Meeting of the Board of Trustees

November 17, 2014

CALL TO ORDER: 4:00 P.M.

1.0 PROCEDURAL MATTERS

1.1 Call to Order

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

RECESS TO CLOSED SESSION FOR DISCUSSION OF THE FOLLOWING:

1.3 Public Employee Appointment, Employment, Evaluation of Performance, Discipline, Dismissal, Release (GC Section 54957(b) (10 matters)
- A. Public Employee Employment, Evaluation of Performance (GC Section 54957(b).) (7 matters)
  1. Vice President for Student Services (SC)
  2. Dean, Fine Arts and Business Sciences (IVC)
  3. Dean, Online and Extended Education (IVC)
  4. Vice President for Instruction (IVC)
  5. Dean, Fine Arts & Media Technology (SC)
  6. Director, Health and Wellness Center (IVC)
  7. Vice President for Instruction (SC)
- B. Public Employee Discipline, Dismissal, Release (GC Section 54957(b).) (2 matters)
- C. Public Employee Employment (1 matter)

1.4 Conference with Labor Negotiators (GC Section 54957.6)
- A. SOCCCD Faculty Association
  Agency Designated Negotiator: David Bugay, Ph.D.

1.5 Conference with Legal Counsel (GC Section 54956.9)
- A. Anticipated Litigation (GC Section 54956.9(d)(2) and (e)(1)(1 case)

RECONVENE OPEN SESSION: 7:00 P.M.

It is the Board's intent to reconvene in public session at the time specified herein. If closed session business has not been completed by the time public session is scheduled to be reconvened, the Board may either remain in closed session longer, or reconvene in public and again recess to a closed session after completion of the public agenda. After the completion of any subsequent closed session, the Board shall again reconvene in public, and make any necessary reports of action taken before adjourning the meeting.

2.0 PROCEDURAL MATTERS

2.1 **Actions Taken in Closed Session**

2.2 **Invocation**
Led by Trustee Tim Jemal

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

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

2.5 **Recognitions: Speakers are limited to two minutes each.**

A. **Resolutions:**
1. None

B. **Commendations:**
1. Irvine Valley College President Glenn Roquemore will commend:
   a. Professor Tiffany Tran for her appointment to the Academic Senate for California Community Colleges, Transfer and Articulation Committee, for the 2014-2015 academic year;
   b. Professor Diana Hurlbut for her appointment to the Academic Senate for California Community Colleges, Educational Policies Committee, for the 2014-2015 academic year; and
   c. Corine Doughty, Dean of Instruction, Economic and Workforce Development, for her appointment to the California Community College Association of Occupational Education (CCCAOE) as President of the Board of Directors and CCCAO representative to the Faculty Association for California Community Colleges and the Board of Governors Consultation Council.

2. Saddleback College President Tod Burnett will commend:
   a. Chris Wilkinson, Chief of Police, Louis Sessler, Facilities

Maintenance/Energy Project Manager and Michael James, Assistant Director of Facilities for their leadership in responding to Saddleback College main water line break.

3. President Tod Burnett and President Glenn Roquemore will commend:
   a. Saddleback College VETS Center and Irvine Valley College Veterans Services Center for being officially designated as 2015 Top Military Friendly Schools.

3.0 REPORTS

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

A. Board Reports
B. Chancellor's Report
C. College Presidents' Reports (*Written Reports included in Section 8.0*)
D. Associated Student Government Reports
E. Board Request(s) for Reports
   1. Request for Report on the Grants Proposal Process at Saddleback College and Irvine Valley College.

4.0 DISCUSSION ITEMS

4.1 None

5.0 CONSENT CALENDAR ITEMS

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

5.1 **SOCCCD**: **Board of Trustees Meeting Minutes**
Approve minutes of a Regular Meeting held on October 27, 2014.

5.2 **Saddleback College: Study Abroad Program to Santander, Spain July 3, 2015 – August 3, 2015**
Approve the Saddleback College study abroad program and direct administration to execute the Educational Tour/Field Study Travel Contractor Agreement with Travel and Education to coordinate all travel agreements.

5.3 **Saddleback College: FLS Language Centres dba FLS International-Intensive English Program (IEP) License to Use Agreement**
Approve the license to use agreement for a one year term with an annual option to renew for up to four one year terms, at a monthly lease rate of $10,243.

5.4 **Saddleback College and Irvine Valley College: Spring 2015 Community**

Education Programs
Approve Community Education courses, presenters and compensation for Spring 2015.

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

5.6 **Irvine Valley College: Geology 170 Out–of-State Travel to the Grand Canyon National Park, Arizona, from April 30 to May 3, 2015**
Approve the out-of-state travel request for the School of Physical Sciences and Technologies to study geology of the Grand Canyon National Park in southwestern Arizona from April 30 through May 3, 2015. The impact to general fund involves the use of college vans not to exceed $1,968.00.

5.7 **Irvine Valley College: Geography 102 Out-of-State Travel to Hawaii Volcanoes National Park, Hawaii Island, Hawaii from July 31 to August 7, 2015**
Approve the out-of-state travel request for the School of Social Sciences to study the geology and geography of the island of Hawaii from July 31 to Aug. 7, 2015. There is no impact on the general fund.

5.8 **Irvine Valley College: Grant Acceptance, National Science Foundation Grant: Innovate from the Start: Engaging Engineering and Computer Science Undergraduates, University of California, Irvine (UCI)**
Approve the University of California, Irvine sub-award for $151,564.00.

5.9 **SOCCCD: Budget Amendment: Adopt Resolution No. 14-39 to Amend FY 2014-2015 Adopted Budget**
Adopt resolution to amend the FY 2014-2015 Adopted Budget.

5.10 **SOCCCD: Information Technology Consultant Services, Neudesic, LLC**
Approve agreement for the period of January 1, 2015 to December 31, 2019

5.11 **SOCCCD: Purchase Order/Confirming Requisitions**
Ratify the purchase orders/confirming requisitions as listed.

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

5.13 **SOCCCD: Payment of Bills**
Ratify the payment of bills as listed.

5.14 **SOCCCD: October 2014 Contracts**
Ratify contracts as listed.

6.0 GENERAL ACTION ITEMS

6.1 **SOCCCD: Acceptance of District Annual Audit Report: 2013-2014**
Accept for review

6.2 **SOCCCD: Acceptance of Retiree OPEB Trust Annual Audit Report: 2013-2014**
Accept for review

6.3 **SOCCCD: Acceptance of the Saddleback College Foundation, Irvine Valley College Foundation, ATEP Foundation, and SOCCCD Foundation Annual Audit Reports: 2013-2014**
Accept for review

6.4 **Saddleback College: 2014 Student Equity Plan Report**
Accept the draft 2014 Student Equity Plan submitted by Saddleback College for review and study.

6.5 **Irvine Valley College: 2014 Student Equity Plan Report**
Approve IVC's 2014 Student Equity Plan Report Executive Summary. IVC and Saddleback College presented a joint overview of the equity plans to the Board of Trustees at its September 27, 2014 board meeting. This is IVC's final report.

6.6 **SOCCCD: District-wide Air Blown Fiber, Award of Bid No. 318D, T and D Communications, Inc.**
Award bid and approve the agreement with T and D Communications, Inc. of Fremont, CA in the amount of $658,089.

6.7 **SOCCCD: Board Policy Revision: BP-3008 Records Retention and Destruction, BP-3515 Reporting of Crimes, 132BP-4015 Accommodations for Employees with Disabilities, BP-5230 Athletics**
Accept for review and study

6.8 **SOCCCD: Cost of Living Allowance (COLA)**
Approve 0.85% COLA for FY 2014-2015 per employee agreement.

6.9 **SOCCCD: Academic Personnel Actions – Regular Items**
Approve New Personnel Appointments, Additional Compensation: General Fund, Additional Compensation: Categorical/Non-General Fund.

6.10 **SOCCCD: Classified Personnel Actions – Regular Items**
Approve New Personnel Appointments, Authorization to Establish and Announce a Classified Position, Authorization to Eliminate and Create Classified Positions, Reorganization, Change of Status, Out of Class Assignments, 39 Month Reemployment, Resignation/Retirement/Conclusion of Employment, Volunteers.

7.0 REPORTS

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

7.2 **SOCCCD: Basic Aid Report**
Report on projected receipts and approved projects.

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

7.4 **SOCCCD: Monthly Financial Status Report**
A review of current revenues and expenditures for FY 2014-2015.

7.5 **SOCCCD: Quarterly Investment Report**
The report is for the quarter as of September 30, 2014.

7.6 **SOCCCD: Academic Year 2015-2016 Non-Resident Tuition Fees for Foreign & Out-of-State Students**
The report provides an estimate of non-resident related fees based on current information.

8.0 REPORTS FROM ADMINISTRATION AND GOVERNANCE GROUPS

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

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

9.0 ADDITIONAL ITEMS

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

BOARD OF TRUSTEES
REQUEST FOR REPORT

Trustee requests for staff reports should be submitted on the Request for Report form, at least one week in advance of the Board meeting. This provides the Chancellor an opportunity to evaluate the request and assess staff preparation time. In consultation with the Board President, the Chancellor will respond to requests under the "Requests for Reports" section of the Board meeting agenda.

Date: November 17, 2014

Trustee Name: David Lang

Specific Request for Report: Special Joint Written Report from Saddleback College and Irvine Valley College regarding Grants Proposal Process.

Reason for Request (Please be as detailed as possible and include what Board action may be taken as a result of the report. This will enable a more accurate estimation of the preparation time and that the response is appropriate):

Please provide a summary written report so that the board of trustees can understand the following:

a) How are the colleges determining which grants should be applied for? How do the colleges choose grants and align grants with strategic planning and objectives that will focus on advancing the mission of the colleges? How is this proposal process coordinated between the two colleges and district?

b) Is there a clear and defined district-wide coordinated process for review and determination of match requirements, tracking of match, and grant proposal budget review? If not, what is currently taking place and will this be improved as part of the Business Process Improvement and Workday project?

c) How are the colleges measuring performance regarding grants?

d) What exposure does SOCCCD have in the pursuit of grants or in grants management?

