	07/01/20-06/30/21
Rous, Sheri	Comm. Ed. Trainer/SC	20.00	07/01/20-06/30/21
Ruef, Bryan	Clin. Skills Spec./SC	15.00	07/01/20-06/30/21
Ruffino, Michael	Model/SC	25.00	07/01/20-06/30/21
Saalberg, Christopher	Comm. Ed. Trainer/SC	15.00	07/01/20-06/30/21
Sahebekhtiari, Neli	Tutor/IVC	14.00	07/01/20-06/30/21
Sakimoto, Daniel	Comm. Ed. Trainer/IVC	13.50	07/01/20-06/30/21
Sanchez Sanchez, Yareli	Tutor/SC	15.00	07/01/20-06/30/21
Santiago, Moira	Comm. Ed. Trainer/SC	15.00	07/01/20-06/30/21
Savala, Shane	Comm. Ed. Trainer/SC	30.00	07/01/20-06/30/21
Schiff, Maureen	Interpreter V/SC	45.00	07/01/20-06/30/21
Schofield, Kylie	Comm. Ed. Trainer/SC	15.00	07/01/20-06/30/21
Schultz, Scott	Clin. Skills Spec./SC	40.00	07/01/20-06/30/21
Schutza, Jennifer	Comm. Ed. Trainer/SC	15.00	07/01/20-06/30/21
Scott, Guiselle	FKCE Co-Trainer/SC	40.00	07/01/20-06/30/21
Seabold, Patricia	Cert. Test Proctor/IVC	13.50	07/01/20-06/30/21
Seible, Michael	Clin. Skills Spec./SC	40.00	07/01/20-06/30/21
Sepahpour, Arsalan	Tutor/SC	13.50	07/01/20-06/30/21
Sepanji, Marjan	Tutor/IVC	15.00	07/01/20-06/30/21
Sharafoleslami, Ramtin	Tutor/SC	13.50	07/01/20-06/30/21
Shen, Shulin	Tutor/IVC	16.00	07/01/20-06/30/21
Shin, Donghoon	Tutor/IVC	13.50	07/01/20-06/30/21
Sierra Monroy, Estefania	Tutor/SC	14.50	07/01/20-06/30/21
Singleton, Ashley	Tutor/IVC	16.00	07/01/20-06/30/21
Skahill, Christopher	AOJ Trainer/IVC	70.00	07/01/20-06/30/21

A. NEW PERSONNEL APPOINTMENTS - Continued

4. 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. 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>
Skov, Harrison	Clin. Skills Spec./SC	40.00	07/01/20-06/30/21
Smith, Allison	Comm. Ed. Trainer/SC	15.00	07/01/20-06/30/21
Smith, Ronald	Clin. Skills Spec./SC	15.00	07/01/20-06/30/21
Smolyanov, Elena	Tutor/SC	21.00	07/01/20-06/30/21
Smyth, Steven	Clin. Skills Spec./SC	40.00	07/01/20-06/30/21
Sommer, Brandon	Tutor/SC	14.50	07/01/20-06/30/21
Sonoyama, Yoshie	Tutor/IVC	14.00	07/01/20-06/30/21
Soutchkashan, Hasti	Tutor/IVC	14.00	07/01/20-06/30/21
Starr, Megan	Comm. Ed. Trainer/SC	40.00	07/01/20-06/30/21
Stoegbuer, Jay	Comm. Ed. Trainer/SC	15.00	07/01/20-06/30/21
Strain, Stephanie	Model/IVC	25.00	07/01/20-06/30/21
Strong, Margarette	Tutor/SC	14.50	07/01/20-06/30/21
Strong, Michael Anthony	Tutor/SC	13.50	07/01/20-06/30/21
Stubbs, Brian	Tutor/SC	14.00	07/01/20-06/30/21
Suwareh, Ebrima	Tutor/SC	13.50	07/01/20-06/30/21
Taghavi Dinani, Seyed	Tutor/SC	15.00	07/01/20-06/30/21
Takemoto, Jack	AOJ Trainer/IVC	70.00	07/01/20-06/30/21
Tan, Brian	Tutor/IVC	15.00	07/01/20-06/30/21
Tenney, Kyle	Clin. Skills Spec./SC	40.00	07/01/20-06/30/21
Tidrick, Brian	AOJ Trainer/IVC	70.00	07/01/20-06/30/21
Tieu, Lan	FKCE Monitor/SC	30.00	07/01/20-06/30/21
Tjandra, Glen	Tutor/IVC	14.00	07/01/20-06/30/21
Topalian, Justin	Clin. Skills Spec./SC	40.00	07/01/20-06/30/21
Tortarolo, Victoria	Clin. Skills Spec./SC	40.00	07/01/20-06/30/21
Tran, Dara	Tutor/IVC	14.00	07/01/20-06/30/21
Tran, Diemmy	FKCE Trainer/SC	70.00	07/01/20-06/30/21
Trudeau, Heather	Comm. Ed. Trainer/SC	40.00	07/01/20-06/30/21
Trumbo, Dawn	Comm. Ed. Trainer/SC	15.00	07/01/20-06/30/21
Tsentsiper, Daniel	Tutor/IVC	14.00	07/01/20-06/30/21
Tung, Helen	Comm. Ed. Trainer/IVC	13.50	07/01/20-06/30/21
Tupper, Linda	Clin. Skills Spec./SC	30.00	07/01/20-06/30/21
Turney, Jason	Comm. Ed. Trainer/SC	30.00	07/01/20-06/30/21
Vasquez, Rebeca	Comm. Ed. Trainer/SC	30.00	07/01/20-06/30/21
Vedae, Ramila	Tutor/SC	13.50	07/01/20-06/30/21
Vincent-Phoenix, Adrienne	FKCE Co-Trainer/SC	40.00	07/01/20-06/30/21
Vitug, Matthew	Comm. Ed. Trainer/IVC	13.50	07/01/20-06/30/21
Von Kostka, Joanne	Med. Prof./IVC	35.00	07/01/20-06/30/21
Waddington, Robert	FKCE Trainer/SC	70.00	07/01/20-06/30/21
Walker, Stacy	Model/SC	25.00	07/01/20-06/30/21
Wallace, Jody	FKCE Co-Trainer/SC	40.00	07/01/20-06/30/21

A. NEW PERSONNEL APPOINTMENTS - Continued

4. 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. 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>
Warren, Vicki	Tutor/SC	17.00	07/01/20-06/30/21
Warrington, Erica	Clin. Skills Spec./SC	30.00	07/01/20-06/30/21
Weaver, Megan	Comm. Ed. Trainer/SC	15.00	07/01/20-06/30/21
Weber, Justin	Clin. Skills Spec./SC	40.00	07/01/20-06/30/21
Weinholtz, Ian	Comm. Ed. Trainer/SC	15.00	07/01/20-06/30/21
Wheeler, Donna	Comm. Ed. Trainer/SC	20.00	07/01/20-06/30/21
Widjaja, Nadya	Tutor/IVC	14.00	07/01/20-06/30/21
Williams, J. Kelly	Clin. Skills Spec./SC	30.00	07/01/20-06/30/21
Wilson, Sarah	Tutor/IVC	13.50	07/01/20-06/30/21
Wolf, Nicholas	Tutor/IVC	14.00	07/01/20-06/30/21
Wootton, Timothy	Admin. Prof. Expert/SC	80.00	07/01/20-06/30/21
Wunderlich, Christian	Model/SC	25.00	07/01/20-06/30/21
Wybaczynsky, Oleksandr	Tutor/IVC	16.00	07/01/20-06/30/21
Yelverton, Michael	Tutor/SC	14.00	07/01/20-06/30/21
Yoo, Seungeon	Tutor/IVC	14.00	07/01/20-06/30/21
Yost, Camille	Tutor/IVC	14.00	07/01/20-06/30/21
Young, Robin	Comm. Ed. Trainer/SC	40.00	07/01/20-06/30/21
Zandi Haghighi, Setarah	Tutor/IVC	13.50	07/01/20-06/30/21
Zhou, Haining	Tutor/SC	13.50	07/01/20-06/30/21
Zimmerman, Curtis	Tutor/IVC	13.50	07/01/20-06/30/21
Zimmerman, Daniel	Clin. Skills Spec./SC	40.00	07/01/20-06/30/21
Zipstein, Roy	Tutor/IVC	13.50	07/01/20-06/30/21

B. VOLUNTEERS

1. The following individuals are to be approved as **Volunteers** for the **2020/2021** academic year.

School of Kinesiology, Health and Athletics, Irvine Valley College

Chan, Kinngai	Granius, Todd	Nakamura, Gary
Reames, Chris	Riddell, Neil	Van de Water, James

TO: Board of Trustees

FROM: Kathleen F. Burke, Chancellor

RE: SOCCCD: Employment Agreement – Dr. John Hernandez,
Irvine Valley College President

ACTION: Ratification

BACKGROUND

On December 19, 2019, the District commenced a nationwide search for the position of President, Irvine Valley College. The District was very pleased to have a qualified candidate pool from which to select. Interviews were conducted, extensive reference checks were completed, and public forums were held for three (3) finalists. After final interviews, reference checks, and a review by the Chancellor and Board of Trustees, the District made an offer of employment to Dr. John Hernandez.

STATUS

On May 28, 2020, the District announced the appointment of Dr. John Hernandez. The Chancellor is authorized to negotiate and sign a contract on behalf of the Board, subject to Board ratification. The employment contract shown in Exhibit A is for the period commencing July 30, 2020 through June 30, 2023, with a base salary of \$279,288 per year.

RECOMMENDATION

It is recommended that the Board of Trustees ratify the contract of Dr. John Hernandez as President, Irvine Valley College, effective July 30, 2020 through June 30, 2023, at a base salary of \$279,288 as shown in Exhibit A.



Office of Human Resources

**AGREEMENT FOR EMPLOYMENT OF
PRESIDENT FOR IRVINE VALLEY COLLEGE
BETWEEN
THE SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
AND
DR. JOHN HERNANDEZ**

THIS EMPLOYMENT AGREEMENT (hereinafter "Agreement") is made and entered into this thirtieth day of July 2020, 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. John Hernandez (hereinafter "President" or "Dr. Hernandez").

IT IS HEREBY AGREED AS FOLLOWS:

1. President for Irvine Valley College. Dr. Hernandez is hereby employed for a period of time commencing on July 30, 2020, and ending on June 30, 2023, as the President of Irvine Valley College. The President is an academic employee as defined in Education Code Section 87001(a), an educational 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. Dr. Hernandez shall perform all of the powers and duties of the position of President for Irvine Valley College, as set forth in the position description, and such other duties as may be assigned. During the term of this contract, Dr. Hernandez may be transferred or assigned to any duties or positions for which he 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 paid to the President for Irvine Valley College shall be according to the Academic and Classified Administrators/Classified Managers Salary Schedule: Range 27, Step 8, \$279,288 per annum. The salary shall be paid in equal monthly installments for the duration of the Agreement. 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 President for Irvine Valley College's 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 and Vacation. The President for Irvine Valley College 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. The President for Irvine Valley College shall accrue one day of sick leave for each full month of employment during the term of this Agreement. The President for Irvine Valley College shall also accrue two (2) days of paid vacation leave for each full month of employment during the term of this Agreement, exclusive of holidays provided in the California Education Code and any additional local holidays granted by the Board to 12-month administrative employees. The

President for Irvine Valley College may accrue vacation days up to a maximum of forty-eight (48) days. Once the President reaches this maximum amount, he will cease to accrue additional vacation benefits until his balance falls below the maximum amount. Upon termination or expiration of this Agreement, the President for Irvine Valley College shall be entitled to compensation for unused and accrued vacation days at his 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 Chancellor.

6. Performance Evaluations:

6.1 The Chancellor will provide Dr. Hernandez with periodic opportunities to discuss the President/Chancellor relationship.

6.2 The Chancellor will set Dr. Hernandez's goals for each 12-month period by June 20 of the preceding academic year. Dr. Hernandez's performance in achieving those goals and carrying out his other duties will be evaluated by the Chancellor by October 20 of that academic year.

7. Expenses and Required Memberships:

7.1 The District shall reimburse Dr. Hernandez, as actually budgeted, and in accordance with District policies and procedures, for all actual and necessary expenses incurred in attending meetings, conferences, and other activities required of Dr. Hernandez in the performance of the duties of President for Irvine Valley College.

7.2 In addition to any reimbursement provided under section 7.1, above, the District will reimburse Dr. Hernandez for travel expenses outside the County of Orange in accordance with District policies and procedures. The District shall provide Dr. Hernandez with a monthly stipend of \$625 to cover use of a personal automobile within Orange County.

7.3 The District shall furnish the President with a computer and printer for the President's use at home during the term of this Agreement. The President shall maintain internet service and a dedicated telephone line (landline) at his residence, and shall additionally obtain a cellular telephone and service from a carrier of his 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.

8. Fringe Benefits. The District shall provide to Dr. Hernandez, his spouse/registered domestic partner, and eligible dependents all health and welfare benefits, which presently include health, medical, dental, and vision, 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 Governing Board. Notwithstanding any such amendments or modifications, Dr. Hernandez, his spouse/registered domestic partner, 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, Non-renewal, or Termination.

9.1 This Agreement may be amended by mutual written agreement between the parties.

9.2 Non-renewal of this Agreement shall be in accordance with Education Code section 72411, 72411.5, and 87458. If the Board determines to exercise its right to not renew this Agreement, the Board shall send the President for Irvine Valley College 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 President for Irvine Valley College, this Agreement will terminate effective at the close of business on the next succeeding June 30th. 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 Sections 87660 *et seq.* and Sections 87732 *et seq.* shall not apply to non-renewal of this Agreement.

9.3 This Agreement may be terminated by the Board prior to its expiration. Prior to exercising its right to early termination of this Agreement, the Board, the Chancellor, or designee, shall provide the President for Irvine Valley College 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 may 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 Sections 87660 *et seq.* and Sections 87732 *et seq.* shall not apply to termination of this Agreement. The President for Irvine Valley College shall be entitled to meet with the Board in closed session to state why the Board should not terminate the Agreement. The President for Irvine Valley College may, at his own expense, be represented at this meeting by counsel of his choice. If the Board determines to terminate this Agreement pursuant to this Section, the Board shall, after meeting with the President for Irvine Valley College, provide the President for Irvine Valley College with its final decision in writing. If the Board determines to terminate this Agreement pursuant to this Section, the President for Irvine Valley College shall not be entitled to any additional procedural protections. Upon issuance of the Board's written decision pursuant to this Section, the President for Irvine Valley College shall immediately cease to receive the compensation, benefits, and allowances set forth in this Agreement.

9.4 In addition to any other provision of this Agreement relating to termination or non-renewal, the Board shall have the option to terminate this Agreement prior to its expiration by providing the President for Irvine Valley College with a written notice of termination. If the Board elects to terminate this Agreement pursuant to this section, the President for Irvine Valley College 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 Dr. Hernandez'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.

9.5 Notwithstanding any other provision of this Agreement, and as mandated by Government Code section 53243 *et seq.*, in the event the President is convicted of a crime constituting an "abuse of office," the President 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 nor 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.

GOVERNING BOARD OF THE SOUTH ORANGE COUNTY
COMMUNITY COLLEGE DISTRICT

by _____
Dr. Kathleen F. Burke
Chancellor
South Orange County Community College District

Dated _____

by _____
Dr. John Hernandez
President for Irvine Valley College
Irvine Valley College

Dated _____

TO: Board of Trustees

FROM: Kathleen F. Burke, Chancellor

RE: SOCCCD: Sabbatical Leave Revision

ACTION: Approval

BACKGROUND

Annually, the SOCCCD Board of Trustees reviews the recommendations of the Sabbatical Committee for faculty sabbatical projects for the upcoming academic year. Sabbatical projects are reviewed and approved in accordance with Article XXVI, Section h, of the Academic Employee Master Agreement.

On January 21, 2020, the Board of Trustees approved the sabbatical projects of 25 faculty members during the 2020 - 2021 academic year, including Meredith Dorner, Biology, Irvine Valley College.

STATUS

For professional reasons, Professor Dorner requests that approval of her leave for Fall 2020 be revised to Spring 2021.

RECOMMENDATION

The Chancellor recommends that the Board of Trustees approve the revision of sabbatical leave for Meredith Dorner from Fall 2020 to Spring 2021.

ABSTRACT

NAME			Meredith Dorner		
DEPARTMENT/DIVISION/SCHOOL			Life Sciences and Technologies		
COLLEGE			Irvine Valley College		
	Fall 2020	X	Spring 2021		Academic Year 2020 - 2021
TITLE OF SABBATICAL PROJECT			An Exploration into the Acceptance and Understanding of Evolution among Students Enrolled in Life Sciences classes at Irvine Valley College.		