FOR INTERNAL STAFF PURPOSES

Staff needed for report preparation:

Estimated time to prepare report:

Chancellor's comments:

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT **ITEM: 5.1**
DATE: 11/17/14

TO: Board of Trustees

FROM: Gary L. Poertner, Chancellor

RE: SOCCCD: Minutes of the Board of Trustees Meeting

ACTION: Approval

Minutes from:

October 27, 2014 Regular Meeting of the Board of Trustees (Exhibit A)

are submitted to the Board for review and approval.

Item Submitted by: Gary L. Poertner, Chancellor

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
October 27, 2014

PRESENT

Members of the Board of Trustees:

T.J. Prendergast, President
Nancy M. Padberg, Vice President
Marcia Milchiker, Clerk
Bill Jay, Member
Timothy Jemal, Member
David B. Lang, Member
James R. Wright, Member
Keefe Carrillo, Student Member

Administrative Officers:

Gary Poertner, Chancellor
Robert Bramucci, Vice Chancellor, Technology and Learning Services
David Bugay, Vice Chancellor, Human Resources
Tod Burnett, President Saddleback College
Debra Fitzsimons, Vice Chancellor, Business Services
Randy Peebles, Associate Vice Chancellor, Economic Development
Glenn Roquemore, President Irvine Valley College

CALL TO ORDER: 5:00 P.M.

1.0 PROCEDURAL MATTERS

1.1 Call to Order

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

RECESS TO CLOSED SESSION FOR DISCUSSION OF THE FOLLOWING:

1.3 Public Employee Appointment, Employment, Evaluation of Performance, Discipline, Dismissal, Release (GC Section 54957(b) (9 matters)

A. Public Employee Employment, Evaluation of Performance (GC Section 54957(b).) (7 matters)

1. Vice President for Student Services (SC)
2. Dean, Fine Arts and Business Sciences (IVC)
3. Dean, Online and Extended Education (IVC)
4. Vice President for Instruction (IVC)
5. Dean, Fine Arts and Media Technology (SC)
6. Director, Health and Wellness Center (IVC)
7. Vice President for Instruction (SC)

B. Public Employee Discipline, Dismissal, Release (GC Section 54957(b).) (2 matters)

1.4 Conference with Labor Negotiators (GC Section 54957.6)

A. SOCCCD Faculty Association
Agency Designated Negotiator: David Bugay, Ph.D.

1.5 Conference with Legal Counsel (GC Section 54956.9)

A. Anticipated Litigation (GC Section 54956.9(d)(2) and (e)(1)(1 case)

RECONVENE OPEN SESSION: 6:15 P.M.

It is the Board's intent to reconvene in public session at the time specified herein. If closed session business has not been completed by the time public session is scheduled to be reconvened, the Board may either remain in closed session longer, or reconvene in public and again recess to a closed session after completion of the public agenda. After the completion of any subsequent closed session, the Board shall again reconvene in public, and make any necessary reports of action taken before adjourning the meeting.

2.0 PROCEDURAL MATTERS

2.1 Actions Taken in Closed Session

On a 7 to 0 vote, the board voted to not renew the contract of an Irvine Valley College academic administrator.

On a 7 to 0 vote, the board voted to authorize the chief negotiator for the district to sign an MOU on behalf of the district with the Faculty Association regarding department chair stipends.

2.2 Invocation

Led by Trustee Bill Jay

2.3 Pledge of Allegiance

Led by Trustee Tim Jemal

2.4 **Public Comments**

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

Six public comments were heard by the board. One public comment on faculty negotiations and 5 public comments on equity for part-time faculty.

2.5 **Recognitions: Speakers are limited to two minutes each.**

A. **Resolutions:**

1. None

B. **Commendations:**

1. Irvine Valley College President Glenn Roquemore will commend:
   - Professor Tiffany Tran for her appointment to the Academic Senate for California Community Colleges, Transfer and Articulation Committee, for the 2014-2015 academic year;
   - Professor Diana Hurlbut for her appointment to the Academic Senate for California Community Colleges, Educational Policies Committee, for the 2014-2015 academic year; and
   - Corine Doughty, Dean of Instruction, Economic and Workforce Development, for her appointment to the California Community College Association of Occupational Education (CCCAOE) as President of the Board of Directors and CCCAO representative to the Faculty Association for California Community Colleges and the Board of Governors Consultation Council.

2. Saddleback College President Tod Burnett will commend:
   - Chief of Police Chris Wilkinson, Louis Sessler, Facilities Maintenance/Energy Project Manager and Michael James, Assistant Director of Facilities for their leadership in responding to Saddleback College main water line break.

Due to an extended closed session, commendations were deferred to next month's board meeting agenda.

3.0 REPORTS

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

A. Board Reports

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

4.0 DISCUSSION ITEMS

4.1 **Saddleback College and Irvine Valley College: Enrollment Management Plan Presentation**
Dr. Craig Justice, Vice President for Instruction and Dr. Linda Fontanilla, Vice President for Student Services at Irvine Valley College along with Dr. Kathy Werle, Vice President for Instruction and Dr. Juan Avalos, Vice President for Student Services at Saddleback College, will jointly present on how the colleges manage their enrollments.

Due to an extended closed session agenda, this item was deferred to a future board meeting agenda.

5.0 CONSENT CALENDAR ITEMS

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

Trustee Prendergast requested to pull Item 5.7 for discussion/action.

A correction was announced and made to item 5.2.

On a motion made by Trustee Milchiker and seconded by Trustee Jay, the balance of the consent calendar was approved on a 7-0 vote.

5.1 **SOCCCD: Board of Trustees Meeting Minutes**
Approve minutes of a Regular Meeting held on September 29, 2014.

5.2 **Irvine Valley College: Model United Nations Out–of-State Conference Travel – Washington, DC**
Approve the out-of-state travel request for the Model United Nations Program team to attend and participate in the National Model United Nations Conference from October 29 through November 2, 2014, in Washington, DC. The impact to general fund involves faculty professional development funds to pay the expenses of IVC instructors, not to exceed $1,400.00.

Travel dates on the cover sheet were corrected to read 10/30-11/2/2014. The same date correction was noted on Exhibit A, pages 1 and 3.

5.3 **Irvine Valley College: Honors Program Out-of-State Conference Travel – Denver, CO**
Approve the out-of-state travel request for the Honors Program team to attend

and participate in the National Collegiate Honors Council (NCHC) Conference from November 5-9, 2014, in Denver, Colorado. The impact to general funds includes the director's expenses, not to exceed $1,990.52.

5.4 **SOCCCD: Irvine Valley College and Saddleback College, Digital Catalog Software, Digital Architecture**
Approve the contract for the first year, in an amount not to exceed $135,586.

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

5.6 **Saddleback College: Study Abroad Program to São Paulo, Brazil**
Approve the Saddleback College study abroad program: Biological Studies in São Paulo and Ilhabela, Brazil in the summer of 2015, and approve execution of the Educational Tour/Field Study Travel Contractor Agreement with Automobile Club of Southern California who will coordinate all travel agreements.

5.7 **Saddleback College: Adopt Resolution No. 14-37: Declaration of an Emergency Situation Regarding a Water Main Break Near the Saddleback College ATAS Building**
Adopt resolution Declaration of an Emergency Situation Regarding a Water Main Break Near the Saddleback College ATAS Building.

On a motion made by Trustee Jay and seconded by Trustee Jemal, this item approved on a 7-0 vote with Student Trustee Carrillo abstaining.

5.8 **SOCCCD: Auction No. 59-Surplus Property**
Approve the sale of surplus property and authorize the Director of Facilities Planning and Purchasing to hire a private auction firm to conduct the auction, and to dispose of items not sold at the auction.

5.9 **SOCCCD: Budget Amendment: Adopt Resolution No. 14-35 to Amend FY 2014-2015 Adopted Budget**
Adopt resolution to amend the FY 2014-2015 Adopted Budget.

5.10 **SOCCCD: Gifts to the District and Foundations**
Accept donations.

5.11 **SOCCCD: Purchase Order/Confirming Requisitions**
Approve the purchase orders/confirming requisitions numbered P15-01808 through P15-02160 amounting to $2,478,821.82 dated September 10 through October 6, 2014.

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

5.13 **SOCCCD: Payment of Bills**
Approve the payment of bills as listed.

5.14 **SOCCCD: September and October 2014 Contracts**
Ratify contracts as listed.

6.0 GENERAL ACTION ITEMS

6.1 **Irvine Valley College: 2014 Student Equity Plan Report**
Approve IVC's 2014 Student Equity Plan Report Executive Summary. IVC and Saddleback College presented a joint overview of the equity plans to the Board of Trustees at its September 27, 2014 board meeting. This is IVC's final report.

On a motion made by Trustee Lang and seconded by Trustee Wright, this item was tabled on a 7-0 vote with Student Trustee Carrillo abstaining.

6.2 **Irvine Valley College: Grant Acceptance, Orange County Department of Education, California Career Pathways Trust**
Accept award of $500,000 from the Orange County Department of Education.

On a motion made by Trustee Wright and seconded by Trustee Jay, this item was approved on a 7-0 vote.

6.3 **SOCCCD: Authorization of Payment to Trustee Absent from Board Meeting**
Authorize payment to Trustee Jay who was absent from the September 29, 2014 board meeting.

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

6.4 **SOCCCD: SOCCCD 2015-16 Full-Time Faculty Hiring**
Approve Saddleback College and Irvine Valley College Faculty hiring priority lists.

A correction was made to Exhibit A, second item under Academic Discipline, the title should read "Health Information Technology."

On a motion made by Trustee Jemal and seconded by Trustee Milchiker, this item was approved on a 7-0 vote.

6.5 **SOCCCD: Academic Personnel Actions – Regular Items**
Approve New Personnel Appointments, Additional Compensation: General Fund, Additional Compensation: Categorical/Non-General Fund, Resignation/Retirement/Conclusion of Employment.
On a motion made by Trustee Jemal and seconded by Trustee Jay, this

item was approved on a 7-0 vote.

6.6 **SOCCCD: Classified Personnel Actions – Regular Items**
Approve New Personnel Appointments, Authorization to Establish and Announce A Classified Position; Authorization to Establish and Announce a Classified Position, Authorization to Eliminate and Create Classified Positions, Change of Status, Out of Class Assignments, Temporary Increase in Hours, Resignation/Retirement/Conclusion of Employment, Volunteers.

A correction was made to Exhibit A, page 6 of 10, F.2, effective end date was changed from October 16 to October 6.

On a motion made by Trustee Milchiker and seconded by Trustee Jay, this item was approved on a 7-0 vote with Student Trustee Carrillo abstaining.

6.7 **SOCCCD: Biennial Ethics Training, Annual Trustee Travel and Compensation Reports**
Approve option for ethics training as well as approval of trustee travel expenditures for the period of September 1, 2013 through August 31, 2014 and annual trustee compensation for FY 2013-2014.

On a motion made by Trustee Jay and seconded by Trustee Jemal, the item was amended to eliminate the second bullet referencing the second ethics training option and instead include attendance of ethics training offered at various conferences. The amended item was approved on a 7-0 vote.

On a motion made by Trustee Jay and seconded by Trustee Jemal, the main motion was approved on a 7-0 vote.

7.0 REPORTS

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

7.2 **SOCCCD: Basic Aid Report**
Report on projected receipts and approved projects.

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

7.4 **SOCCCD: Monthly Financial Status Report**
A review of current revenues and expenditures for FY 2014-2015.

7.5 **SOCCCD: Retiree (OPEB) Trust Fund**
The report is for period ending September 30, 2014.

7.6 **SOCCCD: Quarterly Financial Status Report**
The report is for the quarter as of September 30, 2014.

8.0 REPORTS FROM ADMINISTRATION AND GOVERNANCE GROUPS

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

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

9.0 ADDITIONAL ITEMS

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

Meeting adjourned at 8:41 p.m. in memory of Brenda Frame, retired Saddleback College Director of Student Health and Joann Williams, spouse of former SOCCCD Trustee John Williams.

Gary L. Poertner, Secretary

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT **ITEM: 5.2**
DATE: 11/17/14

TO: Board of Trustees

FROM: Gary L. Poertner, Chancellor

RE: Saddleback College: Study Abroad Program to Santander, Spain
July 3, 2015 – August 3, 2015

ACTION: Approval

BACKGROUND

Saddleback College is committed to providing high quality education and a full range of cultural activities for students. In the past, the College has offered similar courses, which have been conducted in many countries of the world by expert faculty who provide academic course work in conjunction with cultural travel experiences. The college has conducted very successful study abroad programs during the summer semesters in Santander, Spain since 1994. Study abroad programs are authorized under Education Code 72640.

STATUS

The Liberal Arts Division at Saddleback College proposes to offer the study abroad program: Spanish Language Studies in Santander, Spain during the summer 2015 semester from July 3 to August 3, 2015. The program will be organized and arranged by Travel and Education for a fee of $6,175 per student at a cost of $193 per day for 20-24 students, $5,856 per student at a cost of $183 per day for 25-29 students, or $5,763 at a cost of $180 per day for 30 or more students. Saddleback College solicited three proposals for this program: IMAC Spanish Language Studies, Jumpstreet Tours, and Travel and Education. Travel and Education is the only travel vendor able to provide the services that meet our criteria. The details of the program are summarized in the Narrative in EXHIBIT A and the Study Abroad Program Information Summary in EXHIBIT B. The required Educational Tour/Field Study Contractor Agreement is provided in EXHIBIT C, which includes evidence of liability insurance of not less than $5,000,000. The proposal from T&E is included in EXHIBIT D. Financial Aid opportunities will be provided through the Office of Financial Aid for those students who qualify. There is no impact to the General Fund. The current travel warnings issued by the U.S. Department of State in Exhibit E does not include Spain.

RECOMMENDATION

The Chancellor recommends that the Board of Trustees approve the Saddleback College study abroad program to Santander, Spain in the summer of 2015 as summarized in EXHIBIT B, and directs the administration to execute the Educational Tour/Field Study Travel Contractor Agreement with the Travel and Education for coordinating all travel agreements in EXHIBIT C.

Item Submitted By: *Dr. Tod A. Burnett, President*
Debra L. Fitzsimons, Vice Chancellor, Business Services

Study Abroad Narrative
Santander, Spain
Summer 2015

Saddleback College has offered the Santander, Spain Study Abroad Program for over 20 consecutive years. In summer 2015, a group of 20 to 35 students and an on-site full-time faculty advisor will study Spanish language, culture, and history from July 3 through August 3, 2015. The faculty advisor will accompany the students on both their arrival and departure flights.

While in Spain, students will enroll in a minimum of 8.25 units of Saddleback courses and will attend classes Monday through Saturday as well as six pre-departure lectures on culture, art, and civilization.

For those students who also enrolled in Saddleback's summer online ARTH 20 or MUS 20 courses, they will have the opportunity, while in Spain, to visit art sites and music venues that were highlighted in the aforementioned courses. Professors at Colegio Miguel de Unamuno will teach the courses, adhering to Saddleback's course outlines. The faculty advisor will teach one of the seven courses offered: Spanish 20B, Civilization of Spain 1898 to Present, as well as supervise the required language labs. The faculty advisor will also be present at Colegio Miguel de Unamuno, Monday through Friday, from 9:00 a.m. to 2:00 p.m. to supervise the curriculum and advise students. The Program includes more than 40 weekly hours of language instruction in addition to evening culture and civilization classes, and Sunday excursions to cultural and historic sites.

Accommodations for the students are in approved home stays, including meals. The faculty advisor will be provided a one bedroom apartment and is responsible for meals and the cost of utilities. All accommodations are within easy walking distance from Colegio Miguel de Unamuno.

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

STUDY ABROAD PROGRAM INFORMATION SUMMARY

1. PROGRAM						
Location/Destination:	Santander, Spain		First Trip:	Yes:		No: X
Dates: From:	7/03/15	To:	8/03/15	Total No. of Days:	32	
Partner Name (Academic Institution):	Colegio Miguel de Unamuno					
Address:	Calle Cisneros 79D, Santander, Spain					
Contact Person:	Alfredo Miguel de Pablo		Telephone No.:	(011) 0034696-932973		
Description of Institution:	College					

Includes:					
	Accredited Instruction	Yes:	X	No:	
	Transfer College Units	Yes:	X	No:	
	Orientation	Yes:	X	No:	
	Books/Supplies	Yes:	X	No:	
	Tutors	Yes:	X	No:	
	Weekend Study Activities	Yes:	X	No:	
	Food	Yes:	X	No:	
	Transportation	Yes:	X	No:	
	Lodging	Yes:	X	No:	

Other:	Medical and travel insurance, as well as $5,000,000 liability coverage with SOCCCD, $50 non-refundable application fee, phone card with 200 minutes for calls to US, mobile phone which includes a local Spanish cell number, $80 for expenses in Madrid (tapas), and T & E customer services, including accounting/billing services in US.
Does Not Include: (Examples: Local Transportation at home; Personal Items, etc.)	Excludes fees and fuel surcharges, a **$125** refundable damage deposit, passport or visa fees if applicable, meals other than those indicated on the itinerary, personal expenses, any SOCCCD tuition or administrative fees, additional fieldtrips or excursions required by the SOCCCD faculty and anything not specified. These fees are guaranteed not to change as a result of fluctuations in the $/€ exchange rate. **T&E** will charge a $35 returned check fee on each check returned by the bank for insufficient funds. **T&E** charges a 3% handling fee for all payments made via credit card.
Other:	Single supplement of $200 for homestay accommodations in Santander.

2. FACULTY					
Lead Faculty Name:	Carmenmara Hernandez-Bravo (8 OSH)				
Coordinates Trip:		Yes:	X	No:	
If No, Explain:					
Travels to Site:		Yes	X	No:	
Dates: From:	7/03/15			To:	8/03/15
Teaching Assignment at Program Site:		Yes	X	No:	
Dates: From:	7/04/15			To:	8/02/15
Requires Substitute at IVC and/or SC?		Yes		No:	X
Unpaid Faculty Exchange:		Yes		No:	X
If Yes, Faculty Name(s) Required:					

Assignments to be Covered:

Course No.:	Course Title:	Date(s)	Time(s)
Other:			

3. COURSE(S) OFFERED AT PROGRAM SITE

Course No.:	Course Title:	No. of Units
ARTH 20	Art Appreciation (offered online beginning June 1, 2014)	3
MUS 20	Music Appreciation (offered online beginning June 1, 2014)	3
SPAN 1	Elementary Spanish	5
SPAN 2	Elementary Spanish	5
SPAN 3	Intermediate Spanish	5
SPAN 4	Intermediate Spanish	5
SPAN 6	Intermediate Spanish Grammar & Composition	3
SPAN 10	Intermediate Conversational Spanish	3
SPAN 20A	Civilization of Spain Through 1898	3
SPAN 20B	Civilization of Spain 1898 to Present	3
SPAN 999A	Spanish Language Lab	.25
SPAN 999B	Spanish Language Lab	.25

4. STUDENTS

Minimum number of students required to make program:	20
Minimum number of units:	8.25
Maximum number of units:	11.25
If this is a repeat program site, what is the average number of units taken per student?	8.25
Other	

5. COSTS

Student:

Contracted cost per student: $5,856 for 25-29 ($183/day) or $5,763 for 30 or more ($180/day)	$ 6,175.00
Average cost per day: *(It costs approximately $13,000 per year for a student to reside in South Orange County and attend SOCCCD.)*	$ 193.00

College:

Additional costs to the District?	Yes:		No:	X
If Yes Explain:				

Cost of substitute pay if instruction is also receiving salary for courses at IVC and/or SC during the same period of time.	$ N/A
Other Costs	$ 0

6. OTHER ACTIVITIES NOT PART OF THE COURSE(S) (ATTACHMENTS)

Excursions, field trips, tours, and extra curricular activities

7. TYPICAL WEEKLY SCHEDULE OF INSTRUCTIONAL/ACTIVITIES

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
8 a.m.							
9 a.m.	Language	Language	Language	Language	Language	Civilization,	Excursions
10a.m.	Classes	Classes	Classes	Classes	Classes	Classes	
11a.m.							
12 Noon							
1 p.m.							
2 p.m.							
3 p.m.							
4 p.m.							
5 p.m.							
6 p.m.	Civilization,	Civilization,	Civilization,	Civilization,	Civilization,		
7 p.m.	Culture & Art	Culture & Art	Culture & Art	Culture & Art	Culture & Art		
8 p.m.	Classes	Classes	Classes	Classes	Classes		
9 p.m.							
10 p.m.							