GOALS and OBJECTIVES:

1. Extend my dissertation's literature review of evolution acceptance college students with a focus on factors that are correlated with acceptance and understanding.
2. Conduct a new literature review that examines the understanding of evolution and its misconceptions among students.
3. Further analyze dissertation data that survey evolution acceptance and understanding.
4. Analyze raw data of student understanding of evolution and misconceptions about evolution.
5. Author and submit to present at an appropriate conference.
6. Author and submit a manuscript detailing the results for publication in a peer-reviewed journal.
7. Author and present a summary report of the findings to IVC faculty for discussion about how best to use these results to inform classroom instruction.

ACTIVITIES:

The first goal of this sabbatical is to extend the literature review I completed for my dissertation regarding the research that has been conducted to examine the understanding of evolution as well as the relationship between academic factors (e.g., understanding of the nature of science, understanding of evolution, experience with science) to the acceptance and/or understanding of evolution among students. I will further analyze my dissertation data (IVC student surveys) to explore whether relationships exist (a) between several ideas (acceptance of evolution, understanding of evolution, and understanding of the nature of science), (b) acceptance of human evolution and other demographic and academic variables, and (c) the nature of those relationships. Secondly, I propose to conduct a literature review on a topic I have not yet explored: how well community college students understand evolution and specifically, in which areas of the theory they commonly express misconceptions. I will analyze my pool of raw data regarding the understanding of evolution among IVC Life Sciences students (these data are completely separate from my dissertation). The focus of this analysis will be to determine if there are patterns regarding which areas of evolution with which students have trouble. Finally, based on the results of these analyses, I will submit an abstract to present at a conference, submit a manuscript for review and possible publication in a peer-reviewed journal, and present a summary report of my findings to faculty.

PRODUCTS:

1. Initial results will be submitted to present at an appropriate conference.
2. A literature review on factors associated with evolution acceptance will be posted to the LST sharepoint site.
3. A literature review on the understanding of evolution will be posted to the LST sharepoint site.
4. A manuscript will be submitted to an appropriate journal for review and hopefully, publication.
5. The summary report will be presented during to IVC faculty and will be posted on the school's sharepoint site.

TO: Board of Trustees
FROM: Kathleen F. Burke, Chancellor
RE: SOCCCD: Sabbatical Leave Rescindment
ACTION: Approval

BACKGROUND

Annually, the SOCCCD Board of Trustees reviews the recommendations of the Sabbatical Committee for faculty sabbatical projects for the upcoming academic year. Sabbatical projects are reviewed and approved in accordance with Article XXVI, Section h, of the Academic Employee Master Agreement.

On January 21, 2020, the Board of Trustees approved the sabbatical projects of 25 faculty members during the 2020 - 2021 academic year, including Barbara Cox, Business, Saddleback College.

STATUS

For professional reasons, Professor Cox requests that approval of her leave for Fall 2020 be rescinded.

RECOMMENDATION

The Chancellor recommends that the Board of Trustees rescind approval of sabbatical leave for Barbara Cox for Fall 2020.

ABSTRACT

NAME		Barbara Cox			
DEPARTMENT/DIVISION/SCHOOL		Business / EWDBS / Saddleback College			
COLLEGE		Saddleback College			
XX	Fall 2020		Spring 2021		Academic Year 2020 - 2021
TITLE OF SABBATICAL PROJECT		The Free Basic Business Grammar Online Worksheets Project			

GOALS and OBJECTIVES:

The project will create approximately 300-400 or more Business English grammar instruction and worksheets that:

1. provide sufficient and ample practice and reinforcement of correct Business grammar
2. are suitable and sufficient for use as basis of ZTC (Zero Textbook Cost instruction and free to users
3. are made available by online distribution via Canvas Commons
4. will be suitable and sufficient for basis of later development of a full Business English OER text.

ACTIVITIES:

Provide summary overview of activities.

Research phase:

Review content of major texts, tools, handbooks, online sites, and other sources.

Planning phase:

Identify handbooks and/or texts with which the worksheets will align.

Create detailed list/outline of content

Identify all question formats that Canvas will support and that are appropriate for the discipline content.

Writing phase:

Write the worksheets.

Online building and dissemination phase:

Use Canvas test creation tools to build the content into a Canvas shell in my Canvas sandbox.

PRODUCTS:

The Basic Business English Worksheets, a set of approximately 300-400 Canvas-built grammar worksheets that cover the range of skills and knowledge required for mastery of Business English and are publicly available through Canvas Commons, sufficient for use as the basis of ZTC courses and for later development of a full Business English OER text.

TO: Board of Trustees

FROM: Kathleen F. Burke, Chancellor

RE: SOCCCD: Staff Response to Public Comments from the 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: Kathleen F. Burke, Chancellor

RE: SOCCCD: List of Board Requested Reports

ACTION: Information

BACKGROUND

At a prior board meeting, members of the Board of Trustees asked staff to provide a listing of Board Requested Reports on the agenda every six months with outdated information dropped off and new requests added to ensure that follow-up and tracking takes place.

STATUS

The List of Board Requested Reports is intended to provide a status of board requested reports of the South Orange County Community College District Board of Trustees. In the event additional information would be useful or desired by the board, supplemental information will be provided.

Requests for Board Reports were not submitted by trustees between the six month period of January 1, 2020 through May 31, 2020.

TO: Board of Trustees

FROM: Kathleen F. Burke, Chancellor

RE: SOCCCD: CCCT Student Trustee Member Election - 2020

ACTION: Information

BACKGROUND

The California Community College Trustees (CCCT) board serves a major role within the Community College League of California (League). Meeting five times a year, the twenty-one member board provides leadership and direction to ensure a strong voice for locally elected governing board members. Included on the board is a student trustee member.

Nominations for the student trustee position on the CCCT board must be postmarked on or before Friday, July 3. Nominations are to be made by a member district student trustee who may nominate only one person. Student trustees may nominate themselves. To be eligible, the nominee must be a local community college district student trustee who will be serving during the 2020-21 school year and has consented to be nominated.

The election of the student member of the CCCT board will take place at the League's Student Trustees Orientation Workshop, August 7-9, 2020, being held virtually this year due to the pandemic. Only Student Trustees that have submitted candidacy papers in accordance with the governing policies will have an opportunity to speak for up to three minutes.

STATUS

Each student trustee in attendance at the orientation may cast one vote for the CCCT Student Trustee member. The secret ballot election will take place following three-minute speeches by each candidate. The ballots will be counted by three tellers and results announced at the orientation. The candidate with the highest number of votes will be declared the winner. In the event of a tie, a run-off election shall be conducted between the tied candidates.

The newly elected student member of the CCCT board will be seated at the September meeting and serve through May 2021.

TO: Board of Trustees

FROM: Kathleen F. Burke, Chancellor

RE: Saddleback College: Additional Summer 2020 Community Education Programs.

ACTION: Information

BACKGROUND

The South Orange Community College District is known for offering high-quality Community Education programs for its residents. By providing non-credit programs and fee-based classes, Saddleback College perform an important community service and fulfill a vital part of their mission. 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 the Saddleback College Community Education department for the Summer Session 2020. Expenses for conducting these courses will be paid by income from participant fees. Due to the virtualization of all courses in response to Governor Newsom's Executive Order, Exhibit A expands the Honoraria and fees approved at the February 24, 2020 board meeting and includes additional virtual class offerings, presenters and compensation.

South Orange County Community College District
SADDLEBACK COLLEGE

COMMUNITY EDUCATION NOT-FOR-CREDIT/FEE-BASED PROGRAM - Summer 2020 Additional

PROGRAM	ACTIVITY TITLE	DATES	TRAINER	HONORARIA	FEE
Adult	Virtual: Acrylic/Oil Painting Workshop	5/1 - 10/1	Matteo DiVentra (E)	\$30/hr	\$130
	Virtual: Ballroom and Swing	5/1 - 10/1	Bumpin' Ballroom (I)	50% Net	\$45
	Virtual: Beatles Intermediate Guitar	5/1 - 10/1	Ron Gorman (E)	50% Net	\$100
	Virtual: Beginning Guitar	5/1 - 10/1	Ron Gorman (E)	50% Net	\$100
	Virtual: Beginning Ukulele	5/1 - 10/1	Ron Gorman (E)	50% Net	\$100
	Virtual: Beyond Beginning Ukulele	5/1 - 10/1	Ron Gorman (E)	50% Net	\$100
	Virtual: Blogging For Fun and Profit	5/1 - 10/1	Bob Cohen (I)	50% Net	\$49
	Virtual: Botanicals Watercolor Workshop	5/1 - 10/1	Corinne Haig (E)	50% Net	\$130
	Virtual: Calligraphy	5/1 - 10/1	Victoria Kibildis (E)	50% Net	\$200
	Virtual: Clutterology®: Eliminate Clutter In Your Life	5/1 - 10/1	Nancy Miller (E)	50% Net	\$49
	Virtual: Drawing Workshop	5/1 - 10/1	Matteo DiVentra (E)	\$30/hr	\$130
	Virtual: Financial Planning for Women	5/1 - 10/1	Strivent Financial (I)	50% Net	\$39
	Virtual: Home Computer Networks for Beginners	5/1 - 10/1	Bob Cohen (I)	50% Net	\$39
	Virtual: How To Be Published For FREE!	5/1 - 10/1	Mike Rounds (E)	50% Net	\$49
	Virtual: How To Create A Website In 24 Hours For Free!	5/1 - 10/1	Mike Rounds (E)	50% Net	\$49
	Virtual: How to Play Piano by Ear	5/1 - 10/1	Craig Coffman (I)	50% Net	\$59
	Virtual: Improving Your PC's Performance	5/1 - 10/1	Bob Cohen (I)	50% Net	\$39
	Virtual: Increase Your Income With A Home-Based Business	5/1 - 10/1	Nancy Miller (E)	50% Net	\$49
	Virtual: Instant Piano for Hopelessly Busy People	5/1 - 10/1	Craig Coffman (I)	50% Net	\$59
	Virtual: Marketing Your Business On Facebook And Social Media Sites	5/1 - 10/1	Bob Cohen (I)	50% Net	\$49
	Virtual: Natural A's: Parent/Guardian Registration	5/1 - 10/1	Curtis Adney (E)	50% Net	\$49
	Virtual: Natural A's	5/1 - 10/1	Curtis Adney (E)	50% Net	\$49
	Virtual: Piano Made Easy Series	5/1 - 10/1	Craig Coffman (I)	50% Net	\$108
	Virtual: Secrets of Social Media and Internet Marketing	5/1 - 10/1	Bob Cohen (I)	50% Net	\$49
	Virtual: What Were You Born To Do?	5/1 - 10/1	Curtis Adney (E)	50% Net	\$55
CFK	Virtual Lego, Chess & Magic STEM Summer Camp	5/1 - 10/1	Strategic Kids (I)	50% Net	\$79
	Virtual Lego, Chess & Magic STEM Summer Camp	5/1 - 10/1	Strategic Kids (I)	50% Net	\$499
	Virtual: Beginning Guitar/Ukulele	5/1 - 10/1	Ron Gorman (E)	50% Net	\$189
	Virtual: Bioengineering: Designing Life	5/1 - 10/1	Bionerds (I)	62.5% Net	\$260
	Virtual: Code Academy: Python Programming	5/1 - 10/1	Brainstorm Studios, LLC (I)	75% Net	\$249
	Virtual: CodeSpeak Labs: Coding & Artificial Intelligence	5/1 - 10/1	CodeSpeak Labs (I)	75% Net	\$249
	Virtual: CodeSpeak Labs: Coding For Kids	5/1 - 10/1	CodeSpeak Labs (I)	75% Net	\$249
	Virtual: CodeSpeak Labs: Coding For Kids, Jr.	5/1 - 10/1	CodeSpeak Labs (I)	75% Net	\$249
	Virtual: CodeSpeak Labs: Computer Coding & Graphic Design	5/1 - 10/1	CodeSpeak Labs (I)	75% Net	\$249
	Virtual: CodeSpeak Labs: JavaScript Programming	5/1 - 10/1	CodeSpeak Labs (I)	75% Net	\$249
	Virtual: CodeSpeak Labs: Python Programming	5/1 - 10/1	CodeSpeak Labs (I)	75% Net	\$249
	Virtual: CodeSpeak Labs: Python Programming	5/1 - 10/1	CodeSpeak Labs (I)	75% Net	\$249
	Virtual: CodeSpeak Labs: Web Development	5/1 - 10/1	CodeSpeak Labs (I)	75% Net	\$249
	Virtual: Comic Book Storytelling and World Building	5/1 - 10/1	Matteo Di Ventra (E)	\$30/hr	\$127
	Virtual: Creating Masterpieces with Paint	5/1 - 10/1	Kayla Janes (E)	\$30/hr	\$127
	Virtual: Creative Fantasy Drawing	5/1 - 10/1	Matteo Di Ventra (E)	\$30/hr	\$127
	Virtual: Developmental Reading For Kids	5/1 - 10/1	Carrie Gray (E)	50% Net	\$137
	Virtual: Dinosaurs: Fantastic Prehistoric World!	5/1 - 10/1	Bionerds (I)	62.5% Net	\$260
	Virtual: Experienced Fashion Design Program	5/1 - 10/1	Laurie Murphy-Klein (E)	50% Net	\$100
	Virtual: First Grade is #1! Let's Get Ready!	5/1 - 10/1	Kelly Barriera (E)	70% Net	\$85
	Virtual: Fundamentals of Drawing	5/1 - 10/1	Kayla Janes (E)	\$30/hr	\$127
	Virtual: GAMEMAKER: 3D Game Dev with Unity	5/1 - 10/1	Brainstorm Studios, LLC (I)	75% Net	\$249
	Virtual: GAMEMAKER: Code Creators	5/1 - 10/1	Brainstorm Studios, LLC (I)	75% Net	\$249
	Virtual: GAMEMAKER: Roblox Design & Coding	5/1 - 10/1	Brainstorm Studios, LLC (I)	75% Net	\$249
	Virtual: GAMEMAKER: Roblox Game Designer	5/1 - 10/1	Brainstorm Studios, LLC (I)	75% Net	\$249
	Virtual: Hip-Hop	5/1 - 10/1	Bumpin Ballroom (I)	50% Net	\$180
	Virtual: Insect: Bug Me If You Dare!	5/1 - 10/1	Bionerds (I)	62.5% Net	\$260
	Virtual: Interactive Writing Workshop	5/1 - 10/1	D'Aleo-Russey (E)	\$30/hr	\$99
	Virtual: Joey's Virtual Jazz Camp: Learn the Magic of Improvisation and Important Jazz Masters	5/1 - 10/1	Joey Sellers (E)	50% Net	\$145
	Virtual: Jump Start First Grade	5/1 - 10/1	Kim Downing (E)	70% Net	\$150
	Virtual: Kindergarten Kickoff	5/1 - 10/1	Avonnette Bruce Tutoring (I)	70% Net	\$125
	Virtual: Middle School Boot Camp	5/1 - 10/1	Deanna Bleidistel (E)	60% Net	\$135
	Virtual: Middle School Math Prep	5/1 - 10/1	Michael Hale (E)	70% Net	\$160
	Virtual: MINECRAFT UNIVERSITY: Python Modding	5/1 - 10/1	Brainstorm Studios, LLC (I)	75% Net	\$249
	Virtual: MINECRAFT UNIVERSITY: Robotics, Redstone & Rockets	5/1 - 10/1	Brainstorm Studios, LLC (I)	75% Net	\$249
	Virtual: Painting Ocean Animals	5/1 - 10/1	Kayla Janes (E)	\$30/hr	\$127
	Virtual: Planting Confidence™	5/1 - 10/1	The Space Movement (I)	70% Net	\$150
	Virtual: Sewing & Fashion Design Program for Kids	5/1 - 10/1	Laurie Murphy-Klein (E)	50% Net	\$100
	Virtual: Sewing & Fashion Design Program for Teens	5/1 - 10/1	Laurie Murphy-Klein (E)	50% Net	\$100
	Virtual: STEAM Studio: Youtube & Movie Making Masters	5/1 - 10/1	Brainstorm Studios, LLC (I)	75% Net	\$249
	Virtual: Storymaking: Young Author Fiction Writing	5/1 - 10/1	Storymaking (I)	50% Net	\$205
	Virtual: The 'Mr. E' Summer Writing Class	5/1 - 10/1	Chris Elliott (E)	70% Net	\$50
	Virtual: Young Einsteins: CodeKIDS	5/1 - 10/1	Brainstorm Studios, LLC (I)	75% Net	\$249

TO: Board of Trustees

FROM: Kathleen F. Burke, Chancellor

RE: Saddleback College: CTE Board Report

ACTION: Information

BACKGROUND

California Education Code 78016 for Career Technical Education (CTE) Programs and SOCCCD Board Policy/Administrative Regulation 6100 requires that all occupational programs be reviewed every two-years for labor market demand, unnecessary regional duplication, and demonstrated effectiveness. This report addresses all sections of Education Code 78016.