Exceptions to weekly schedule: **Optional extra curricular activities during non-instructional periods**

8. ATTACHMENTS

9. REQUIRED SIGNATURES

Lead Faculty Member	Date 10/29/14	Department Chair	Date 10/29/14
Division/School Dean	Date 10/30/14	Vice President, Instruction	Date
College President	Date		

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

EDUCATIONAL TOUR/FIELD STUDY
TRAVEL CONTRACTOR AGREEMENT
GENERAL TERMS AND CONDITIONS

Spanish Language Studies in Santander, Spain, Summer 2015

This Agreement is made this 17th day of November, 2014 between the South Orange County Community College District, located at 28000 Marguerite Parkway, Mission Viejo, California ("DISTRICT") and Travel and Education (T&E) ("TRAVEL CONTRACTOR") located at 111 S. Independence Mall, East #970, Philadelphia, PA 19106 and is for the limited purpose of providing travel arrangements for the Educational Tour/Field Study Trip described on the Exhibits to this Agreement labeled "SPECIFIC DETAILS."

IN CONSIDERATION of the covenants, promises, and agreements of the parties hereinafter contained, DISTRICT and TRAVEL CONTRACTOR hereby covenant, promise and agree as follows:

1. INSTRUCTIONAL SERVICES – District shall arrange for and provide all instructional services, including but not limited to appropriate course announcements, course descriptions and registration prerequisites, student selection and registration, pre-trip student orientation, lectures (staff and guest), student supervision, instruction by Trip Instructor and evaluation for said Educational Tour/Field Study Trip.

2. TRAVEL SERVICES – TRAVEL CONTRACTOR shall arrange for and provide all transportation and lodging for the Educational Tour/Field Study Trip, the details of which TRAVEL CONTRACTOR shall specify on the Exhibit to this Agreement labeled "SPECIFIC DETAILS." Said Exhibit shall be prepared by TRAVEL CONTRACTOR and submitted to DISTRICT for written approval and acceptance by DISTRICT as part of this Agreement. In the event of a conflict between the terms and conditions of any of the SPECIFIC DETAILS set forth in such Exhibit and the terms and conditions set forth in this Agreement, the General Terms and Conditions set forth in this Agreement shall prevail.

3. PROMOTIONAL MATERIAL – TRAVEL CONTRACTOR may prepare and provide at its own expense additional promotional material, which material

must have the written approval of the DISTRICT administrator responsible for the activity before publication and distribution to the participants of the Educational Tour/Field Study Trip. Such material shall prominently display the statement: "Instructional Activities provided by Saddleback College or Irvine Valley College." All travel arrangements are the responsibility of TRAVEL CONTRACTOR."

4. <u>PAYMENT BY TRIP PARTICIPANTS</u> – All payments by Educational Tour/Field Study Trip participants for travel services shall be made directly to TRAVEL CONTRACTOR. All checks drawn by Educational Tour/Field Study Trip participants shall be made to the order of TRAVEL CONTRACTOR'S firm name or to such other name as TRAVEL CONTRACTOR may direct in writing.

TRAVEL CONTRACTOR shall manage all charges collected from Educational Tour/Field Study Trip participants in accordance with applicable Federal and State laws and regulations and the requirements of this Agreement. Any and all funds received by TRAVEL CONTRACTOR shall be held in trust for the benefit of the Educational Tour/Field Study Trip. TRAVEL CONTRACTOR shall account in detail to the DISTRICT the total cost to each participant of each Educational Tour/Field Study Trip.

TRAVEL CONTRACTOR shall provide to District a detailed itemization of all costs and expenses for each Educational Tour/Field Study Trip. Trip costs and expenses shall include but are not limited to details regarding the extent of free transportation, per diem allowance, incidental support, any direct payment to or prerequisites intended by TRAVEL CONTRACTOR for Trip Instructor. Disclosure of these costs and expenses for each Educational Tour/Field Study Trip shall be labeled "SPECIFIC DETAILS." Cost figures so disclosed will not be changed, except that costs quoted may be based on tariffs and foreign exchange rates in effect at the time of the quote and may be subject to change without amendment to this Agreement if the possibility of such changes has been disclosed in advance and in writing by TRAVEL CONTRACTOR to the DISTRICT and each participant in the Educational Tour/Field Study Trip. In the event an Educational Tour/Field Study Trip is for any reason cancelled prior to the time of its scheduled departure, TRAVEL CONTRACTOR shall refund in full within (10) ten days, any payments received from Educational Tour/Field Study Trip participants provided, however, that if any Educational Tour/Field Study Trip participants cancel after the date specified for final payment for participation in a particular Educational

Tour/Field Study Trip TRAVEL CONTRACTOR shall refund payments within (10) ten days to said Educational Tour/Field Study Trip participants minus any non-recoverable charges or expenses incurred by TRAVEL CONTRACTOR in connection with its provision of travel services for those participants.

5. RESTRICTION ON TRIP PARTICIPATION – All Educational Tour/Field Study Trip participants shall be registered in the course related to the Educational Tour Field Study. Though registration is open to the public, some individuals may be denied admission on the basis of academic prerequisites or other constraints. TRAVEL CONTRACTOR SHALL NOT MAKE THE TOUR PACKAGE AVAILABLE TO INDIVIDUALS WHO ARE NOT STUDENTS OF DISTRICT EXCEPT UNDER CONDITIONS ACCEPTED BY THE DISTRICT IN WRITING AND MADE A PART OF THIS AGREEMENT. IN THE EVENT PERSONS WHO ARE NOT DISTRICT STUDENTS SHALL PARTICIPATE IN AN EDUCATIONAL TOUR/FIELD STUDY TRIP WITHOUT DISTRICT PERMISSION, THE TRAVEL CONTRACTOR HEREBY ASSUMES ALL LIABILITY, AS DEFINED IN THIS AGREEMENT, FOR SUCH NON-STUDENT PARTICIPATION." Prior to the departure of any Educational Tour/Field Study Trip, TRAVEL CONTRACTOR shall provide the DISTRICT at the address set forth below with a roster of all Educational Tour/Field Study Trip participants, showing name, address, emergency contact and address, along with the same information for any other persons the DISTRICT has agreed in writing to allow participation in the Educational Tour/Field Study Trip.

6. EDUCATIONAL TOUR/FIELD STUDY CORRESPONDENCE -TRAVEL CONTRACTOR shall forward a copy of all correspondence between the TRAVEL CONTRACTOR and any Trip/Instructor/Presenter/Guide of the DISTRICT at the address set forth below.

7. INDEMNIFICATION – TRAVEL CONTRACTOR shall protect, hold harmless, indemnify, and defend DISTRICT (including its trustees, officers and employees) from any and all liability as defined in this Paragraph. For purposes of this Agreement, liability means any and all claims, demands, losses, causes of action, suits, or judgments of any and every kind (including reasonable attorney's fees) that any person (including but not limited to Educational Tour/Field Study Trip participants or TRAVEL CONTRACTOR'S employees), or such person's heirs, executors, administrators or assigns may have against the DISTRICT, arising out of

or in connection with TRAVEL CONTRACTOR'S activities under this Agreement which give rise to personal injury, accident, illness or death, or any loss or damage to property, or any other claim including but not limited to claims based on TRAVEL CONTRACTOR'S failure or refusal to perform in accordance with this Agreement, that results from any cause other than the sole negligence of the DISTRICT.

8. LIQUIDATED DAMAGES. – TRAVEL CONTRACTOR acknowledges that the DISTRICT is a non-profit public entity that makes no economic gain on travel arrangements for Educational Tour/Field Study Trips. If TRAVEL CONTRACTOR fails to perform in accordance with the Educational Tour/Field Study Trip set forth in SPECIFIC DETAILS or in promotional brochures provided by TRAVEL CONTRACTOR to Educational Tour/Field Study Trip participants, such breach may cause hardship to the Educational Tour/Field Study Trip participants. However, from the nature of the case it would be impracticable and difficult to fix the amount of damages sustained by Educational Tour/Field Study Trip participants in the event of any such breach. DISTRICT and TRAVEL CONTRACTOR, therefore, presume that in the event of any such breach by TRAVEL CONTRACTOR the minimum amount of damages that will be sustained by Educational Tour/Field Study Trip participants will be $100 per trip per participant and that TRAVEL CONTRACTOR shall pay such amount as liquidated damages and not as a penalty, provided, however, that the rights set forth in this Paragraph shall not preclude each Educational Tour/Field Study Trip participant from claiming and from being awarded, upon proper proof thereof, of damages in a greater amount than the liquidated damages amount specified in this Paragraph.

9. TRAVEL AGENTS – All travel agents used by TRAVEL CONTRACTOR to arrange for transportation (or TRAVEL CONTRACTOR itself if it is a travel agency) shall be licensed and bonded by the International Air Transport Association (IATA) and the Air Traffic Conference (ATC) and shall be members of the American Society of Travel Agents (ASTA) or an equivalent professional travel agent's association.

10. TRIP CANCELLATION INSURANCE – TRAVEL CONTRACTOR shall make available to each Educational Tour/Field Study Trip participant trip cancellation insurance that will insure trip participants of trip transportation in spite of accident or illness of any participant that prevents that participant from

either commencing the trip or requires the participant's early return from the trip.

11. GENERAL LIABILITY INSURANCE – TRAVEL CONTRACTOR shall for the duration of each Educational Tour/Field Study Trip maintain a comprehensive worldwide, general liability policy or policies insuring TRAVEL CONTRACTOR'S activities under this Agreement against risk of loss due to: (a) bodily injury, death or property damage caused by an occurrence arising out of the operation, maintenance or use, including loading and unloading of hired automobile, watercraft or aircraft in TRAVEL CONTRACTOR'S operations; (b) personal injury arising out of TRAVEL CONTRACTOR'S operations, and shall provide emergency medical services to participants while on the Educational Tour/Field Study Trip, and other general trip insurance benefits as specifically set forth in SPECIFIC DETAILS. If the Educational Tour/Field Study Trip is to travel to locations beyond the continent of the United States, such policy shall be endorsed to provide coverage for planes brought into the United States, for occurrences elsewhere.

LIABILITY INSURANCE – CERTIFICATE OF INSURANCE – TRAVEL CONTRACTOR shall provide the District's Office of Administrative and Business Services with a valid certificate of insurance for each Educational Tour/Field Study Trip naming the District as additional insured with a single limit of liability of a minimum of $5,000,000 with evidence that the policy covers the world-wide exposures of each Educational Tour/Field Study Trip. The certificate shall be submitted with the executed AGREEMENT to the Office of the Deputy Chancellor at least (15) fifteen working days prior to commencement of the program.

12. TRAVEL CONTRACTOR INFORMATION AND IDENTIFICATION – TRAVEL CONTRACTOR shall at all times maintain on file with the DISTRICT an accurate information sheet listing name, address, telephone, facsimile, e-mail, person(s) responsible for assisting the Educational Tour/Field Study Trip.

13. TERM – This Agreement shall be effective on the date first noted above when signed by TRAVEL CONTRACTOR and DISTRICT and shall continue in force until terminated. TRAVEL CONTRACTOR may, upon written notice to DISTRICT, cancel any particular Educational Tour/Field Study Trip no later than 45 days prior to the departure of the Educational Tour/Field Study Trip (or fewer

days upon the express mutual written agreement of DISTRICT and TRAVEL CONTRACTOR specifically set forth SPECIFIC DETAILS) if the minimum number of participants specified in SPECIFIC DETAILS fails to sign up for Educational Tour/Field Study Trip. DISTRICT may, upon written notice to TRAVEL CONTRACTOR, cancel any particular Educational Tour/Field Study Trip or may terminate this Agreement in its entirety at any time if TRAVEL CONTRACTOR fails to satisfy any of the terms and conditions of this Agreement or DISTRICT may terminate this Agreement in its entirety in District's sole discretion upon 45 days prior to departure written notice to TRAVEL CONTRACTOR stating that DISTRICT so terminates (or fewer days upon the express mutual written agreement of DISTRICT and TRAVEL CONTRACTOR specifically set forth in SPECIFIC DETAILS). The termination or expiration of this Agreement shall not relieve any party from any liability arising from breach of this Agreement.

14. NO ASSIGNMENT/TIME OF ESSENCE/HEIRS AND ASSIGNS – This Agreement is for the particular services of TRAVEL CONTRACTOR and shall not be assignable by TRAVEL CONTRACTOR in whole or in part without the prior written consent of DISTRICT. Time is of the essence on the performance of each and every provision of this Agreement. The provisions of this Agreement shall extend to be binding upon and inure to the benefit of the heirs, executors, administrators, successors and assigns of the respective parties hereto or of any third party beneficiaries of the Agreement.

15. NO MODIFICATION OF AGREEMENT – This Agreement constitutes the full and complete understanding of the parties on the subject hereof, and supersedes all prior understandings or agreements on that subject. No oral understanding or agreement not incorporated herein shall be binding on any of the parties hereto. No prior or contemporaneous agreements, representations or understandings between TRAVEL CONTRACTOR and any Trip Instructor for any Educational Tour/Field Study Trip that are not set forth herein shall be binding upon DISTRICT. No waiver, modification or amendment of any provision of this Agreement shall be effective unless it is in writing and signed by both parties.

16. NOTICE – Any notices required or permitted hereunder shall be given in writing to the appropriate party at the address specified above or at such other address as the party may have noticed to the other in accordance with this Paragraph. Such notice upon personal delivery shall be deemed given at the time

of personal delivery to the signatory of the appropriate party named below, or upon mailing by certified or registered mail three days after the date of such mailing.

17. CONTROLLING LAW – This Agreement is made in California and its terms and conditions shall be construed in accordance with the laws of the State of California, excluding the body of law applicable to conflicts of law. TRAVEL CONTRACTOR warrants and agrees that any suit brought by DISTRICT or any Educational Tour/Field Study Trip participant against TRAVEL CONTRACTOR based upon this Agreement may be brought in any California court of competent jurisdiction.

IN WITNESS WHEREOF, TRAVEL CONTRACTOR and DISTRICT have executed this Agreement to be effective on the day and year first written above.

TRAVEL CONTRACTOR	*DISTRICT*
Travel and Education (T&E)	**South Orange County Community College District**
Date: _____	Date: _____
By: _____ **Alfredo Miguel de Pablo**	By: _____ **Dr. Debra L. Fitzsimons**
Title: **President**	Title: **Vice Chancellor, Business Services**
Address: **111 S. Independence, East #970**	Address: **28000 Marguerite Parkway**
Philadelphia, PA 19106	**Mission Viejo, CA 92692**
Phone: **(866) 559-0235**	Phone: **(949) 582-4664**

TRAVEL & EDUCATION Effective: October 29, 2014

PROPOSAL 4 WEEK PROGRAM – SUMMER 2015
SADDLEBACK COLLEGE – SOCCCD

SPECIFIC TRIP DETAILS

SANTANDER

Dates:

Departure from US:	Friday, July 3rd, 2015
Arrive in Madrid:	Saturday, July 4th, 2015
Transfer to Santander:	Sunday, July 5th, 2015
Transfer to Madrid:	Sunday, August 2nd, 2015
Departure from Madrid:	Monday, August 3rd, 2015

PROGRAM COMPONENTS INCLUDED IN THE STUDENT FEE:

- A transportation package consisting of international airfare (Santa Ana/John Wayne airport or LAX – Madrid – Santa Ana/John Wayne airport or LAX) with one stop and round-trip transfers overseas between the airport and the hotel in Madrid.
- 1 night in Madrid on arrival: hotel in Madrid (triple occupancy) with breakfast; Tapas tour
- Group transfers by private bus from Madrid to Santander.
- Welcome and Farewell Receptions.
- Accommodation in Santander in homestays (2 students per homestay sharing a double room).
- Three meals per day in homestays, 7 days per week, plus a weekly laundry service in the homestay (additional washes may be arranged with the homestay family for an extra cost).
- An orientation program in Santander consisting of an orientation meeting with a T&E representative, local area information.
- Spanish language classes to be held at the Colegio Miguel de Unamuno for five hours per day, Monday through Friday (100 hours of coursework).
- All of the necessary class materials (textbooks, photocopies and classroom handouts as well as complementary folder).
- Guided visits of Santander with entrance fees included
- Excursions to Santillana del Mar and Comillas, Valle del Pas and Bilbao and Picos de Europa. All excursions will include the services of an English-speaking tour guide, all entrance fees to museums and a luxury tour bus (Viajes Altamira).
- Various cultural activities in the visited cities, guitar and cooking classes once a week
- Group transfer at the end of the program from Santander to Madrid and overnight in Madrid (triple occupancy) with breakfast included.
- Access to the student computer lab located at the Colegio Miguel de Unamuno with free e-mail, printing and internet facilities.
- $50 non-refundable application fee.
- $80 USD per student for expenses in Madrid (tapas)
- Medical insurance for up to $1,000,000 Health Insurance Benefit per student.
    - Accident and Sickness Insurance Benefits
    - Emergency Medical Evacuation Benefit
    - Repatriation of Remains Benefit

  - Emergency Reunion Benefit
  - 24 hour International Emergency Assistance
- Local medical insurance coverage with includes coverage for accidents while traveling between locations and during scheduled activities.
- Travel insurance for each student includes trip cancellation and trip interruption.
- $5,000,000 liability coverage with SOCCCD named as co-insured for the duration of the program.
- Phone card with 200 minutes for calls to the US for each student.
- Mobile phones provided for each student which includes a local Spanish cell number
- Accounting / billing services in the U.S.
- Pre-departure information services and a toll-free contact number in the U.S.
- Promotional materials including our full color comprehensive "T&E Acceptance and Orientation Packet".
- Advance planning services offered by our T&E office in the US and in Spain (including tutoring services)

FACULTY BENEFITS INCLUDED IN THE STUDENT FEE:
Faculty support services (target enrollment 20 students with 1 faculty member) as listed below:

- Roundtrip flights between Los Angeles and Madrid on the scheduled group flight.

- T&E can arrange air travel for faculty companions if they are traveling on the standard group flight. Since airfares change frequently, the cost cannot be determined until the ticket has been booked. Faculty will be billed for any companion tickets and they must be paid for in advance of planned travel. If, for any reason, a faculty member no longer requires an issued ticket, cancellation notification must reach T&E by March 23th 2015, and s/he will need to pay a $200 cancellation fee. After this date, the ticket is non-refundable and faculty will be responsible for the entire cost. Faculty may charge tickets to a major credit card.

- T&E will provide the SOCCCD faculty member with housing in a single room in the hotel in Madrid (arrival night and 1 night prior to departure) and ONE bedroom apartment while in Santander.

- A pay-as-you-go mobile phone will be provided for accompanying faculty with courtesy credit of 100 €

- Full participation on all activities scheduled on the itinerary, on the same basis as the students, including transfers, entrances, sightseeing tours, etc.

Faculty benefits are paid in full for an enrollment of 20 paying students or more, or pro rata for a lower enrollment.

PROGRAM FEES

- $6175 US Dollars per participant for an enrollment of 20 to 24 paying student participants with 1 faculty administrative visit.

- $5856 US Dollars per participant for an enrollment of 25 to 29 paying student participants with 1 faculty administrative visit.

- $5763 US Dollars per participant for an enrollment of 30 or more paying student participants with 1 faculty administrative visit.

- Should SOCCCD wish to run this program with an enrollment below 20 paying student participants it would be necessary either to add a supplement to the fee above or to remove some components from the program. T&E would discuss these options with SOCCCD.

This fee includes airfare, but excludes airline fees and fuel surcharges, a $125 refundable damage deposit, passport or visa fees if applicable, meals other than those indicated on the itinerary, personal expenses, any SOCCCD tuition or administrative fees, additional fieldtrips or excursions required by the SOCCCD faculty and anything not specified. These fees are guaranteed not to change as a result of fluctuations in the $/€ exchange rate. T&E will charge a $35 returned check fee on each check returned by the bank for insufficient funds. T&E charges a 3% handling fee for all payments made via credit card.