The CTE Board Report complements the Program Review process, which is conducted every three-years and includes a self-evaluative comprehensive process.

STATUS

Saddleback College has conducted the Education Code 78016 process in collaboration with the Education Planning & Assessment Committee, Office of Planning, Research, and Accreditation, Career Technical Education Committee, CTE Programs, and updates provided to Academic Senate. This report to the board presents the findings and status update based on the required elements, as seen in Exhibit A.

Career Technical Education Board Report, Education Code 78016 Synopsis of Reports

Background

Education Code 78016 requires that all Career Technical Education programs meet specified requirements including labor market demand (i.e. Available Annual Job Openings), unnecessary regional duplication (i.e. Regional Completions), and demonstrated effectiveness as measured by the employment and completion success of its students (i.e. Job Placement, Program Completions, Cohort Size, and Skills Builders).

In the 18/19 and 19/20 academic year, Saddleback College underwent this process. As discussed in the Academic Senate, Educational Planning & Assessment Committee (EPA), Career Technical Education (CTE) Committee, and division meetings, CTE programs underwent consideration for CTE Board Report: Education Code 78016 with the assistance of the Office of Planning Research and Assessment.

The Process

Department Chairs and Program Directors were provided program level information related to labor market supply, labor market demand, and program level effectiveness pursuant to Education Code 78016.

Programs reviewed their information and after dialogue and consideration, indicated that the program either “meeting” the intent, or “not meeting” the intent of Education Code 78016. If a program selected no, they had the opportunity to provide the reason, and indicate if they were recommending the Program Vitality Inquiry process.

The following were possible options for not meeting the intent of the Education Code 78016:

- ☐ Curriculum Development: Modifications to curriculum are taking place to better align the program with supply, demand and effectiveness outcomes.
- ☐ TOP Codes: The program’s codes are not accurately reflecting the program. A code alignment review will take place.
- ☐ Supply: The local and/or regional supply data is not accurately reflecting the supply of our program. Improved data is being sought.
- ☐ Demand: The labor market demand in our current data source is not reflecting the demand indicated by industry. Industry input is being documented.
- ☐ Effectiveness: Recent improvements have been made to the program to either increase completions and/or job placement.
- ☐ Program Vitality Inquiry: This program has already been identified to go through Program Vitality Inquiry.
- ☐ Other: Please explain in 100 words or less.

Action Plans & Program Vitality Inquiry

- Four programs indicated having a degree/certificate that is not meeting Education Code 78016. EPA will contact these four programs for a specific action plan, which may or may not include the Program Vitality Inquiry (PVI) process.
 1. Consumer Services AS/CA- Implementing PVI
 2. Family & Consumer Sciences AS/CA- Implementing PVI
 3. Tax Preparation AS/CA- Implementing program development
 4. Athletic Training OSA - Implementing discontinuance

Saddleback College
Career Technical Education (CTE) Board Report, Education Code 78016
Report Status- 19/20

Division	Department/ Program	Degrees/Certificates	Meeting or Not Meeting Requirements	Notes
Advanced Technology and Applied Science	Consumer Services	Consumer Services AS/CA	not meeting	Program Vitality Inquiry: This program has been identified to go through Program Vitality Inquiry.
Advanced Technology and Applied Science	Family and Consumer Sciences	Family & Consumer Sciences AS/CA	not meeting	Program Vitality Inquiry: This program has been identified to go through Program Vitality Inquiry.
Business Science	Accounting	Tax Preparation AS/CA	not meeting	The program is being reviewed for applying to the State of CA for meeting certification requirements. California requires tax preparers to be certified in the state. The current program does not certify persons to be a preparer in the State of CA but does prepares students to be preparers in other states.
Kinesiology	Kinesiology	Athletic Training OSA	not meeting	Discontinuance conversation has already occurred.
Advanced Technology and Applied Science	Advanced Manufacturing	Advanced Manufacturing AS/CA		meeting requirement
Advanced Technology and Applied Science	Architectural Drafting	Architecture AS/CA, Construction Inspection AS/CA, Drafting Technology AS/CA		meeting requirement
Advanced Technology and Applied Science	Automotive Technology	Alternative Fuel Vehicle Specialist AS/CA, Automotive Chassis Specialist AS/CA, Automotive Engine Performance Specialist AS/CA, Automotive Engine Service Specialist AS/CA, General Automotive Technician AS/CA		meeting requirement
Advanced Technology and Applied Science	Computer Maintenance Technology	Computer Maintenance Technology AS/CA		meeting requirement
Advanced Technology and Applied Science	Cosmetology	Cosmetology CA/OSA		meeting requirement
Advanced Technology and Applied Science	Culinary Arts	Advanced Culinary Arts AS/CA, Basic Culinary Arts AS/CA, Catering AS/CA		meeting requirement
Advanced Technology and Applied Science	Electronic Technology	Analog and Digital Circuit Electronic Technology AS/CA, Digital Electronic Technology AS/CA, General Electronic Technology AS/CA, Basic Analog and Digital Electronics OSA		meeting requirement
Advanced Technology and Applied Science	Environmental Studies	Environmental Studies AS, Water Resources & Conservation CA, Sustainability Studies OSA		meeting requirement
Advanced Technology and Applied Science	Fashion	Fashion Design AS/CA, Fashion Display & Presentation AS, Fashion Merchandising AS/CA, Advanced Fashion Design and Apparel Manufacturing CA, Visual Display and Presentation CA, Accessory Design OSA, Basic Costume Construction and Sourcing OSA, Event Planner OSA, Fashion Stylist OSA, Fashion Technology OSA, Sustainable Fashion & Social Entrepreneurship OSA		meeting requirement
Advanced Technology and Applied Science	Graphics	Illustration/Animation AA/CA, Computer Graphics AS/CA, Graphic Communications AS/CA, Graphic Design AS/CA, Biomedical Illustration CA		meeting requirement
Advanced Technology and Applied Science	Horticulture and Landscape Design	Sustainable Horticulture AS/CA, Sustainable Landscape Design AS/CA, General Horticulture OSA, General Landscape Design OSA, Plant Identification OSA		meeting requirement

Advanced Technology and Applied Science	Interior Design	Interior Design Assistant AS/CA, Interiors Merchandising CA, Interior Design Professional CA	meeting requirement
Advanced Technology and Applied Science	Marine Science Tech	Marine Science Technician AS, CA, Seamanship AS/CA	meeting requirement
Advanced Technology and Applied Science	Nutrition	Nutrition and Dietetics AST, Nutrition AS/CA	meeting requirement
Advanced Technology and Applied Science	Travel & Tourism	Travel & Tourism AS/CA	meeting requirement
Business Science	Accounting	Accounting AS/CA, Computerized Accounting AS/CA	meeting requirement
Business Science	Business	Business Administration AST, Business Leadership AS/CA, Business Management AS, Entrepreneurship AS/CA/OSA, Global Business AS/CA, Marketing AS/CA, Retail Management AS/CA, Retailing and Selling AS/CA, Business Communication Skills CA, Business Communications CA, General Business CA, New Media Marketing CA, Human Resources Management OSA, Project Management OSA	meeting requirement
Business Science	Computer Information Management	Administrative Assistant AS/CA, Applications Developer AS/CA, E-Commerce Specialist AS/CA, Network Administrator AS/CA, Software Specialist AS/CA, Web Designer AS/CA, Webmaster AS/CA, Business Information Worker I & II CA, Web and Mobile Developer Bootcamp COP, Information Security: Security OSA, Office & Computer Skills OSA	meeting requirement
Business Science	Real Estate	Real Estate Appraisal AS/CA, Real Estate AS/CA, Real Estate Escrow AS/CA	meeting requirement
Fine Arts and Media Technology	Cinema-TV-Radio	Cinema-TV-Radio AS/CA	meeting requirement
Fine Arts and Media Technology	Music	Music Production Entrepreneurship CA, Music Production OSA	meeting requirement
Fine Arts and Media Technology	Theatre Arts	Theatre Arts Entertainment and Theatre Technology CA	meeting requirement
Health Science and Human Services	EMT Education	Emergency Medical Technician OSA	meeting requirement
Health Science and Human Services	Health Information Technology	Health Information Technology AS, Healthcare Technology Optimization CA, Medical Coding CA, Medical Scribe CA	meeting requirement
Health Science and Human Services	Human Services	Alcohol and Drug Studies AS/CA, Human Services Generalist AS/CA, Mental Health Worker AS/CA, Community-Based Corrections OSA, Eating Disorders Studies OSA	meeting requirement
Health Science and Human Services	Medical Assistant	Administrative Medical Assistant CA, Clinical Medical Assistant CA, Comprehensive Medical Assistant CA, Medical Insurance Billing OSA	meeting requirement
Health Science and Human Services	Medical Laboratory Technician	Medical Lab Technician AS/CA	meeting requirement
Health Science and Human Services	Nursing	Registered Nurse (RN) AS/CA, Licensed Vocational Nurse (LVN) to RN CA, LVN to RN Advanced Placement Option	meeting requirement
Health Science and Human Services	Paramedic	Paramedic AS/CA	meeting requirement
Kinesiology	Kinesiology	Coaching OSA, Yoga OSA	meeting requirement
Liberal Arts	Journalism & New Media	Journalism & New Media AS, Digital Media CA	meeting requirement

Social and Behavioral Sciences	Child Development and Education	Child and Adolescent Development AAT, Elementary Teacher Education AAT, Early Childhood Education AST/AS, Associate Teacher CA, Early Childhood Teacher CA, Infant Toddler Teacher CA, Master Teacher CA, Professional Development for Preschool/TK Educator CA, Site Supervisor CA	meeting requirement
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AST= Associate of Science Degree for Transfer

AS= Associate of Science Degree

CA= Certificate of Achievement

OSA= Occupational Skills Award

COP= Certificate of Completion (Noncredit)

TO: Board of Trustees
FROM: Kathleen F. Burke, 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 June 22, 2020

CAPITAL IMPROVEMENT PLANNING

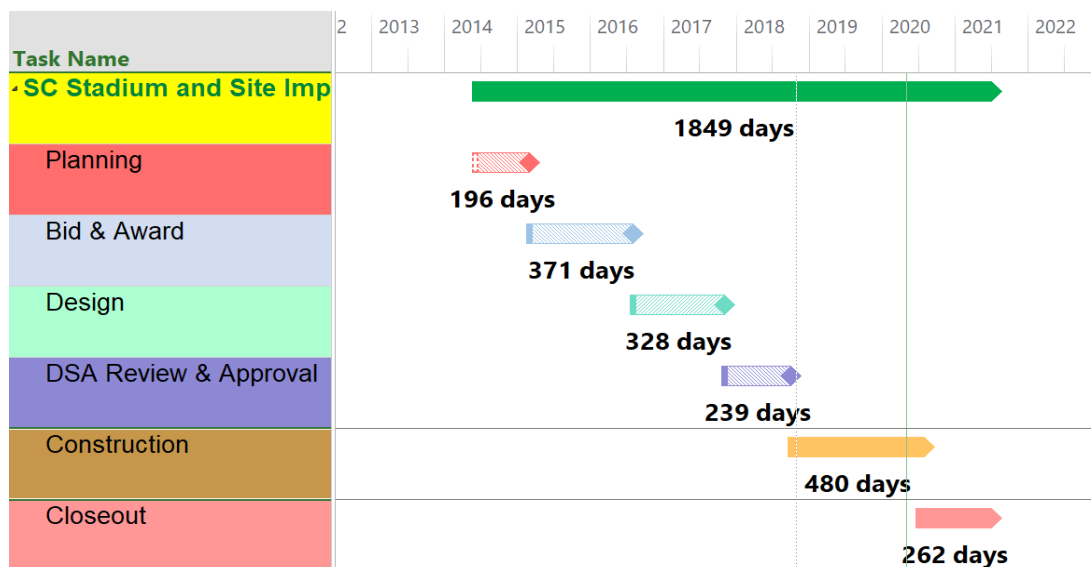
The decision to design and construct capital improvement projects begins with the Education and Facilities Master Planning (EFMP) process. The last EFMP cycle was completed December 2011. The 2011 EFMP report is available at the District website: http://www.socccd.edu/about/about_planning.html. The District is in the process of developing a new Education Master and Strategic Plan (EMSP) along with a new Facilities Master Plan. We anticipate these to be complete by the end of this fiscal year. This report contains information on projects over \$1 million that are listed in the Facilities Master Plans for both colleges and projects that include associated planning efforts.

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 originally included the southeast campus perimeter drainage control and campus storm water outfall on County of Orange property; however, it has since been de-scoped and will be handled as a separate project. 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	Mar 2014	Award D/B Contract	Aug 2016
Start Working Drawings	Sep 2016	Complete Construction	Jul 2020
Complete Working Drawings	Nov 2017	Advertise for FF&E	Nov 2019
DSA Final Approval	Nov 2018	DSA Close Out	Pending



Budget Narrative: Budget reflects Board action on 3/24/2008, 6/23/2014, 6/22/2015, and 4/27/2020. 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. On April 27, 2020, the Board approved \$5,608,798. The Board approved Saddleback College's use of their RDA funds and a portion of the district-wide apartment income of \$22,705,000.

	<u>Original</u>	<u>Revision</u>	<u>Total</u>
Project Budget:	\$14,530,000	\$53,308,798	\$67,838,798
District Funding Commitment	\$14,530,000	\$53,308,798	\$67,838,798
Anticipated State Match:	N/A	N/A	N/A
Basic Aid Allocation:	\$14,530,000	\$30,603,798	\$45,133,798
College Contribution:	\$ 0	\$22,705,000	\$22,705,000

Status: Construction Phase: Project is 88% complete.

In Progress: Bleacher stair tower erection, site concrete, emergency vehicle access road, press box *finishes, and building commissioning. Preparation of no cost, time extension change order for weather impacts during March and April.*

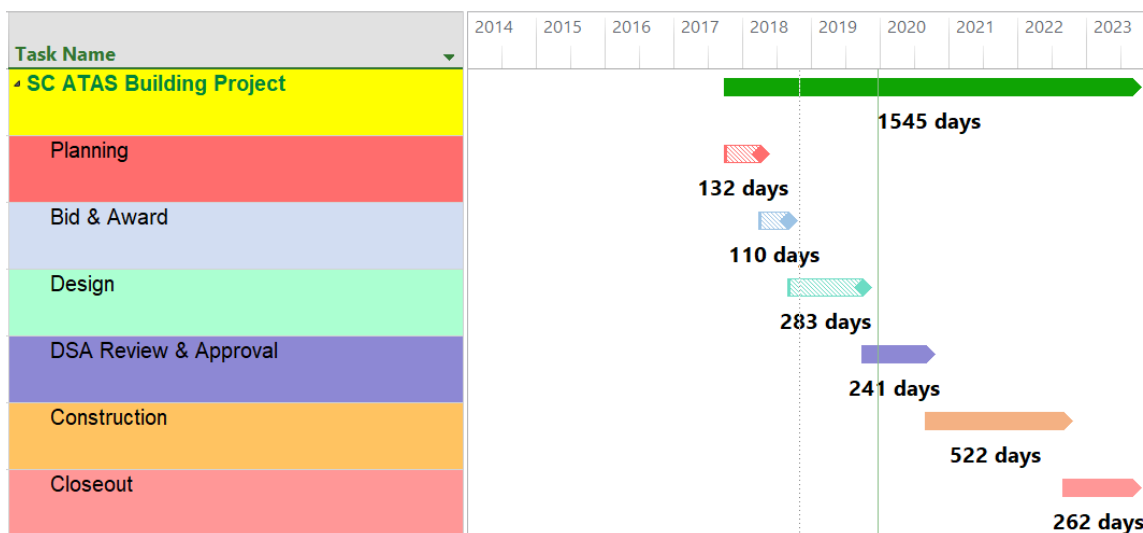
Recently Completed: *Installation of press box windows, synthetic turf at main stadium field, pads and cages for thrower's events, and sod at the thrower's park.*

Focus: Proactively work with the contractor on schedule issues to keep end date on target. Meet with PCL executive team. Review contractor's change order requests and claims; conduct meetings to discuss these. Prepare for mediation of claims that is scheduled in September.

2. ATAS BUILDING PROJECT

Project Description: The Project includes a new 50,000 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 (including two striped for pickle ball) will replace the existing six and will be located north of the Village. The college has requested that the existing TAS Building demolition, utility relocation and new parking lot be de-scoped. A connector road and installation of additional parking stalls between the baseball field and the new tennis courts is included.