IMPORTANT NOTE: The group airfare rate can only be guaranteed for a minimum enrollment of 10 or more students taking this option. Participants can be offered the optional return dates of August 10th and 17th 2015 however at least 10 participants must have the same return date of August 3rd, 2015 (program end date). There are a limited number on each date and confirmation is on a first come/first serve basis.

OPTIONAL COMPONENTS

- Single Supplement for homestay accommodation in Santander is $200.

PROGRAM APPLICATION PROCEDURE AND BILLING

- T&E would require SOCCCD to collect application forms and $450 non-refundable deposits plus airfare deposit of $250 per student and to forward them to T&E office by March 20th, 2015. Penalties apply to changed program bookings after this date. Balance of airfare of $1500 must be received by April 10th 2015. Full payment and confirmation of final numbers must be received by April 20th 2015. Please note that these are not postmark dates, but the dates by which funds must arrive in the T&E office.

- Students who have not paid the airfare balance of by the April 10th, 2015 will be enrolled in a land only program.

- T&E reserves the right to withdraw students who are not paid in full by the final payment deadline.

- T&E can accept applications after April 24th 2015, but cannot guarantee program costs after this date. Students applying after the application deadline date of April 24th, 2015 can only be accepted on a space-available basis.

- T&E accepts payment in the form of personal check or money order and VISA, MasterCard or Discover (3% handling fees apply for all charges paid by credit card).

AIRFARE CONDITIONS

- T&E will reserve spaces according to information on the student application form. Once airline tickets have been issued to students they can only be changed directly with the issuing agent once the student is abroad – agent and airline-imposed penalties apply.

- T&E cannot arrange airline tickets for students applying after April 24th, 2015. T&E is financially committed to any confirmed airline seats from April 24th, 2015 and therefore an

airfare review will take place prior to this date. T&E requests that SOCCCD provide an indication of how many students intend to participate on the program. However, should SOCCCD subsequently decide to offer the program but arrange their own student airfare then T&E must be notified before March 20th, 2015 and will be able to provide a land only fee.

REFUND POLICY
Should an individual participant withdraw from the program they must do so in writing directly with T&E and the following policy will apply based on the date the withdrawal notice is received in the T&E office.

For withdrawals received ....

On or before April 10th, 2015	A refund of all fees paid less $450 non-refundable application fee plus any additional non-refundable deposits paid by the student or by T&E on behalf of the student
After April 10th, 2015 but before May 1st, 2015	A refund of all fees paid less $450 non-refundable application fee and airfare of $1500, plus an additional $310 for processing and insurance as well as any additional non-refundable deposits paid by the student or by T&E on behalf of the student.
After May 1st, 2015	No refund

- Once the program has begun students withdrawing receive no refund unless T&E suspends the program.

- It is understood that SOCCCD will not cancel the program if the necessary minimum number of participants have not been enrolled by May 1st, 2015.

- In the of the U.S. State Department issuing a travel warning which advises U.S. citizens not to travel to Spain, or if they are already in Spain, to leave it, T&E will:
  If the If the program has not started, either makes suitable alternative arrangements or cancel the program and refund all fees paid.

If the program has started, suspend the program and fly the student's home. If students are returned home they will receive a prorate rebate of fees paid to T&E for the proportion of the program not completed, less the $100 processing fee, the $210 insurance premium, the $50 non-refundable application fee and any costs incurred flying the student home.

- Loyalty Clause: As part of the terms of this agreement, SOCCCD will not actively seek out or accept any offer of a direct relationship with any T&E represented academic institutions or affiliated organizations who supply the academic portion and/or other services as part of the T&E provided program for the next 3 years starting from the effective date of this contract.

ACCEPTANCE OF PROPOSAL
T&E require written acceptance of this proposal as soon as possible in order to prepare program materials, make the relevant bookings and to guarantee the price quoted. Please sign and date below to confirm that the components listed in this proposal fulfill your program requirements.

This will enable us to prepare your program materials accurately. Please sign and date below, and please fax this document in its entirety to Patrizia D'Adamo, T&E Director of US Operations, fax number 215-238-0236.

PROPOSAL ACCEPTED BY _____
South Orange County Community College District (Saddleback College)

DATE_____

U.S. Department of State

Wednesday, October 29, 2014

Alerts and Warnings

Travel Warnings

We issue a Travel Warning when we want you to consider very carefully whether you should go to a country at all. Examples of reasons for issuing a Travel Warning might include unstable government, civil war, ongoing intense crime or violence, or frequent terrorist attacks. We want you to know the risks of traveling to these places and to strongly consider not going to them at all. Travel Warnings remain in place until the situation changes; some have been in effect for years

Travel Alerts

We issue a Travel Alert for short-term events we think you should know about when planning travel to a country. Examples of reasons for issuing a Travel Alert might include an election season that is bound to have many strikes, demonstrations, or disturbances; a health alert like an outbreak of H1N1; or evidence of an elevated risk of terrorist attacks. When these short-term events are over, we cancel the Travel Alert.

TYPE	DATE	LOCATION
Warning	October 24, 2014	Somalia Travel Warning
Alert	October 24, 2014	Potential Implications for Travel Because of Ebola in Parts of West Africa
Alert	October 23, 2014	Russian Federation Travel Alert
Alert	October 10, 2014	South Pacific Tropical Cyclone Season 2014 – 2015
Warning	October 10, 2014	Mexico Travel Warning
Warning	October 7, 2014	Mauritania Travel Warning
Warning	September 30, 2014	Lesotho Travel Warning
Warning	September 25, 2014	Yemen Travel Warning
Alert	September 18, 2014	Mozambique Travel Alert
Warning	September 12, 2014	Eritrea Travel Warning
Warning	September 10, 2014	Israel, The West Bank and Gaza Travel Warning
Warning	September 5, 2014	Afghanistan Travel Warning
Warning	August 29, 2014	Ukraine Travel Warning
Warning	August 15, 2014	Lebanon Travel Warning
Warning	August 14, 2014	Sierra Leone Travel Warning
Warning	August 13, 2014	Algeria Travel Warning
Warning	August 10, 2014	Iraq Travel Warning

Warning	August 8, 2014	Saudi Arabia Travel Warning
Warning	August 8, 2014	Pakistan Travel Warning
Warning	August 8, 2014	Nigeria Travel Warning
Warning	August 7, 2014	Liberia Travel Warning
Warning	August 6, 2014	Cameroon Travel Warning
Warning	July 26, 2014	Libya Travel Warning
Warning	June 30, 2014	Chad Travel Warning
Warning	June 24, 2014	Honduras Travel Warning
Warning	June 19, 2014	Kenya Travel Warning
Warning	June 12, 2014	Republic of South Sudan Travel Warning
Warning	June 8, 2014	Djibouti Travel Warning
Warning	June 4, 2014	Venezuela Travel Warning
Alert	May 29, 2014	2014 Hurricane and Typhoon Season
Warning	May 22, 2014	Iran Travel Warning
Warning	May 20, 2014	North Korea Travel Warning
Warning	May 19, 2014	Philippines Travel Warning
Warning	May 13, 2014	Central African Republic Travel Warning
Warning	May 5, 2014	Syria Travel Warning
Warning	April 25, 2014	El Salvador Travel Warning
Warning	April 23, 2014	Democratic Republic of the Congo Travel Warning
Warning	April 14, 2014	Colombia Travel Warning
Warning	April 10, 2014	Sudan Travel Warning
Warning	April 3, 2014	Burundi Travel Warning
Warning	March 27, 2014	Niger Travel Warning
Warning	March 21, 2014	Mali Travel Warning
Warning	March 12, 2014	Haiti Travel Warning

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SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT **ITEM: 5.3**
DATE: 11/17/14

TO: Board of Trustees

FROM: Gary L. Poertner, Chancellor

RE: Saddleback College: FLS Language Centres dba FLS International-Intensive English Program (IEP) License to Use Agreement

ACTION: Approval

BACKGROUND

FLS Language Centres dba FLS International (FLS) is a private language school that is not affiliated with Saddleback College. Saddleback College ESL department and FLS Programs are separate and distinct. FLS is accredited by two major accrediting agencies, Accrediting Council on Continuing Education and Training (ACCET) and by the Commission on English Language Program (CEA). FLS targets F-1 Visa International students enrolling in full-time language study, including homestay and regional cultural outings/activities. FLS currently has six locations across the United States including one community college in Southern California, Citrus College. FLS and Citrus College have enjoyed a successful partnership for over twenty years.

Saddleback College and Irvine Valley College, cannot accept F-1 international students to solely study English. The colleges are approved to accept students who meet a minimum level of English language proficiency and plan to complete a degree, certificate, and/or transfer certification. FLS serves a different population than that served by Saddleback College's ESL Department.

It is desirable for Saddleback College to have an on-site Intensive English Program (IEP) operated by FLS. The program would be operated in college space by FLS. Hosting an (IEP) at Saddleback College provides several benefits to the college which include: additional income to the college from the lease agreement and from international student tuition fees from FLS students who later decide to study at Saddleback College, increased diversity on campus via increased international student enrollments, marketing for Saddleback College to international students overseas, assistance with housing placement of FLS students who later become Saddleback College international students.

Saddleback College Community Education program will provide general oversight of FLS while at Saddleback (i.e. marketing materials, general questions, concerns, successes, etc.). Continued partnership with FLS will be assessed and evaluated on an annual basis, to include input from observations, number of complaints, etc. The license to use agreement could be renewed as long as the partnership continues to be in the best interest of Saddleback College.

Item Submitted By: *Dr. Debra L. Fitzsimons, Vice Chancellor, Business Services*
Dr. Tod A. Burnett, President

The college space that has been designated for FLS is Village 3-2 for classroom space and Village 23-2 for office space. This location will result in lessened parking impacts as the proposed assigned FLS parking is a distance from the main campus.

FLS estimates that the potential Saddleback College location will accommodate 60 - 80 FLS students. FLS anticipates needing no more than ten parking permits. Impact on college parking is projected to be minimal.