Start Preliminary Plans	Oct 2017	Award D/B Contract	Aug 2018
Start Working Drawings	Oct 2018	Complete Construction	Aug 2022
Complete Working Drawings	Sep 2019	Advertise for FF&E	Pending
DSA Final Approval	Sep 2020	DSA Close Out	Pending



Budget Narrative: In fiscal years 2002-2003 and 2004-2005, \$971,000 and \$985,000 respectively, for a total of \$1,956,000 was allocated from basic aid to cover design. Budget reflects Board action on 8/27/2012, 10/25/2013, 6/23/2014, 8/22/2016, 5/21/2018, and 4/27/2020. On August 27, 2012, the Board approved \$12,777,313. On October 25, 2013, the Board approved fund reassignment of \$8,523,000 to the Saddleback College Sciences Building. On June 23, 2014, the Board restored \$8,523,000 and added \$2,702,000. On August 22, 2016, the Board approved \$3,110,000. On May 21, 2018, the Board approved \$44,863,622 to fund a new building. On April 27, 2020, the Board approved \$5,127,000 to fund the connector road and additional parking. The ATAS Building project budget of \$64,100,000 differs from the basic aid allocation due to funds spent for the Technology and Applied Science renovation project prior to the decision to move forward with a new building.

	Original	Revision	Total
Project Budget:			
TAS Renovation	\$8,755,055	\$ (7,446,120)	\$ 1,308,935
ATAS Building	\$ 0	\$69,227,000	\$69,227,000
Total	\$8,755,055	\$61,780,880	\$70,535,935
District Funding Commitment:	\$8,755,055	\$61,780,880	\$70,535,935
Anticipated State Match:	\$ 0	\$ 0	\$ 0
Basic Aid Allocation:	\$1,956,000	\$68,579,935	\$70,535,935

Status: Construction Phase: New Tennis Courts Center (Task #01): Project is approximately 60% complete.

In Progress: Buy-out process for the ATAS Building, New Connector Road & Parking Lot 5-B. Installation of the new tennis courts *iron fencing, gates, concrete hardscape, reclaimed water irrigation system, landscaping, concrete pour for perimeter footings, installation of roofing, standing seam roofing system, exterior framing, sheathing, and plaster of the team rooms' exterior facades. Installation of door frames, doors, access control hardware, and the polycarbonate window system. Commence rough-in for the*

over-head electrical, telecommunication and HVAC systems at the team room building. Design page-turn review session for the baseball field safety netting system with Saddleback College Athletics and FMO Departments.

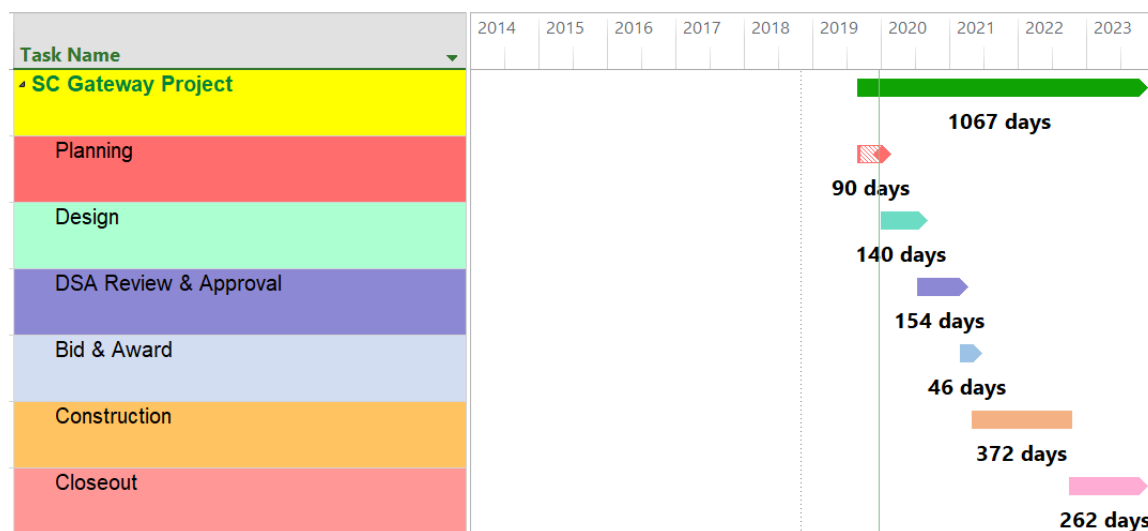
Recently Completed: Installation and testing of the post-tensioned concrete slab for all eight (8) tennis courts, team room building slab-on-grade, structural steel, metal decking, shade structure at the competition court and offsite water main relocation and sewer installation.

Focus Issue: Finish installation of the tennis courts center fencing, windscreen, sport lighting, base and asphalt paving for the fire lane. Complete installation of the team room building interior framing, finishes/painting, flooring, signage, exterior plaster system, interior lighting, fire alarm system, audio visual (AV) and HVAC devices. Finalize the buy-out process for the ATAS Building, New Connector Road & Parking Lot 5B (Increment No. 1). Obtain the approval of Saddleback College executive cabinet and athletics department on the design package for the baseball field safety netting.

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 project will reduce the need for portable buildings and set the stage for the Student Services building renovation.

Start Preliminary Plans	Sep 2019	Award Construction Contract	May 2021
Start Working Drawings	Jan 2020	Complete Construction	Oct 2022
Complete Working Drawings	Jun 2020	Advertise for FF&E	Feb 2022
DSA Final Approval	Feb 2021	DSA Close Out	Pending



Budget Narrative: Budget reflects Board action on 6/17/2013, 6/23/2014, 8/22/2016, 6/26/2017, 4/22/2019 and 4/27/2020. 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. On April 22, 2019, the Board approved the funding allocation of \$6,599,180. On April 27, 2020, the Board approved the funding allocation of \$6,800,261.

	<u>Original</u>	<u>Revision</u>	<u>Total</u>
Project Budget:	\$42,867,000	\$25,294,476	\$68,161,473
District Funding Commitment:	\$12,814,000	\$30,002,473	\$42,816,473
State Match:	\$30,053,000	\$ (4,708,000)	\$25,345,000
Basic Aid Allocation:	\$ 1,545,115	\$31,513,146	\$33,058,261

Status: Working Drawings Phase (100% Construction Documents).

In Progress: Weekly Design & Building Information Modeling coordination meetings.

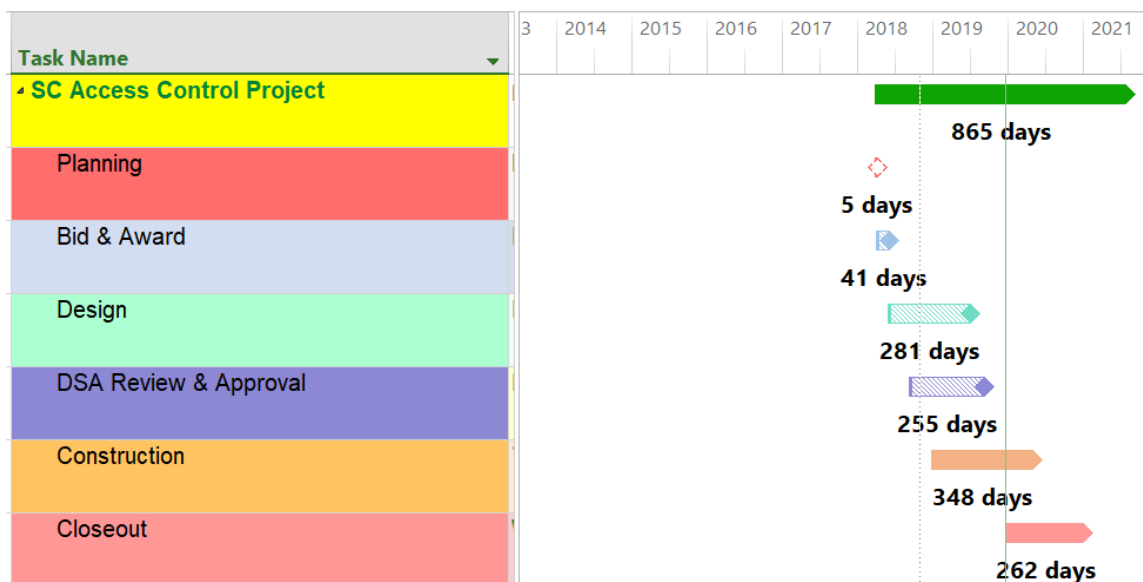
Recently Completed: Obtained Saddleback College executive cabinet and building stakeholders sign-off on the 90% Construction Documents. Staff obtained State Chancellor's Office approval on underground utility design refinements. Staff & project architect conducted multiple online design review sessions with DSA in anticipation for the formal submittal. *Finalized the 100% Construction Documents package and submitted to DSA.*

Focus: *Continue the design and selection process of the furniture, fixture and equipment process with Saddleback College executive cabinet. Kick-off the pre-qualification process to short list general contractors.*

4. ACCESS CONTROL PROJECT

Project Description: This project will retrofit 1,535 existing doors campus-wide with electronic door locks to provide access control and enhanced safety. This project is similar to the standard established at the Science Building, with hardware synchronized to software monitored by the Saddleback College Campus Police.

Criteria Development	Apr 2018	Award D/B Contract	May 2018
Start Working Drawings	Jun 2018	Complete Construction	May 2020
Complete Working Drawings	Jul 2019	FF&E	N/A
DSA Final Approval	Jul 2019	DSA Close Out	Pending



Budget Narrative: Budget reflects the Board action on 6/26/2017 and 5/21/2018. On June 26, 2017, the Board approved \$3,000,000 for the District-wide ADA Transition Plan. Saddleback College assigned \$1,600,000 from its share of the ADA transition funds to this project. On May 21, 2018, the Board approved \$4,000,000. Saddleback College also assigned \$1,364,296 from college general funds. Additionally, State Scheduled Maintenance allocations across FY 2015-16, 2016-2017, 2017-2018 total \$4,845,914.

	Original	Revision	Total
Project Budget:	\$11,810,210	\$0	\$11,810,210
District Funding Commitment:	\$ 6,964,296	\$0	\$ 6,964,296
Basic Aid Allocation:	\$ 4,000,000	\$0	\$ 4,000,000
Basic Aid ADA Allocation:	\$ 1,600,000	\$0	\$ 1,600,000
College General Fund:	\$ 1,364,296	\$0	\$ 1,364,296
State Scheduled Maintenance Allocation:	\$ 4,845,914	\$0	\$ 4,845,914

Status: *Close Out Phase.* Phased project with six increments, 1,535 doors were completed.

In Progress: *Punch list and close out.*

Recently Completed: *Increments 5 (PE Buildings and Grounds Complex) and 6 (SM, CEC, Transportations Building, and select Village buildings).*

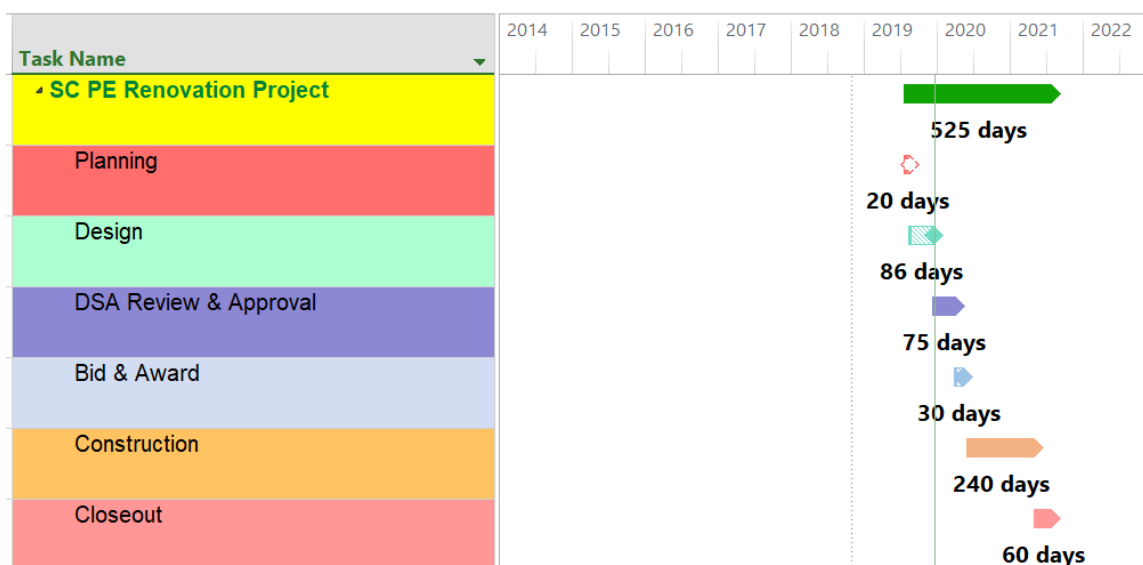
Focus: *Complete punch list, DSA IOR sign off, and project close out.*

5. PE RENOVATION

Project Description: This project will renovate the Women's Locker Room to address Title IX regulations and functional issues, install new rooftop HVAC units on the PE 100

building to correct heating and cooling issues, and renovate the restrooms in PE 300 to meet accessibility requirements.

Start Preliminary Plans	Jul 2019	Award Construction Contract	Jul 2020
Start Working Drawings	Aug 2019	Complete Construction	Apr 2021
Complete Working Drawings	Dec 2019	Advertise for Equipment	Nov 2020
DSA Final Approval	Apr 2020	DSA Close Out	Pending



Budget Narrative: Budget reflects Board action on 6/17/2013 and 6/25/2018. On June 17, 2013, the Board approved \$800,000 for the PE 100 HVAC system. Saddleback College contributed \$800,000 in matching funds from the Scheduled Maintenance budget. On June 25, 2018, the Board approved \$1,800,000 for PE Renovation. The college spent basic aid funds of \$211,263 on a previous PE 100 weight-room floor replacement project.

	Original	Revision	Total
Project Budget:	\$3,400,000	\$(211,263)	\$3,188,737
District Funding Commitment:	\$3,400,000	\$(211,263)	\$3,188,737
Basic Aid Allocation:	\$2,600,000	\$(211,263)	\$2,388,737
Local Scheduled Maintenance:	\$ 800,000	\$0	\$ 800,000
Anticipated State Match:	\$0	\$0	\$0

Status: Bid and Award Phase

In Progress: Pre-bid job walk.

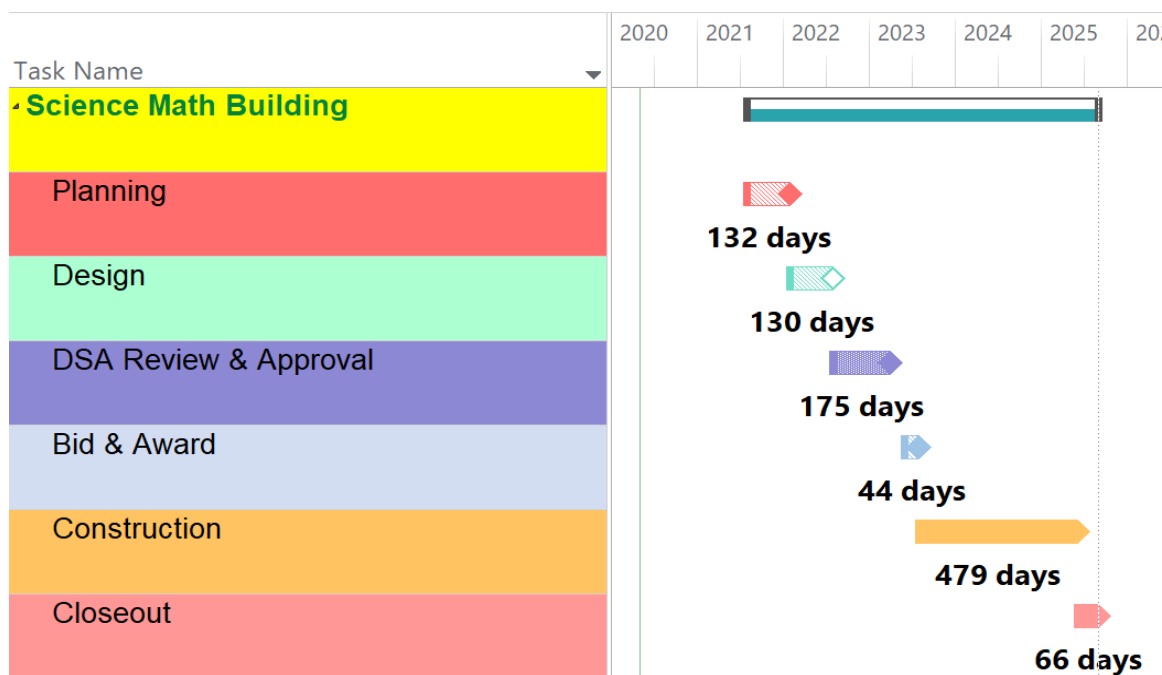
Recently Completed: Bid advertised June 4, 2020.