Previously, Saddleback College and FLS operated under a lease agreement. It is recommended by our legal counsel to convert this arrangement into a license to use agreement, rather than a lease. The term of the agreement is for one year, with an annual option to renew for up to four one year terms, commencing on June 19, 2014. In the lease agreement, it is stipulated that FLS will pay the college $10,243/month which includes custodial, maintenance services, and campus police services. Parking fees are subject to current Saddleback College rates, which may change per college annual review of fees and will be deposited into the parking fund.

Village 23-2 is already shown on the Saddleback College's space inventory as deactivated. There will be no impact for this space in the Saddleback College space inventory for state purposes. The Village 3-2 classroom will become deactivated as a result of this license to use agreement. Deactivated space does not count in the college's space inventory or cap load ratios when evaluating state construction funding eligibility. Renewal of this agreement will take into account Saddleback College's intention of demolishing a large portion of the college village consistent with our education and facilities master plan.

STATUS

FLS program has cleared the Saddleback College Community Education Review and has successfully gone through the two-week Saddleback faculty review to ensure noncompetition with Saddleback College instructional programs.

RECOMMENDATION

The Chancellor recommends that the Board of Trustees approve the license to use agreement (EXHIBIT A) between South Orange County Community College District and FLS Language Centres dba FLS International for a one year term with an annual option to renew for up to four one year terms, commencing on June 19, 2014 at a monthly lease rate of $10,243.

Item Submitted By: *Dr. Debra L. Fitzsimons, Vice Chancellor, Business Services*
Dr. Tod A. Burnett, President

LICENSE TO USE AGREEMENT

THIS LICENSE TO USE AGREEMENT ("Agreement") is entered into on June 19, 2014 (the "Effective Date"), by and between the South Orange County Community College District ("SOCCCD") and FLS Language Centres dba FLS International, (FLS). SOCCCD and FLS are sometimes hereinafter referred to individually as a "Party" and collectively as the "Parties."

R E C I T A L S

A. SOCCCD is the owner of various real properties and all the facilities on said real properties including 28000 Marguerite Parkway, Mission Viejo, California 92692 known as Saddleback College.

B. FLS desires use of a portion of the Saddleback College ("Property") to operate a private English as a Second Language (ESL) instructional program for international students.

C. FLS has utilized the Property to operate its ESL instructional program for international students since 2013 pursuant to a lease agreement dated June 18, 2013 for an initial term of 1 (1) year ending on June 18, 2014.

D. SOCCCD, as a public community college district concerned with safeguarding its ability to operate and run its public facilities and properties in accordance with prudent public agency practices, and in response to an increasing number of organizations wishing to operate on SOCCCD's public facilities and properties, has determined to enter into license to use agreements with such organizations according to SOCCCD policies and procedures.

E. SOCCCD and FLS desire to enter into this License to Use Agreement, upon the Effective Date, pursuant to which FLS shall continue to operate its ESL instructional program for international students on the Property and such License to Use Agreement shall supercede and make null and void any existing leases and lease amendments between SOCCCD and FLS.

A G R E E M E N T

NOW, THEREFORE, the Parties hereto, for the consideration hereinafter expressed, covenant and agree as follows:

1. Recitals. All recitals set forth above are agreed to between SOCCCD and FLS and are incorporated herein by reference.

2. License for Use of Property.

2.1 Subject to the terms and conditions hereinafter set forth, SOCCCD hereby licenses to FLS use of the Property at Saddleback College, in order for FLS use up to two (2) temporary buildings on the Property at locations agreed to between Saddleback College and FLS. Location of and description of the buildings are set forth in Exhibit A attached hereto and incorporated herein by reference. The buildings shall be used solely for the purpose of operating FLS's ESL instructional program for international students and for no other purpose.

2.2 The agreement includes Saddleback College oversight by the Community Education department. FLS will be assessed and evaluated on an annual basis, to include input from observations, number of complaints, etc. Partnership will resume as long as the partnership continues to be in the best interest of Saddleback College. Evaluation and assessment will include consultation with key college partners, to include the ESL Department.

2.3 FLS shall be allowed to place furniture/equipment ("Equipment") in its buildings. All Equipment shall be located, installed and maintained at FLS's sole cost and expense.

2.4 FLS may not construct, erect or install any improvements or equipment not otherwise set forth in this Agreement at or on the Property without obtaining SOCCCD's prior written approval.

2.5 Enrollment in College Instructional Programs - Lessee's students may enroll in any College instructional program for which they are eligible upon payment of required tuition and fees.

2.6 FLS shall install and maintain its own telephone lines to the buildings at its own expense. Installation of underground telephone cables is prohibited.

2.7 SOCCCD agrees to provide access to the Property for FLS employees and program participants. FLS shall have access to the Property from 8:00 a.m. to 6:00 p.m. Monday through Friday. Notwithstanding, FLS staff may access and utilize space at other than the above specified days and times, in accordance with Saddleback College Facility Access regulations. Access will not be allowed on the following holidays: New Year's Day, Martin Luther King Jr. Day, Presidents Day, Memorial Day, Independence Day, Labor Day, Veterans Day, Thanksgiving Day, Day after Thanksgiving Day, and Christmas.

2.8 FLS will repair damage done to Saddleback College, any SOCCCD property or reimburse SOCCCD for repairs necessitated by such damage as a

result of FLS employees, program participants or invitees' actions during usage of the Property.

2.9 FLS may request usage of Saddleback College facilities such as classroom(s) or the conference center. Such usage shall be at SOCCCD's sole and absolute discretion and subject to SOCCCD's policies and procedures related to use of its facilities. Requests must be pre-arranged and applicable fees do apply.

2.10 FLS agrees that FLS employees will follow all instructions and/or orders of SOCCCD administrators at Saddleback College.

2.11 Student Services and Student Conduct - Lessee shall at no cost to Lessor, be solely responsible for furnishing any and all admissions, counseling, housing, and other relation services to its students not enrolled in College instructional programs. FLS faculty, staff, and students shall be subject to campus rules governing general public guests on campus. In the event that an FLS student violates those rules, the College may, at its discretion, immediately remove consent of the FLS student from the campus in accordance with penal code 626.4. If consent is removed, and the student is escorted off campus, FLS Language Centres dba FLS International site administrator will be notified promptly.

2.12 Advertising - The College and FLS may refer to their cooperative relationships, including mention of location, facilities, activities, and special programs ("FLS located on the Saddleback College campus"). "At no time will FLS staff refer to themselves as employees of Saddleback College or the SOCCCD." Saddleback College logo can only be used with prior written approval and all marketing materials that identify Saddleback College by name and logo must be reviewed and cleared by Saddleback College Community Education department and/or the Marketing department. The following statement must be placed on all marketing materials:

> <u>FLS Language Centres dba FLS International</u>
> (Only for F-l Visa International students enrolling in full-time language study, including homestay and regional cultural outings/activities.)
>
> *FLS Language Centres dba FLS International is a private language school that is not affiliated with* or *endorsed by the Saddleback College ESL Department. The* two *programs are separate and distinct. Information about Saddleback College's ESL department and course offerings can be found on the Saddleback College schedule of classes and on Saddleback College ESL department homepage at www.saddleback.edu/lalesll.*

3. <u>Term</u>. The initial term of this Agreement (the "Initial Term") shall be for one (1) year, commencing on the Effective Date (the "License Commencement Date") of June 19, 2014 and terminating on June 20, 2015. FLS shall have the right to request an extension of this Agreement for four (4) additional one (1) year terms (each a "Renewal

Term") on the same terms and conditions as set forth herein. FLS shall request an extension of this Agreement in writing to the SOCCCD thirty (30) days prior to the expiration of the Initial Term and each Renewal Term. This Agreement may be renewed for each successive Renewal Term only upon mutual written agreement of the Parties prior to the expiration of the Initial Term or any Renewal Term. If FLS fails to request an extension as required herein, then this Agreement shall automatically terminate at the end of the Initial Term or any Renewal Term. If FLS shall remain in possession of the Property at the expiration of the Initial Term or any Renewal Term without a written agreement, such occupation shall be deemed month-to-month under the same terms and conditions set forth in this Agreement.

4. Access to Property. SOCCCD permits FLS, its employees and program participants, vehicular and pedestrian ingress to and egress from the Property, only as set forth in this Agreement and provided that such access by FLS shall not interfere with SOCCCD's education programs and/or activities. Access to Property shall be only on the dates, days, and times indicated in this Agreement. Any changes shall only be allowed with SOCCCD's prior written consent.

5.1 License Use Fee. FLS shall pay SOCCCD a license use fee ("Fee") as follows:

Initial Term:	Ten Thousand Two Hundred Forty-Three Dollars ($10,243.00) per month/ ($122,916.00) first year.
Renewal (Year 1):	Ten Thousand Two Hundred Forty-Three Dollars ($10,243.00) per month/ ($122,916.00) second year.
Renewal (Year 2):	Ten Thousand Two Hundred Forty-Three Dollars ($10,243.00) per month/ ($122,916.00) third year.
Renewal (Year 3):	Ten Thousand Two Hundred Forty-Three Dollars Three Thousand Two Hundred Sixteen Dollars ($10,243.00) per month/ ($122,916.00) fourth year.
Renewal (Year 4):	Ten Thousand Two Hundred Forty-Three Dollars ($10,243.00) per month/ ($122,916.00) fifth year.

5.2 The license fee includes provision by the college to the licensee of gas, electric, water, maintenance services, and SC Police services during normal college service times. Any other desired services (i.e. copying, phone, internet, etc.) will be arranged and paid for by FLS.

5.3 Signage – FLS shall not place any signs on the Property without prior written consent of Saddleback College.

5.4 Parking – Parking fees are subject to current Saddleback College rates. Rates may change per college annual review of fees. Permits are not transferrable.

5.5 License Fee Payments, shall be payable in advance on the first of each month, will be submitted to the Office of Administrative Services (AGB 124) at Saddleback College.

Saddleback College
Office of Administrative Services, AGB 124
28000 Marguerite Parkway
Mission Viejo, CA 92692

6. Conditions to Use.

6.1 Appearance of Property. FLS, at FLS's sole cost and expense, at all times during the term of this Agreement, agrees to keep and maintain, or cause to be kept and maintained, the Property in a good state of appearance and repair, reasonable wear and tear excepted.