Focus: Receive bids and award contract.

6. Science Math Building

Project Description: The project will downsize and replace the existing Science Math Building to meet the educational needs of Saddleback College for Math and Information Technology. This proposed project will construct a new building of 32,100 assignable square feet (ASF) and 49,385 gross square feet (GSF).

Start Preliminary Plans	Aug 2021	Award Construction Contract	Aug 2023
Start Working Drawings	Feb 2022	Complete Construction	June 2025
Complete Working Drawings	Aug 2022	Advertise for Equipment	May 2024
DSA Final Approval	April 2023	DSA Close Out	Aug 2025



Budget Narrative: Budget reflects Board action on 4/27/2020. On April 27, 2020, the Board approved \$4,300,000.

	<u>Original</u>	<u>Revision</u>	<u>Total</u>
Project Budget:	\$33,325,956	\$0	\$33,325,956
District Funding Commitment:	\$16,624,624	\$0	\$16,624,624
Anticipated State Match:	\$16,701,332	\$0	\$16,701,332
Basic Aid Allocation:	\$ 4,300,000	\$0	\$ 4,300,000

Status: FPP Approved

In Progress: N/A

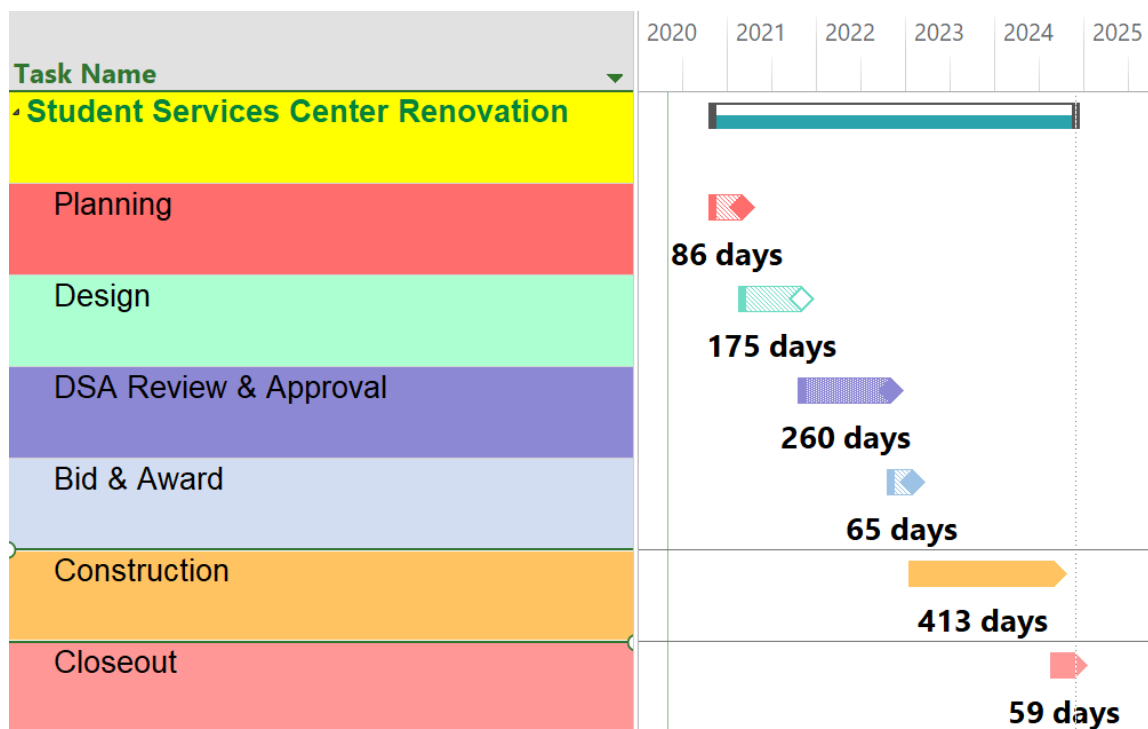
Recently Completed: N/A

Focus: Await funding from the State in fiscal year 2021-2022.

7. Student Services Center Renovation

Project Description: This project will renovate the Student Services building to house offices, read/study (tutoring) space, student support, bookstore, campus food facilities, and student life functions. The project will renovate 41,457 assignable square feet (ASF) and 62,400 gross square feet (GSF).

Start Preliminary Plans	Nov 2020	Award Construction Contract	Jan 2023
Start Working Drawings	Mar 2021	Complete Construction	Aug 2024
Complete Working Drawings	Nov 2021	Advertise for Equipment	Feb 2024
DSA Final Approval	Oct 2022	DSA Close Out	Nov 2024



Budget Narrative: Budget reflects Board action on 4/27/2020. On April 27, 2020, the Board approved \$3,378,275.

	<u>Original</u>	<u>Revision</u>	<u>Total</u>
Project Budget:	\$27,919,625	\$0	\$27,919,625
District Funding Commitment:	\$27,919,625	\$0	\$27,919,625
Anticipated State Match:	\$0	\$0	\$0
Basic Aid Allocation:	\$ 3,378,275	\$0	\$ 3,378,275

Status: Pre-planning phase.

In Progress: N/A

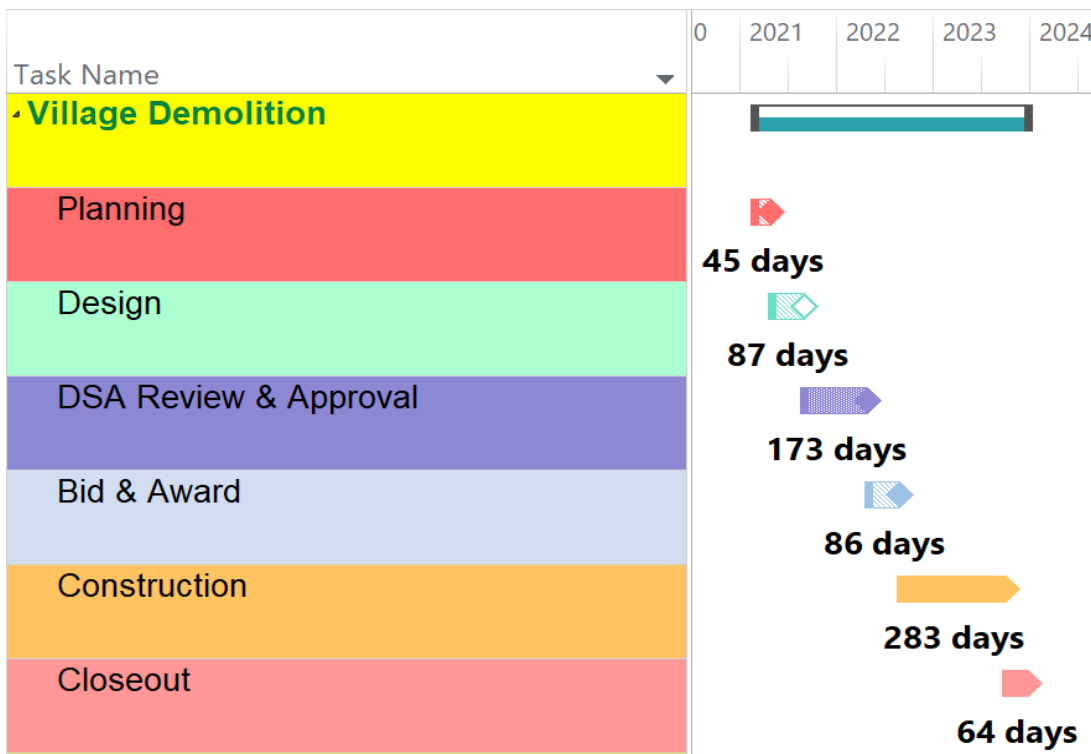
Recently Completed: N/A

Focus: Prepare documents for RFQ&P process to procure architectural firm.

7. Village Demolition Renovation

Project Description: This project is phase 1 of multiple demolition phases at the Village. Once the new ATAS building is occupied, the vacated Village buildings 4,5,6,7,20,21,22,25,26,30,31,32,33 and K can be demolished.

Start Preliminary Plans	Mar 2021	Award Construction Contract	Sep 2022
Start Working Drawings	May 2021	Complete Construction	Oct 2023
Complete Working Drawings	Sep 2021	Advertise for Equipment	N/A
DSA Final Approval	May 2022	DSA Close Out	Dec 2023



Budget Narrative: Budget reflects Board action on 4/27/2020. On April 27, 2020, the Board approved \$1,500,000

	<u>Original</u>	<u>Revision</u>	<u>Total</u>
Project Budget:	\$1,500,000	\$0	\$1,500,000
District Funding Commitment:	\$1,500,000	\$0	\$1,500,000
Anticipated State Match:	\$0	\$0	\$0
Basic Aid Allocation:	\$1,500,000	\$0	\$1,500,000

Status: Pre-planning phase.

In Progress: N/A

Recently Completed: N/A

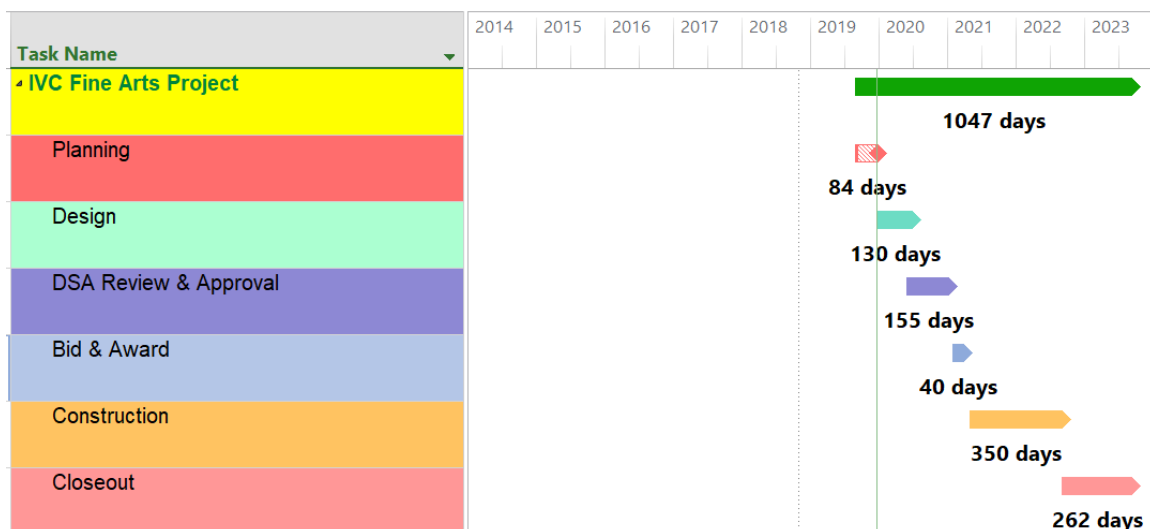
Focus: N/A

IRVINE VALLEY COLLEGE

1. 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 southwest of the existing Performing Arts Center, will include an assembly space, labs and classrooms with some offices. Space will be vacated within the B-100, B-300 and A-300 buildings for future renovation.

Start Preliminary Plans	Sep 2019	Award Construction Contract	Apr 2021
Start Working Drawings	Jan 2020	Complete Construction	Sep 2022
Complete Working Drawings	Jun 2020	Advertise for Equipment	Jan 2022
DSA Final Approval	Jan 2021	DSA Close Out	Pending



Budget Narrative: Budget reflects Board action on 6/17/2013, 6/23/2014, 8/22/2016, 6/26/2017, 4/22/2019, and 4/27/2020. On June 17, 2013, the Board approved \$61,278. 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. On April 22, 2019, the Board approved the funding allocation of \$7,172,680. On April 27, 2020, the Board approved the funding allocation of \$5,993,256.

	<u>Original</u>	<u>Revision</u>	<u>Total</u>
Project Budget:	\$35,764,278	\$23,504,636	\$59,269,914
District Funding Commitment:	\$10,623,278	\$26,184,636	\$36,807,914
State Match:	\$25,141,000	\$(2,679,000)	\$22,462,000
Basic Aid Allocation:	\$ 61,278	\$28,553,256	\$28,614,534

Status: Working Drawings Phase.

In Progress: Construction Documents.

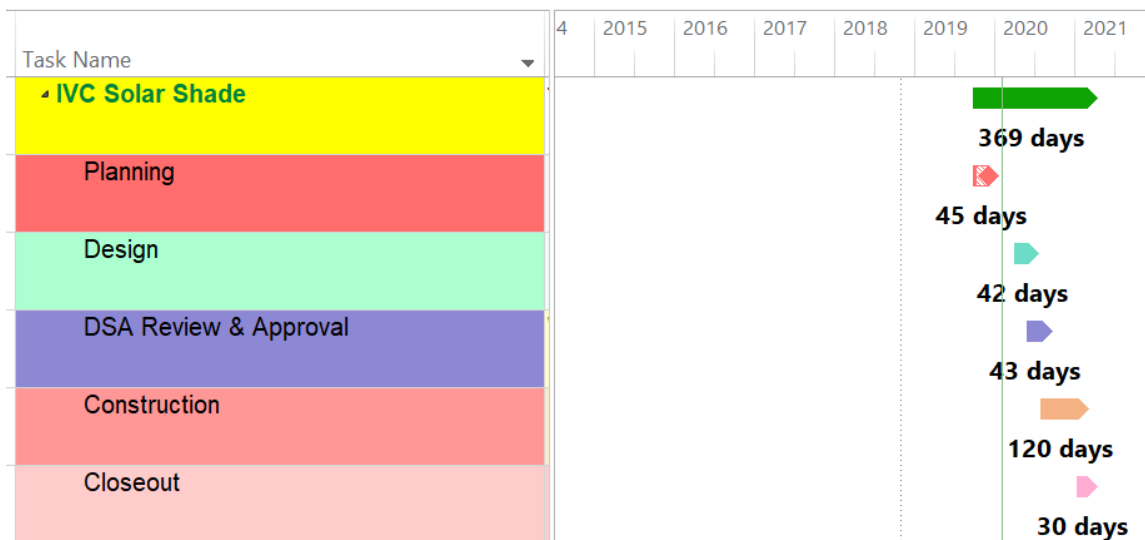
Recently Completed: *Registration of project with DSA in preparation of design submission in June 2020. Receipt of 100% Construction Documents.*

Focus: *Complete review of 100% Construction Documents.*

2. PARKING LOT PHASE 1 & 2 AND SOLAR SHADE PROJECT

Project Description: This project includes development of a 190,000 square foot, lighted parking lot creating 594 additional parking spaces. The project includes photovoltaic panels supported on parking canopies and a battery storage system. Both systems will interconnect with the local utility grid and integrate with the campus electrical system, which will be consolidated in response to utility requirements.

Start Preliminary Plans	Jun 2020	Begin construction	Oct 2020
Start Working Drawings	Jul 2020	Complete Construction	Mar 2021
Complete Working Drawings	Aug 2020	Advertise for FF&E	N/A
DSA Final Approval	Sep 2020	DSA Close Out	May 2021



Budget Narrative: Budget reflects Board action on 6/23/2014, 6/22/2015, 8/22/2016, 6/26/2017 and 5/21/2018. 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 add a connection to the new perimeter road. On June 26, 2017, the Board approved \$733,000. On May 21, 2018, the Board approved \$1,300,000 to include the Phase II parking scope.

	<u>Original</u>	<u>Revision</u>	<u>Total</u>
Project Budget:	\$3,010,000	\$5,778,000	\$8,788,000
District Funding Commitment:	\$3,010,000	\$5,778,000	\$8,788,000
Anticipated State Match:	N/A	N/A	N/A
Basic Aid Allocation:	\$3,010,000	\$5,778,000	\$8,788,000

Status: *Pre-Design Phase.*

In Progress: *Awaiting receipt of insurance documents.*

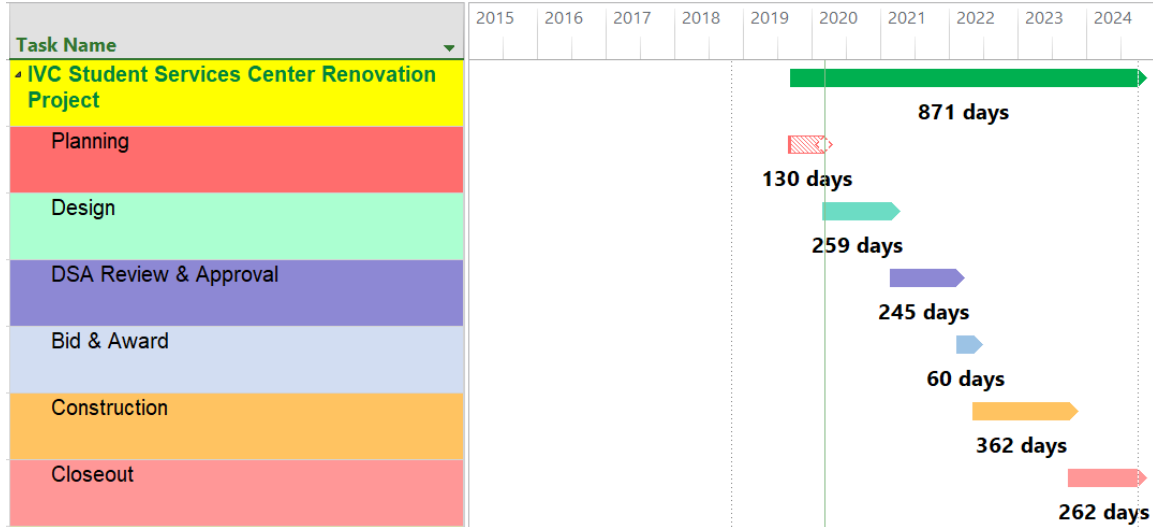
Recently Completed: *Award of Solar Shade Canopies contracts.*

Focus: *Verification of insurance documents and Notice to Proceed with design.*

3. STUDENT SERVICES CENTER

Project Description: This project will replace the 30,558 gross square feet (GSF) Student Services Center with two new buildings to correct structural issues, address programming needs, upgrade the food service area, HVAC, electrical, finishes, and provide upgrades to meet ADA requirements. This plan will consolidate all student services into the two buildings with a separate building for food services and student activities.

Start Preliminary Plans	Sep 2019	Award Construction Contract	May 2022
Start Working Drawings	Sep 2020	Complete Construction	May 2024
Complete Working Drawings	Mar 2021	Advertise for Equipment	Aug 2023
DSA Final Approval	Feb 2022	DSA Close Out	Pending



Budget Narrative: Budget reflects Board action on 4/22/2019 and 4/27/2020. On April 22, 2019, the Board approved \$23,850,000. On April 27, 2020, the Board approved \$13,202,189.

	<u>Original</u>	<u>Revision</u>	<u>Total</u>
Project Budget:	\$48,300,000	\$41,700,000	\$90,000,000
District Funding Commitment:	\$48,300,000	\$41,700,000	\$90,000,000
Anticipated State Match:	\$ 0	\$ 0	\$ 0
Basic Aid Allocation:	\$23,850,000	\$13,202,189	\$37,052,189

Status: Schematic Design Phase.

In Progress: Schematic Design.

Recently Completed: Borings for geotechnical report. Retained land surveyor for project. Fire hydrant flow testing.

Focus: Work with end users to further develop design.

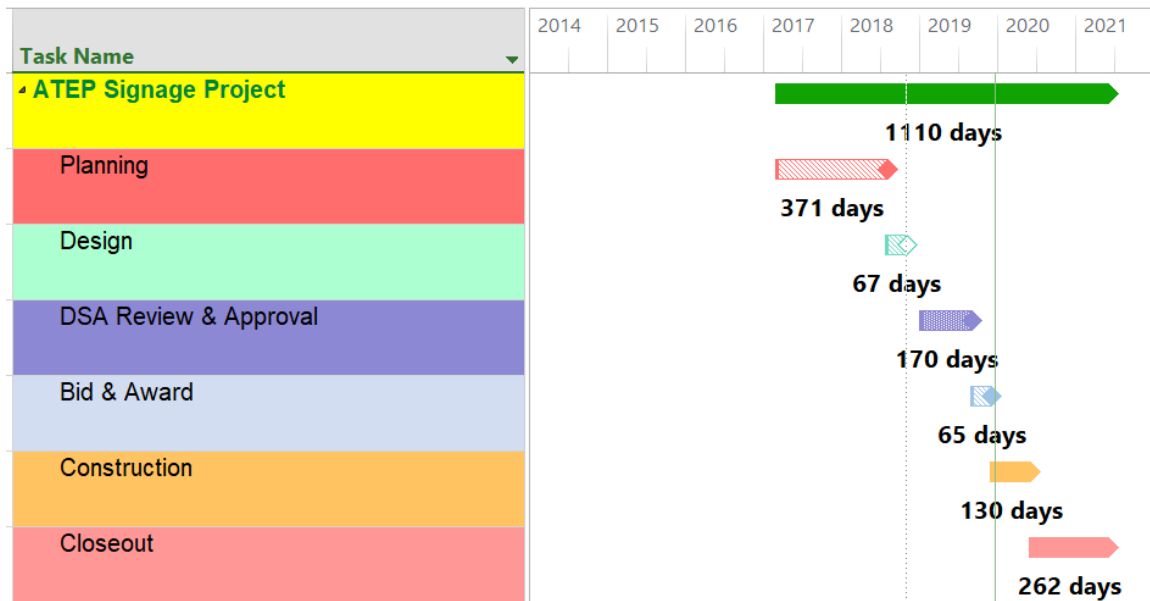
ATEP

1. ATEP – SIGNAGE PROJECT

Project Description: Wayfinding signage for ATEP consists of three monument signs, five vehicle signs and one pedestrian sign. This signage will define the campus as a destination,

support route planning, clarify entrances and parking, create a main pathway, and establish a standardized naming system.

Start Preliminary Plans	Mar 2017	Award Construction Contract	Nov 2019
Start Working Drawings	Aug 2018	Complete Construction	July 2020
Complete Working Drawings	Apr 2019	Advertise for FF&E	N/A
DSA Final Approval	Aug 2019	DSA Close Out	July 2020



Budget Narrative: Budget reflects Board action on 5/21/2018 and 4/22/2019. On May 21, 2018, the Board approved \$500,000. On April 22, 2019, the Board approved the funding allocation of \$4,431,121.

	<u>Original</u>	<u>Revision</u>	<u>Total</u>
Project Budget:	\$3,000,000	\$1,931,121	\$4,931,121
District Funding Commitment:	\$ 500,000	\$4,431,121	\$4,931,121
Anticipated State Match:	\$ 0	\$ 0	\$ 0
Basic Aid Allocation:	\$ 500,000	\$4,431,121	\$4,931,121

Status: Construction Phase: Project is approximately 55% complete.

In Progress: Signage steel fabrication is in progress and will be ongoing for two weeks. Rebar installation at sign footings. Continue to form remaining retaining walls at north round-about for concrete.

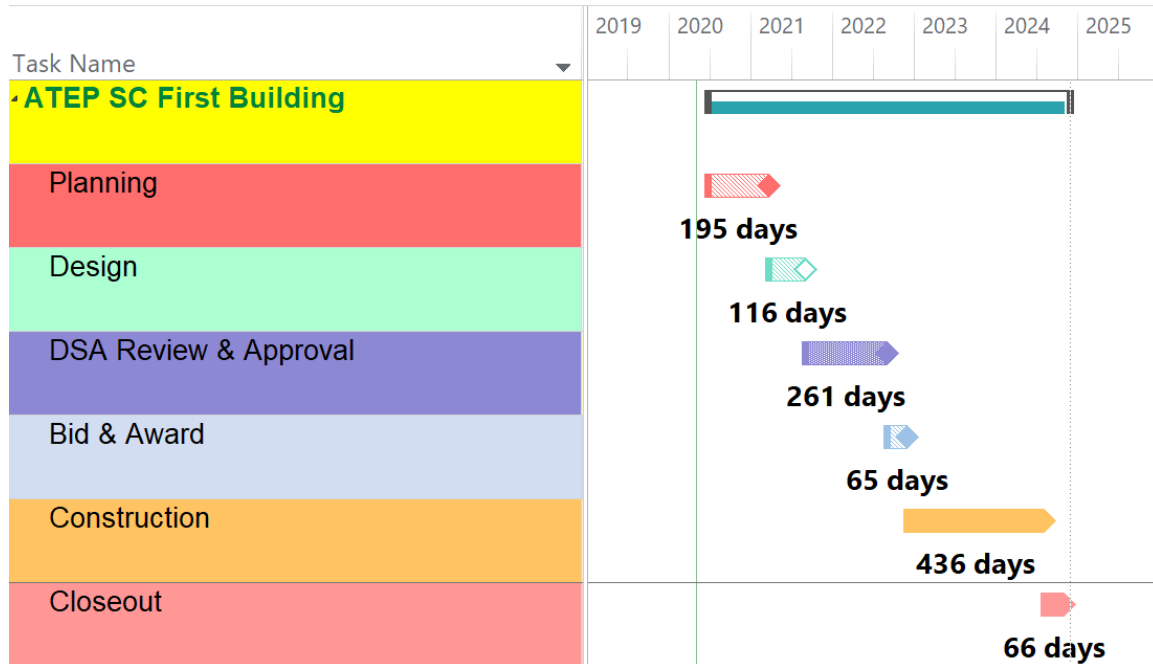
Recently Completed: South round-about and Corner Monument retaining walls were poured and completed. All sign footings have been excavated and compacted to 90%.

Focus: Complete all signage footing rebar and steel fabrication for installation.

2. ATEP – Saddleback College First Building

Project Description: This project is a new state of the art Culinary, Hospitality, Advanced Transportation and Logistics building with an estimated 50,000 gross square feet (GSF).

Start Preliminary Plans	June 2020	Award Construction Contract	Nov 2022
Start Working Drawings	March 2021	Complete Construction	Aug 2024
Complete Working Drawings	Aug 2021	Advertise for Equipment	Aug 2023
DSA Final Approval	Aug 2022	DSA Close Out	Nov 2024



Budget Narrative: On April 27, 2020, the Board approved \$4,300,000 from the 2019-2020 budget and \$4,787,000 from the 2020-2021 budget.

	Original	Revision	Total
Project Budget:	\$75,100,000	\$0	\$75,100,000
District Funding Commitment:	\$75,100,000	\$0	\$75,100,000
Anticipated State Match:	\$0	\$0	\$0
Basic Aid Allocation:	\$ 4,300,000	\$ 4,787,000	\$ 9,087,000

Status: Pre-planning phase.

In Progress: Selection of architectural firm.

Recently Completed: Receipt of architect proposals.

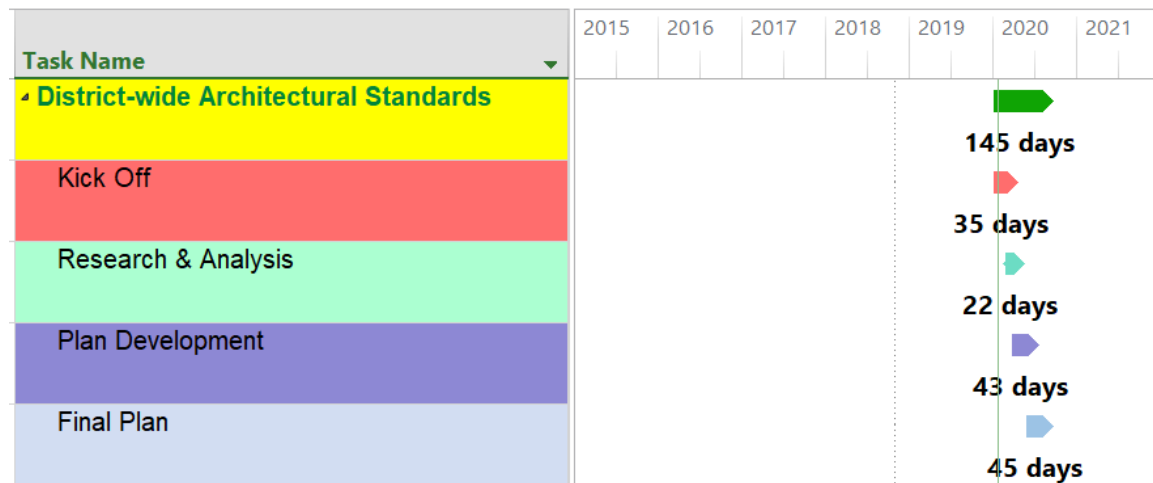
Focus: Award of architect professional services agreement.

DISTRICT-WIDE

1. ARCHITECTURAL STANDARDS

Project Description: The District-wide Standards will provide all future capital projects with design and construction consistency, operational efficiency, maintainability, accessibility and sustainability while ensuring first class teaching and learning facilities. These standards will be developed to promote the efficient, predictable, and cost-effective design and construction of all new and modernized facilities, will represent the best value for District expenditures, and will align with the District's long-range goals. The standards will include sections on the 2020 Facilities Master Plan, ATEP Design Standards, Infrastructure Master Plan, Landscape Master Plan, Storm Water Management Plan, Signage and Wayfinding Standards, Easement Plan, Blue Phone/Emergency Plans, Building Information Modeling Standards (BIM), Design Guidelines for offices, classrooms, furniture standards, restrooms, interior building and exterior circulation, and utility rooms, Building Systems Guidelines and Technical Standards and Guidelines.

Kick Off, Phase II	Feb 2020	Start Plan Development	TBD
Start Research/Analysis	Feb 2020	Complete Plan	Jun 2021
Complete Research/Analysis	TBD	Final Plan, Phase II	Jun 2021



Budget Narrative: On April 22, 2019, the Board of Trustees approved \$1,500,000 for the Architectural Standards project.

	<u>Original</u>	<u>Revision</u>	<u>Total</u>
Project Budget:	\$1,500,000	\$0	\$1,500,000
District Funding Commitment:	\$1,500,000	\$0	\$1,500,000
Anticipated State Match:	N/A	N/A	N/A
Basic Aid Allocation:	\$1,500,000	\$0	\$1,500,000

Status: Research and Analysis Phase.

In Progress: *Landscape design standards for both colleges.*

Recently Completed: *Draft hydrology reports for both colleges.*

Focus: Set appropriate foundation. Define committee responsibilities.

GENERAL NOTES

- Project updates for active projects may be viewed at:
<http://www.socccd.edu/businessservices/ProjectUpdates.html>
- 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 50% match) as the economy has changed 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: Kathleen F. Burke, Chancellor

RE: |SOCCCD: Monthly Financial Status Report |

ACTION: Information

BACKGROUND

Monthly General Fund financial reports (EXHIBIT A) 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 ending balance. These reports provide district-wide and college financial information.

STATUS

The reports display the adopted budget, revised budget and transactions through May 31, 2020 (EXHIBIT A). A review of current revenues and expenditures for FY 2019-2020 show they are in line with the budget.

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
Unrestricted General Fund Income and Expenditure Summary
As of May 31, 2020

		Adopted Budget	Revised Budget	Actual Beg Bal & Receipts/ Expenditures	% Actual to Revised
BEGINNING BALANCE		\$ 77,459,498	\$ 77,459,498	\$ 77,459,498	100.00%
SOURCES OF FUNDS					
REVENUES:					
SCFF Revenue	Various	\$ 161,922,903	\$ 161,922,903	\$ 158,239,946	97.73%
Basic Aid		86,327,097	86,327,097	84,363,576	97.73%
Federal Sources	8100-8199	-	-	-	0.00%
Other State Sources	8600-8699	19,311,977	19,311,977	8,915,810	46.17%
Other Local Sources	8800-8899	19,276,659	19,228,187	21,050,901	109.48%
Total Revenue		286,838,636	286,790,164	272,570,233	95.04%
OTHER FINANCING SOURCES					
Sale of Surplus	8910-8919	\$ 195,000	\$ 195,000	\$ 209,996	107.69%
Incoming Transfers	8980-8989	8,786,000	8,786,000	6,461,145	73.54%
Total Other Sources		8,981,000	8,981,000	6,671,141	74.28%
TOTAL SOURCES OF FUNDS		295,819,636	295,771,164	279,241,374	94.41%
USES OF FUNDS					
EXPENDITURES:					
Academic Salaries	1000-1999	\$ 88,204,673	\$ 88,165,848	\$ 77,182,935	87.54%
Classified Salaries	2000-2999	47,775,711	47,981,754	37,581,584	78.32%
Employee Benefits	3000-3999	62,861,316	62,875,077	45,467,155	72.31%
Supplies & Materials	4000-4999	2,250,909	2,273,640	1,414,064	62.19%
Services & Other Operating	5000-5999	21,178,275	20,747,185	13,530,256	65.21%
Capital Outlay	6000-6999	1,060,782	1,236,690	379,361	30.68%
Total Expenditures		223,331,666	223,280,194	175,555,355	78.63%
OTHER FINANCING USES:					
Transfers Out	7300-7399	\$ 819,721	\$ 822,721	\$ 819,721	99.64%
Basic Aid Transfers Out	7300-7399	91,000,966	91,000,966	91,000,966	100.00%
Other Transfers	7400-7499	-	-	-	0.00%
Payments to Students	7500-7699	-	-	-	0.00%
Total Other Uses		91,820,687	91,823,687	91,820,687	100.00%
TOTAL USES OF FUNDS		315,152,353	315,103,881	267,376,042	84.85%
SURPLUS / (DEFICIT)		(19,332,717)	(19,332,717)	11,865,332	
ENDING FUND BALANCE		\$ 58,126,781	\$ 58,126,781	\$ 89,324,830	
COMPONENTS OF ENDING BALANCE					
Reserve for Economic Uncertainties		\$ 33,469,676	\$ 33,469,676		
Reserve for Unrealized Tax Collections (Basic Aid)		17,145,419	17,145,419		
Nondesignated Ending Balance		7,511,686	7,511,686		
		\$ -	\$ -		

NOTE: As of May 31, 2019 actual revenues to date were **98.61%** and actual expenditures to date were **84.05%** of the revised budget to date.

SADDLEBACK COLLEGE

Unrestricted General Fund Income and Expenditure Summary
As of May 31, 2020

		Adopted Budget	Revised Budget	Actual Beg Bal & Receipts/ Expenditures	% Actual to Revised
BEGINNING BALANCE		\$ 12,551,485	\$ 12,551,485	\$ 12,551,485	100.00%
SOURCES OF FUNDS					
REVENUES:					
SCFF Revenue	Various	\$ 89,535,410	\$ 89,535,410	\$ 87,498,916	97.73%
Basic Aid		-	-	-	0.00%
Federal Sources	8100-8199	-	-	-	0.00%
Other State Sources	8600-8699	6,753,131	6,753,131	5,036,947	74.59%
Other Local Sources	8800-8899	8,110,540	8,062,068	10,424,905	129.31%
Total Revenue		104,399,081	104,350,609	102,960,768	98.67%
OTHER FINANCING SOURCES					
Sale of Surplus	8910-8919	\$ 117,081	\$ 117,081	\$ 126,082	107.69%
Incoming Transfers	8980-8989	5,147,000	5,147,000	3,892,075	75.62%
Total Other Sources		5,264,081	5,264,081	4,018,157	76.33%
TOTAL SOURCES OF FUNDS		109,663,162	109,614,690	106,978,925	97.60%
USES OF FUNDS					
EXPENDITURES:					
Academic Salaries	1000-1999	\$ 51,281,306	\$ 51,366,769	46,501,341	90.53%
Classified Salaries	2000-2999	22,154,124	22,159,425	17,172,584	77.50%
Employee Benefits	3000-3999	28,596,060	28,596,494	24,907,824	87.10%
Supplies & Materials	4000-4999	1,226,610	1,211,634	781,080	64.46%
Services & Other Operating	5000-5999	8,694,544	8,394,469	5,654,493	67.36%
Capital Outlay	6000-6999	872,282	1,044,663	265,614	25.43%
Total Expenditures		112,824,926	112,773,454	95,282,935	84.49%
OTHER FINANCING USES:					
Transfers Out	7300-7399	\$ 389,721	\$ 392,721	\$ 389,721	99.24%
Basic Aid Transfers Out	7300-7399	-	-	-	0.00%
Other Transfers	7400-7499	-	-	-	0.00%
Payments to Students	7500-7699	-	-	-	0.00%
Total Other Uses		389,721	392,721	389,721	99.24%
TOTAL USES OF FUNDS		113,214,647	113,166,175	95,672,656	84.54%
SURPLUS / (DEFICIT)		(3,551,485)	(3,551,485)	11,306,269	
ENDING FUND BALANCE		\$ 9,000,000	\$ 9,000,000	\$ 23,857,754	
COMPONENTS OF ENDING BALANCE					
Reserve for Economic Uncertainties		\$ 9,000,000	\$ 9,000,000		
Reserve for Unrealized Tax Collections (Basic Aid)		-	-		
Nondesignated Ending Balance		-	-		
		<u>\$ -</u>	<u>\$ -</u>		

NOTE: As of May 31, 2019 actual revenues to date were **95.58%** and actual expenditures to date were **82.38%** of the revised budget to date.

IRVINE VALLEY COLLEGE

Unrestricted General Fund Income and Expenditure Summary
As of May 31, 2020

		Adopted Budget	Revised Budget	Actual Beg Bal & Receipts/ Expenditures	% Actual to Revised
BEGINNING BALANCE		\$ 4,953,550	\$ 4,953,550	\$ 4,953,550	100.00%
SOURCES OF FUNDS					
REVENUES:					
SCFF Revenue	Various	\$ 58,103,728	\$ 58,103,728	\$ 56,782,151	97.73%
Basic Aid		-	-	-	0.00%
Federal Sources	8100-8199	-	-	-	0.00%
Other State Sources	8600-8699	4,494,323	4,494,323	3,352,372	74.59%
Other Local Sources	8800-8899	11,166,119	11,166,119	12,078,979	108.18%
Total Revenue		73,764,170	73,764,170	72,213,502	97.90%
OTHER FINANCING SOURCES					
Sale of Surplus	8910-8919	\$ 77,919	\$ 77,919	\$ 83,914	107.69%
Incoming Transfers	8980-8989	2,799,000	2,799,000	2,039,297	72.86%
Total Other Sources		2,876,919	2,876,919	2,123,211	73.80%
TOTAL SOURCES OF FUNDS		76,641,089	76,641,089	74,336,713	96.99%
USES OF FUNDS					
EXPENDITURES:					
Academic Salaries	1000-1999	\$ 33,313,128	\$ 33,344,486	\$ 29,804,825	89.38%
Classified Salaries	2000-2999	14,987,798	15,036,798	11,841,853	78.75%
Employee Benefits	3000-3999	19,862,355	19,871,778	16,456,306	82.81%
Supplies & Materials	4000-4999	908,249	943,059	585,014	62.03%
Services & Other Operating	5000-5999	5,932,609	5,816,255	2,921,260	50.23%
Capital Outlay	6000-6999	90,500	82,263	16,600	20.18%
Total Expenditures		75,094,639	75,094,639	61,625,858	82.06%
OTHER FINANCING USES:					
Transfers Out	7300-7399	\$ -	\$ -	\$ -	0.00%
Basic Aid Transfers Out	7300-7399	-	-	-	0.00%
Other Transfers	7400-7499	-	-	-	0.00%
Payments to Students	7500-7699	-	-	-	0.00%
Total Other Uses		-	-	-	0.00%
TOTAL USES OF FUNDS		75,094,639	75,094,639	61,625,858	82.06%
SURPLUS / (DEFICIT)		1,546,450	1,546,450	12,710,855	
ENDING FUND BALANCE		\$ 6,500,000	\$ 6,500,000	\$ 17,664,405	
COMPONENTS OF ENDING BALANCE					
Reserve for Economic Uncertainties		\$ 6,500,000	\$ 6,500,000		
Reserve for Unrealized Tax Collections (Basic Aid)		-	-		
Nondesignated Ending Balance		-	-		
		<u>\$ -</u>	<u>\$ -</u>		

NOTE: As of May 31, 2019 actual revenues to date were **97.67%** and actual expenditures to date were **86.07%** of the revised budget to date.

TO: Board of Trustees

FROM: Kathleen F. Burke, Chancellor

RE: SOCCCD: CARES Act Funding Monthly Status Report

ACTION: Information

BACKGROUND

In response to the COVID-19 pandemic, Irvine Valley College and Saddleback College received stimulus allocations as part of the Coronavirus Aid, Relief, and Economic Security (CARES) Act. Both colleges received funds for emergency assistance to students, institutional support to move to online instruction, and additional discretionary funds based on being a minority serving institution. The funds must be spent within one year.

STATUS

A summary of the funds awarded and spent as of May 31, 2020 is provided in EXHIBIT A.

CARES Act Funds as of May 31, 2020

Grants to Students	Irvine Valley College	Saddleback College	SOCCCD Total
Certification Signed	4/14/2020	4/14/2020	
Grant Period	4/24/2020 – 4/23/2021	4/24/2020 – 4/23/2021	
Total Amount Awarded	\$2,242,905	\$2,148,052	\$4,390,957
Number of Students Eligible	4,353	4,036	8,389
Number of Grant Recipients	2,809	920	3,729
Student Grant Amount	\$500	\$500	
Total Amount of Grants Distributed	\$1,404,500	\$460,000	\$1,864,500
Amount Remaining to Distribute	\$838,405	\$1,688,052	\$2,526,457

Institutional Support	Irvine Valley College	Saddleback College	SOCCCD Total
Certification Signed	4/22/2020	4/23/2020	
Grant Period	5/6/2020 - 5/5/2021	5/7/2020 - 5/6/2021	
Total Amount Awarded	\$2,242,905	\$2,148,051	\$4,390,956
Expenses:			
Salaries	\$0	\$0	\$0
Benefits	\$0	\$0	\$0
Supplies	\$0	\$8,858	\$8,858
Services	\$0	\$81,189	\$81,189
Equipment	\$59,283	\$210,572	\$269,855
Student Grants	\$0	\$0	\$0
Total Expenses	\$59,283	\$300,619	\$359,902
Amount Remaining	\$2,183,622	\$1,847,432	\$4,031,054

Minority Serving Institutions	Irvine Valley College	Saddleback College	SOCCCD Total
Certification Signed	5/4/2020	5/6/2020	
Grant Period	6/1/2020-5/31/2021	6/1/2020-5/31/2021	
Total Amount Awarded	\$18,480	\$316,264	\$334,744
Lost Revenue:			
Parking	\$0	\$0	\$0
Child Development Center	\$0	\$0	\$0
Total Lost Revenue	\$0	\$0	\$0
Expenses:			
Supplies	\$0	\$0	\$0
Services	\$0	\$0	\$0
Equipment	\$0	\$0	\$0
Total Expenses	\$0	\$0	\$0
Amount Remaining	\$18,480	\$316,264	\$334,744

TO: Board of Trustees
FROM: Kathleen F. Burke, Chancellor
RE: SOCCCD: Retiree (OPEB) Trust Fund
ACTION: Information

BACKGROUND

In April 2008, the 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 April 30, 2020 (EXHIBIT A).

For April, the portfolio was composed of 43.2% common stocks (domestic and international) and 56.8% fixed funds (bonds). The portfolio's performance increased 6.77%, ending with a fair market value of \$121,501,104 and an annualized return of 5.09% since inception.

May 14, 2020

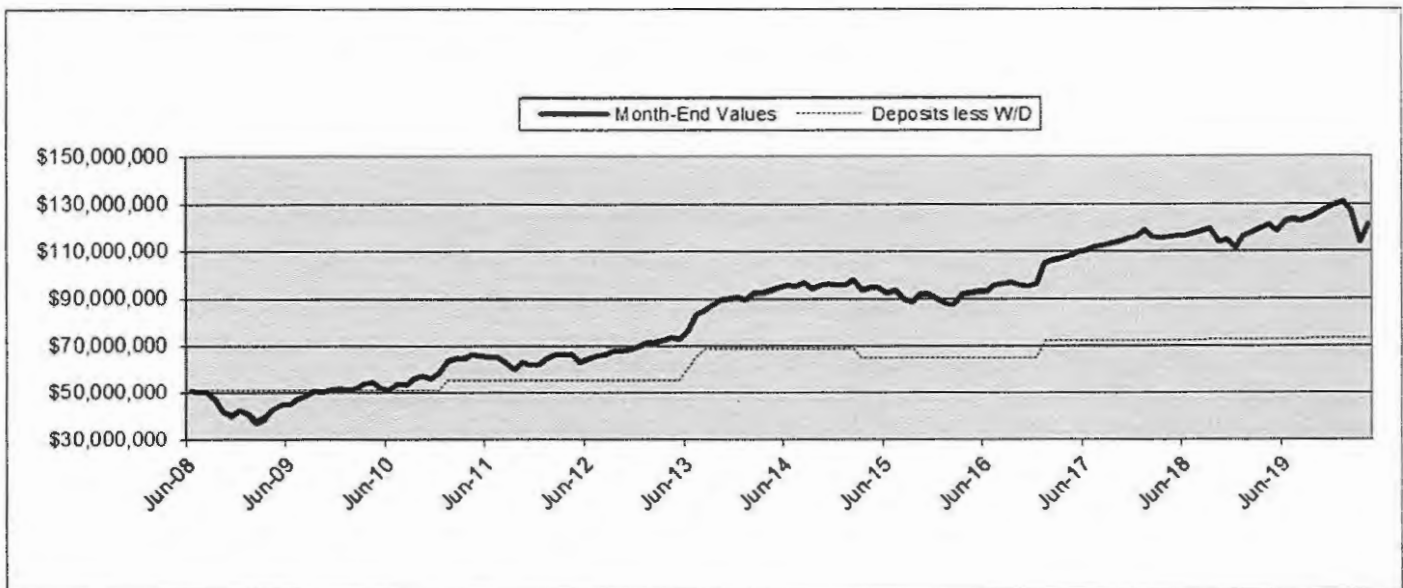
South Orange County Community College District
28000 Marguerite Parkway
Mission Viejo, CA 92692

Re: South Orange County CCD Retiree (OPEB) Irrevocable Trust

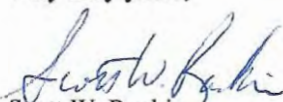
With a fair market value on April 30th of \$121,501,103.50 your portfolio's performance was up 6.77% for the month and up 5.09% on an annualized basis since the June 24th, 2008 inception date net of program fees.

Your portfolio ended the month as a diversified mix of equity funds (43.2%) and fixed income funds (56.8%). It was designed to be invested over a long time frame. Total deposits in the amount of \$77,214,430.38 have been received since inception. \$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>April 2020</u>	<u>Year-To-Date</u>	<u>Annualized Since Inception</u>
South Orange CCCD	6.77%	-6.12%	5.09% annualized return
S&P 500	12.80%	-9.30%	9.50% (Domestic Stocks)
MSCI EAFE	6.46%	-17.84%	1.38% (International stocks)
Barclays Aggregate	1.78%	4.98%	4.45% (Domestic Bonds)
Barclays Global	1.96%	1.63%	2.90% (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
June-17	\$ 6,876,878	\$ 71,676,602	\$ 110,063,884
June-18	\$ -	\$ 71,676,602	\$ 116,478,409
June-19	\$ 1,053,093	\$ 72,729,695	\$ 123,157,480
July-19	\$ -	\$ 72,729,695	\$ 123,449,353
August-19	\$ -	\$ 72,729,695	\$ 123,206,435
September-19	\$ 484,735	\$ 73,214,430	\$ 124,020,036
October-19	\$ -	\$ 73,214,430	\$ 125,685,619
November-19	\$ -	\$ 73,214,430	\$ 127,644,117
December-19	\$ -	\$ 73,214,430	\$ 129,424,431
January-20	\$ -	\$ 73,214,430	\$ 130,366,882
February-20	\$ -	\$ 73,214,430	\$ 126,599,286
March-20	\$ -	\$ 73,214,430	\$ 113,802,302
April-20	\$ -	\$ 73,214,430	\$ 121,501,104
	\$ 73,214,430		

TO: Board of Trustees

FROM: Kathleen F. Burke, Chancellor

RE: Reports from Administration and Governance Groups

ACTION: None

Reports by the following individuals may be written and submitted through the docket process prior to distribution of the Board agenda packet.

Speakers are limited up to two minutes each.

Chancellor
Acting President, Irvine Valley College
Saddleback College President



DATE: June 8, 2020
TO: Members of the Board of Trustees
FROM: Chancellor Kathleen F. Burke, Ed.D.
SUBJECT: District Services Report for June 22, 2020 Board of Trustees Meeting

Inaugural Chancellor's Award for Community Service

On Tuesday, June 9, at 7:30 a.m. I was pleased to join several members from the Board of Trustees to award Lisa Kennedy Greenberg with the Inaugural Chancellor's Award for Community Service. This award was presented to Lisa to acknowledge her dedicated work in updating Title 5 as it relates to California community college Foundations. This award will only be given when a member of our community is deserving. The definition of the award is as follows: the Chancellor's Community Leadership Award honors individuals in the South Orange County Community College District service area who have demonstrated extraordinary work to promote the mission of Irvine Valley College and Saddleback College. The award is designed to celebrate community leaders, who have infused the advocacy and promotion of community colleges in their professional, philanthropic, or volunteer activities throughout Orange County. Congratulations to Lisa and many thanks to the Trustees for joining me to recognize her efforts and contributions to SOCCCD.

Acting Irvine Valley College President Receives Anna L. McFarlin Sport-For-All Service Award



Coined as the "champion for the campus," Acting President Dr. Cindy Vyskocil was named the Anna L. McFarlin Sport-For-All Service Award winner as part of the Irvine Valley Annual Athletic Awards. IVC athletics has been proud to start its 2019-20 awards by honoring a record 107 scholar athletes, including 19 Lasers with a 4.0 grade point average, the scholar athlete team of the year with women's tennis and its outstanding 3.69 squad GPA and recognizing former Irvine Valley player and current top baseball coach Alex Agortsas as alumnus of the year. IVC Acting President Vyskocil was a voice of reason and a leader in difficult times.

"She is a champion for all on campus. And specifically, for Irvine Valley athletics, Vyskocil was thoughtful, supportive and a friend. She grasps the subtleties and nuances of intercollegiate athletics," Irvine Valley Dean of Kinesiology, Health and Athletics Keith Shackelford said. "As a former athlete, Cindy understands and appreciates the breadth and depth of Irvine Valley's student-athletes' experience and excellence."

Irvine Valley coaches were definitely appreciative of how much Dr. Vyskocil supported their teams throughout the fall and winter seasons. And before spring schedules were halted due to the coronavirus pandemic, you would see Vyskocil at IVC baseball games on weekends.

"Cindy was always kind to make time to come by practice or a game to express a positive word of encouragement to our student athletes, coaching staff and supported everything we did in our department with athletics," Irvine Valley men's basketball coach Jerry Hernandez said



Commencement Videos from the Board of Trustees

Due to COVID-19, both Irvine Valley College and Saddleback College offered a virtual commencement for the 2020 graduates. The virtual commencements not only included a conferring of degrees, but speeches and special remarks from administration, faculty, and the Board of Trustees. The special messages are now available online and can be viewed by everyone. To view, please click on the link https://www.socccd.edu/about/about_board_grads2020.html.



Announcement of IVC President

New IVC President Dr. John Hernandez



After a nationwide search and extensive interviews and public forums, the district is excited to welcome Dr. John Hernandez as IVC's new president. To learn about his background, please click below:

[New IVC President Announced](#)

On May 28, the South Orange County Community College District was proud to announce that Dr. John Hernandez accepted the position of President for Irvine Valley College. He is expected to begin on July 30, 2020. Although his contract must be ratified by the Board of Trustees on June 22, 2020, the entire District is eagerly awaiting the arrival of Dr. Hernandez. In a press release, Board President T.J. Prendergast said, "The Irvine Valley College community has experienced many changes within the last year and has done so with a wonderful sense of comradery, professionalism, and vision for the future. We are glad to know that even in the midst of COVID-19, the process to select a new Irvine Valley College President continued." To learn more, please click on the photo.

New Edition of HORIZON Now Available



The new issue of the Horizon is available online. This edition features information about how we have persevered and succeeded in the midst of COVID-19. Click on the photo to view articles about Zoom, help for students in need, SOCCCD's new student trustee and a featured article from Trustee Marcia Milchiker, where she touches on the importance of the Emeritus program and how she has personally benefited from the many courses offered.

"In 1984, in an attempt to save money, the California Legislature tried to eliminate Emeritus programs. I promised I would do everything in my power to save the Emeritus Institute! We took busloads of seniors to hearings throughout the state, speaking to the commissioners and legislators at these hearings. The students spoke from their hearts and the legislators listen! As a research biologist, I had data showing how important these classes were for our senior's mental and physical well-being. We assisted in keeping our seniors healthy, keeping them out of nursing homes that were more expensive and less desirable to our seniors. We won! Emeritus programs continued under the 1988 community college reform law. When these classes are threatened, such as in 2013, residents sent over 12,000 letters to state Senate and Assembly members asking them to serve all students. We thank all of you for your assistance in these battles!"



TO: Kathleen F. Burke, Chancellor, and Members of the Board of Trustees

FROM: Cindy Vyskocil, EdD, Acting President

DATE: June 11, 2020

SUBJECT: **President's Report for the June 22, 2020 Board of Trustees Meeting**

Virtual Commencement Held for Class of 2020 Graduates



On May 28, a virtual commencement ceremony on the Irvine Valley College (IVC) website celebrated the graduating class of 2020. Viewers were able to tune in and watch speeches presented by Acting President Dr. Cindy Vyskocil; SOCCCD Board of Trustees President T.J. Prendergast, III; SOCCCD Chancellor Dr. Kathleen Burke; Teacher of the Year Leonard Lamp; ASIVC President Feras Khatib; and Guest Speaker Alison Edwards, CEO of OC Human Relations. This year, IVC conferred 3,275 Associate in Arts degrees; 386 Associate in Arts for Transfer degrees; 273 Associate in Science degrees; 495 Associate in Science for Transfer degrees; and 1,929 Certificates of Achievement. The virtual commencement video is still viewable and can be found on the IVC homepage. Special thanks to all who were involved in the creation and implementation of the video.

Dr. John Hernandez Accepts Position of Irvine Valley College President



After several months of searching nationwide, candidate interviews, and public forums held via Zoom, Chancellor Kathleen Burke has announced that she is recommending Dr. John Hernandez to serve in the role as Irvine Valley College's new president. Dr. Hernandez has been an educator for over 30 years, 22 of those years as an administrator. Prior to being appointed President of IVC, he worked at Santiago Canyon College where he served as Vice President of Student Services (2005-July 2016), Interim President (July 2016-July 2017), and President (July 2017-present). Additionally, Dr. Hernandez has been an adjunct instructor in the Student Development in Higher Education graduate program at California State University, Long Beach and taught counseling and student development courses at various colleges as well. Dr. Hernandez will immediately begin the transition process from his role as President of Santiago Canyon College within the Rancho Santiago Community College District. He is expected to start at Irvine Valley College on August 1, 2020, pending ratification of his contract by the South Orange County Community College District.

Forensics Team Finishes Successful Season

The Speech and Debate team finished their year strong by placing third among all community colleges nationwide by the National Parliamentary Debate Association, and third out of all higher learning institutions in Southern California and Arizona by the Pacific Southwest Collegiate Forensics Association. Though the year was cut short due to COVID-19 restrictions, they had the opportunity to compete in a special online speech tournament that took place April 25-26. Thirty schools from Alaska to Texas attended the free tournament. The tournament allowed students to go online in special rooms set for competitors and judges to watch live, synched speeches. Students competed in individual events and debates and were recognized for their excellence with gift cards donated by members of the community. Professor Jules French saw the opportunity to compete in the online tournament as a chance for them to expand their competitive base. She said, "During a time when all forensics events were cancelled, being a part of an event that brought students together from across the nation was truly an honor." In spite of the short year, the team considers their season to be successful, with over 150 IVC students on the squad. Co-Director of Forensics Bill Neesen had nothing but wonderful things to say about how well the team adapted under the circumstances. "What impresses me about them is they took the change and were still there to support new people on the team by helping them and not just ending their time on the speech team." Congratulations to the entire team!



Chancellor's Award for Excellence in the Community Awarded to Lisa Greenberg



Chancellor Kathleen Burke will present the SOCCCD Chancellor's Award for Excellence in Community Leadership to IVC Foundation Board of Governors President Lisa Greenberg. For nearly two years, Lisa worked diligently to change the implementation wording in Title 5 that applies to how community college auxiliary organizations reimburse their districts for salaries and benefits. The new language provides more flexibility in terms of what can be counted and makes it easier to illustrate compliance. Without these clarifications, community college auxiliary organizations risked closing, as proving compliance with Title 5 was challenging at best. Lisa's passion for IVC and for helping students inspired her to take an active role in the process. She used her own resources to travel to Sacramento countless times to meet with a number of elected officials and other influential individuals to ensure that the changes were made, therefore securing the future of the IVC Foundation. Congratulations to Lisa for receiving this prestigious award!

Health and Wellness Center Continues to Provide COVID-19 Updates and Mental Health Support

The Health and Wellness Center's mental health providers have been working endlessly to support students, staff, and faculty members during this challenging time. To date, nearly 300 participants have attended the Lunch and Learn series since it started in April. Other sessions by mental health providers Stacy Lavino, MFT and Dr. Debbie Hutchinson have included de-stress classes, individual therapy, and pet therapy. On May 26 and 27, lead RN Daphne Lim partnered with the Dance Department and medical providers to present mini dance classes to students, staff, faculty, and administrators. The classes were well received, with more than 69 participants in attendance overall. In addition to this, Dr. Michele Moscarello, medical practitioner, and Dr. Miatta Snetter, veteran psychologist, have provided weekly Zoom meetings for veterans regarding isolation; how to decrease depression and anxiety; and uplifting techniques including getting fit and healthy while under stay-at-home orders. Mental health providers also host weekly group sessions where students learn how to cope with mental health issues, and one-on-one sessions are available for those in need.

Also in May, the Health and Wellness Center created an informative video for Mental Health Awareness Month to educate employees and students on mental health issues and provide tips on improving daily mental health, as well as where to go for help. Many students and employees have stated these videos are outstanding. Outreach from the Health and Wellness Center team to the campus community has allowed more interaction and built awareness about health topics most did not know about or understand. COVID-19 updates have been provided by Dr. Moscarello and Lauren Deats, RNP. Updates have included discussing the facts of the virus and recording "Minute" videos designed to provide tips on how to avoid getting the virus, healthy eating, working out, coping with loneliness, and practicing self-care during the stay at home orders.

The Health and Wellness Center is continuing to support students and faculty/staff during this challenging time and looks forward to continuing their innovative education to promote prevention, health, and wellness for all.

Respectfully Submitted,



Cindy Vyskocil
Acting President



SADDLEBACK COLLEGE

28000 Marguerite Parkway • Mission Viejo, CA 92692
949.582.4500 • www.saddleback.edu

TO: Members of the Board of Trustees
Chancellor Kathleen F. Burke, Ed.D.

FROM: Dr. Elliot Stern, President

SUBJECT: Report for June 22, 2020 Board of Trustees Meeting

Emily Quinlan Named an Orange County Teacher of the Year

Saddleback's Professor of the Year, Emily Quinlan, was named a Teacher of the Year by the Orange County Department of Education. She was informed of the honor as a surprise during a Zoom meeting on May 20, where she was congratulated by Superintendent Al Mijares and OCDE administrators, Chancellor Burke, President Stern, and friends and colleagues.

From a pool of 58 teachers of the year, 15 were named semifinalists, and from that group five were selected to represent the county – including one community college instructor. The honorees are expected to be formally honored at a dinner gala at the Disneyland Hotel.

Congratulations to Professor Quinlan for this well-deserved honor!

Saddleback Graduates Honored at Commencement

Saddleback's 51st commencement ceremony was held virtually this year on Friday, June 12. The ceremony was made available as a live stream so that graduates and their families, friends, and the college community could all watch together.

The live stream included messages from Board of Trustees President TJ Prendergast, Chancellor Burke, President Stern, Academic Senate President Elect Blake Stephens, and ASG President Jake Rybczyk, and featured a performance by the Saddleback College Choir. The commencement website also gave students access to congratulatory messages from the members of the Board of Trustees.

This year, Saddleback awarded 3,178 associate degrees, and 3,200 certificates of achievement. Many graduates earned multiple awards.

CARES Grant Update

The CARES Grant team has been working to allocate CARES Grant funds to students impacted by the Covid-19 pandemic.

As of June 8th, \$460,000 has been disbursed to 920 students (in awards of \$500 each) to help pay for housing, food, basic technology to assist with online learning, and other needs relating to the pandemic. The balance of funds will be awarded to additional students who are in need of assistance.

Students were notified April 17 of the funds and were invited to submit an application by May 1. The first round of funds were disbursed in early May as the college continued to plan for additional rounds

of disbursements. Since then, additional students who receive financial assistance were identified as eligible for CARES Grant funding.

All students who are facing financial uncertainty due to the pandemic – including those who may already be receiving financial aid – were invited to submit the Covid-19 Emergency Fund Application.

Stadium Construction Nears Completion

The turf has been installed at the Saddleback College Stadium and construction remains on schedule and is expected to be completed by July 31. Plans are underway for a grand opening celebration in fall 2021.



Enrollment Update

Summer enrollments are up almost 19% year-over-year and Weekly Student Contact Hours are up almost 23%. These indicators illustrate that students are using this time to take more classes, and Saddleback stands ready to help.

A team of deans is partnering with the Director of Strategic Enrollment Management to help reimagine the online orientation to provide regulatory information to students in addition to important “Just In Time” information as they join for the summer or fall semester. The deans are working with current and new students to learn what students need and when, as they transition from high school to college and from on-ground to online. This orientation will be the catalyst for updated in-person content when the opportunity to serve students on campus returns.

Our Director of Financial Assistance and her team are seeing an increase in Pell Grant recipients and the percentage of students who receive aid by the first disbursement in fall. This means that more students are able to start the semester with money for books and supplies, which equates to higher levels of success in the classroom.

As we begin fall registration, Saddleback is seeing double-digit increases in enrollment fall-to-fall, with nearly 1000 more students enrolled at this point in the registration cycle, despite starting registration a week later this year. Higher education throughout the country has been impacted by the Covid-19 pandemic and the economic downturn, and Saddleback College is once again in a position to assist our community. Our fall registration patterns illustrate the largest year-over-year growth in Advanced

Technology & Applied Science; Business Science; Fine Arts & Media Technology; Math, Science & Engineering; and Social & Behavioral Sciences. The pattern of dramatic growth both for CTE and GenEd classes suggests the possibility that we are welcoming both the recently unemployed, seeking new job skills, and the University-bound students who are planning on taking courses with us and defer their University admission for a year.

Orange County Register Highlights Mother and Son Graduates

Lorraine and Danny Limon, a mother and son who are graduating with honors from Saddleback College, were spotlighted in the Orange County Register on June 8. Both have earned Associate of Arts degrees and have been accepted to multiple four-year universities. They plan to transfer to the same university, with UC Berkeley being their top choice. Congratulations to Lorraine and Danny!

Child Development Center Teacher Wins Grant to Support Dramatic Play

Collette McClellan, a 35-year veteran of the college's Child Development Center, has been awarded a \$300 grant from the Orange County Association for the Education of Young Children.

Collette has committed to using the funds to explore the use of "loose parts" (play that supports invention, divergent thinking, and problem solving) in dramatic play settings, and incorporate new materials and storage for open-ended dramatic play that puts the learning back into the hands of children. In addition to benefiting the children in her care, these innovations will also be helpful to the college students she mentors in the beginning of their careers in early childhood education.

Saddleback Rewrites Amazon's Leadership Training for Online Delivery

Saddleback's contract education leaders continue to offer training to industry leaders, in spite of the challenges brought by the Covid-19 pandemic.

In March, Amazon announced that they would be canceling their on-site Lean Six Sigma training to comply with CDC guidelines. Contract education professionals at Saddleback and the Kern Community College District worked together to quickly convert Lean Six Sigma Yellow Belt training to an online format for Amazon, and on April 22, Saddleback delivered the first of two, eight-hour online training sessions – one for the day shift and another for the night shift.

A total of 37 frontline supervisors and managers participated in the training. Additional Six Sigma trainings will be offered in the coming months, and results will be monitored to track increased efficiency and productivity and reduced operating costs.

Laptops Distributed to 160 Students for Summer Classes

On Thursday, May 28th, Saddleback College held a laptop and device distribution event in Parking Lot 9, where laptops, Chromebooks, and iPads were distributed to students, and where students also had an opportunity to return devices that were checked out during the March distribution event. Through this collaboration between the Library, Technology Services, Campus Safety, FMO and our Communications teams, more than 160 students registered for and received devices just in time for the start of an all-online summer session, while approximately 70 devices were returned, quarantined, sanitized, and prepared for future distribution.

Advanced Technology and Applied Science Programs Plan to Enhance Outreach Efforts

Thanks to a newly wrapped trailer acquired by the Automotive Technology department and designed with the college's "Welcome to Opportunity" tagline and branding, the Division of Advanced Technology and Applied Sciences is planning on ways to take its show on the road, when conditions allow. Here are the plans by department:

Advanced Manufacturing - The department will bring equipment and materials to K-12 schools to show future workers the technologies and opportunities available to them through our programs at Saddleback. Contract education training will be available to manufacturers for professional development and industry certifications to incumbent workers.

Electronics/Industrial Automation - The department is working with its advisory committee to develop an industrial automation program that will assist workers and students learn the skills needed to operate, maintain, and design equipment and machinery that manufacture biotechnology and other manufactured items. Mobile training will be developed to bring the training to employers through contract education.

Automotive Technology - The department is using the trailer for community outreach to raise awareness of the program. The trailer is big enough to transport the department's two electric cars (Switch) to demonstrate the changing technologies and equipment to schools, community events, dealerships, and other areas of interest.

Culinary Arts - The department is planning on using the trailer to deliver food to events and to share the culinary program with the community.

Fashion - The department will use the trailer as an events platform to create mobile fashion shows.

Horticulture/ Environmental Studies - The department is considering using the trailer to reach out to serve the community in planting and restoration events.

Respectfully Submitted,

A handwritten signature in black ink, appearing to read 'ES', is positioned above the printed name and title.

Elliot Stern
President