6.2 Compliance with Applicable Laws. FLS agrees to comply with all applicable federal, state and local laws, statutes, rules and regulations relating to its activities on the Property. FLS shall, at its own cost and expense, obtain all necessary approvals, permits and licenses for operation of its ESL instructional program for international students on the Property. FLS agrees to comply with all SOCCCD policies, procedures and rules relating to usage of the Property.

6.3 Landscape Surrounding the Property. SOCCCD shall maintain all landscaping at the Property. SOCCCD reserves the right to inspect the Property to determine if the provisions of this Agreement are being complied with by FLS.

7. Insurance.

7.1 Comprehensive or Commercial General Liability. FLS agrees to maintain in full force and effect a suitable policy or policies of comprehensive or commercial general liability insurance including bodily injury, property damage and contractual liability throughout the duration of this Agreement. Such insurance shall be in amounts not less than one million dollars ($1,000,000) per occurrence, three million dollars ($3,000,000) aggregate. The policy shall include or be endorsed to include abuse and molestation coverage of one million dollars ($1,000,000) per occurrence, three million dollars ($3,000,000) aggregate.

7.2 Automobile Liability. FLS agrees to maintain in full force and effect automobile liability insurance for owned, scheduled, non-owned or hired automobiles in an amount not less than one million dollars ($1,000,000) per occurrence with regard to any vehicles which are brought onto Saddleback College.

7.3 Workers Compensation. FLS shall also maintain in full force and effect throughout the term of this Agreement Workers' Compensation insurance in

accordance with the laws of California, and employers' liability insurance with a limit of not less than one million dollars ($1,000,000) per occurrence.

7.4 Notice; Additional Insureds. All insurance required under this Agreement shall be issued as a primary policy and any insurance carried by the SOCCCD shall be excess and non-contributory with such primary insurance and shall state that not less than thirty (30) days written notice from FLS shall be provided to SOCCCD before cancellation or modification. SOCCCD, its Board of Trustees, officers, and employees shall be designated and named as additional insureds with separate additional insured endorsements. All insurance required under this Agreement shall be with an insurance company approved in writing by the SOCCCD.

7.5 Certificate of Insurance. Concurrently with the execution of this Agreement, FLS will provide SOCCCD with a certificate(s) verifying all insurance and the terms described in Sections 7.1 through 7.4.

8. Indemnification.

8.1 FLS shall indemnify, hold harmless and defend SOCCCD, its Board of Trustees, officers, employees, representatives, and agents against and will hold and save each of them harmless from any and all actions, claims, damages, expenses, obligations or liabilities (collectively, the "Claims") that may be asserted or claimed by any person, firm, association, entity, corporation, political subdivision, or other organization to the extent arising out of or related in any way to FLS's ESL instructional program for international students and/or any other FLS activities on the Property arising out of or due to the negligence or willful misconduct of FLS, its respective officers or employees, pursuant to this Agreement.

8.2 SOCCCD shall indemnify, hold harmless and defend FLS, its officers and employees against and will hold and save each of them harmless from any and all actions, claims, damages, expenses, obligations or liabilities (collectively, the "Claims") that may be asserted or claimed by any person, firm, association, entity, corporation, political subdivision, or other organization to the extent arising out of or due to the negligence or willful misconduct of SOCCCD, its respective officers or employees, pursuant to this Agreement.

8.3 The provisions of this Section 8 shall survive the termination or expiration of this Agreement.

9. Termination.

9.1 SOCCCD has the right to terminate this Agreement or the usage of the Property at any time, provided SOCCCD gives at least six (6) months prior written notice to FLS specifying the date of termination.

9.2 FLS has the right to terminate this Agreement, or the usage of the Property at any time, provided FLS gives at least ninety (90) days' prior written notice to SOCCCD specifying the desired date of termination.

10. No Assignment / Subletting. FLS may not assign or sublet this Agreement or any rights, benefits, liabilities and obligations hereunder. Any assignment or sublease made by FLS shall be null and void and shall be considered a material breach of this Agreement.

11. Legal Interpretation of Instrument. The Parties expressly understand and agree that this Agreement constitutes a license for use of a portion of Saddleback College including a non-exclusive license for any associated ingress and egress to the Property, and is neither intended by the Parties, nor shall it be legally construed, to convey a leasehold, easement, or other interest in real property. Should either Party be compelled to institute legal or other proceedings against the other for or on account of the other Party's failure or refusal to perform or fulfill any of the covenants or conditions of this Agreement on its part to be performed or fulfilled, the Parties agree that the rules and principles applicable to licenses shall govern such actions or proceedings.

12. Attorneys' Fees. If any legal action is necessary to enforce any of the terms or conditions of this Agreement, each party shall bear its own attorneys' fees, costs and expenses.

13. Entire Agreement; Amendment. This Agreement constitutes the entire understanding between the Parties with respect to the subject matter hereof, superseding all negotiations, prior discussions, preliminary agreements, memorandums, leases, or agreements made prior to the date hereof. This Agreement may not be changed except in writing executed by both Parties.

14. Notice. Any notice, request, information or other document to be given hereunder to any Party by any other Party shall be in writing and shall be deemed given if served upon personal delivery, if sent by mail, on the third business day, addressed as follows:

If to SOCCCD: South Orange County Community College District
28000 Marguerite Parkway
Mission Viejo, CA 92692-3635
Attention: Debra L. Fitzsimons, Vice Chancellor, Business Services
cc: Estella Castillo-Garrison, Dean, Community Education, Emeritus Institute, and K-12 Partnerships

If to FLS:
FLS Language Centres dba FLS International
301 N. Lake, Ste. 310
Pasadena, CA 91101
Attention: Dal Swain, CEO

Any Party may change the address or persons to which notices are to be sent to it by giving the written notice of such change of address or persons to the other Party in the manner provided for giving notice.

15. Exhibits. Any exhibits which are attached hereto are incorporated herein and made a part of this Agreement.

16. Survival. The provisions of the Agreement which requires performance subsequent to the termination or expiration of this Agreement or relates to indemnification from one Party to the other Party shall survive any termination or expiration of this Agreement.

17. Miscellaneous.

17.1 If any term of this Agreement is found to be void or invalid, such finding shall not affect the remaining terms of this Agreement, which shall continue in full force and effect. The Parties agree that if any provisions are deemed not enforceable, they shall be deemed modified to the extent necessary to make them enforceable. Any question(s) of particular interpretation shall not be interpreted against the draftsman, but rather in accordance with the fair meaning thereof. No provision of this Agreement will be deemed waived by either Party unless expressly waived in writing signed by the waiving Party. No waiver shall be implied by delay or any other act of omission of either Party. No waiver by either Party of any provision of this Agreement shall be deemed a waiver of such provision with respect to any subsequent matter relating to such provision.

17.2 FLS agrees that it will not engage in unlawful discrimination in employment of persons or provision of services because of race, ethnicity, religion, nationality, disability, gender, marital status or age of such persons.

17.3 The persons who have executed this Agreement represent and warrant that they are duly authorized to execute this Agreement in their individual or representative capacity as indicated.

17.4 This Agreement shall be interpreted, governed by, and construed under the laws of the State of California.

IN WITNESS WHEREOF, the Parties have entered into this License to Use Agreement as of the day set forth above.

SOCCCD:

South Orange County Community College District

By: _____

Name: Debra L. Fitzsimons .

Its: Vice Chancellor, Business Services

Date: _____

FLS Language Centres dba FLS International:

FLS, Inc.

By: _____

Name: Dal Swain, CEO

Its: _____

Date: _____

EXHIBIT A

FLS, buildings on Saddleback College will consist of the buildings currently identified as the Village 3-02 and VIL 23-02 (2,376 square feet each). The identification of the existing buildings is as follows:

Location	FLS Use
VIL 3-02	FLS Classrooms
VIL 23-02	FLS Office

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

ITEM: 5.4
DATE: 11/17/14

TO: Board of Trustees

FROM: Gary L. Poertner, Chancellor

RE: Saddleback College and IVC: Spring 2015 Community Education Programs

ACTION: Approval

BACKGROUND

The South Orange County 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 and Irvine Valley College perform an important community service and fulfill a vital part of their missions. 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 and Irvine Valley College Community Education departments for the Spring Semester 2015. Expenses for conducting these courses will be paid by income from participant fees. The Saddleback College course offerings, presenters, and compensation are outlined in Exhibit A. The Irvine Valley College course offerings, presenters, and compensation are outlined in Exhibit B.

RECOMMENDATION

The Chancellor recommends that the Board of Trustees approve the Community Education courses, presenters, and compensation as presented in Exhibits A and B.

Item Submitted By: *Dr. Tod A. Burnett and Dr. Glenn R. Roquemore, Presidents*

South Orange County Community College District
SADDLEBACK COLLEGE
COMMUNITY EDUCATION NON-CREDIT PROGRAM-Spring 2015

PROGRAM	*ACTIVITY TITLE*	*DATES*	*PRESENTER*	*HONORARIA*	*FEE*
Adult	Acrylic/Oil Painting Workshop	1/1-12/31	Jean Marie Christian		$13.50/hr
	Advanced Piano	1/1-12/31	Music Faculty	50% Net	$6.25/hr
	Aromatherapy And Herbal Candle Making	1/1-12/31	Quayum Abdul		
	Art 10: Ceramics Handbuilding Fundamentals	1/1-12/31	Art Faculty	50% Net	$6.25/hr
	Art 11: Ceramics: Wheel I	1/1-12/31	Art Faculty	50% Net	$6.25/hr
	Art 12: Ceramics- Wheel II	1/1-12/31	Art Faculty	50%Net	$6.25/hr
	Art 13: Ceramics- Wheel III	1/1-12/31	Art Faculty	50%Net	$6.25/hr
	Art 140: Beginning Graphic Design	1/1-12/31	Art Faculty	50%Net	$6.25/hr
	Art 141: Graphic Rendering Techniques	1/1-12/31	Art Faculty	50%Net	$6.25/hr
	Art 142: Package Design	1/1-12/31	Art Faculty	50%Net	$6.25/hr
	Art 143: Art Survival: From Student To Artist	1/1-12/31	Art Faculty	50%Net	$6.25/hr
	Art 145: Graphic Illustration	1/1-12/31	Art Faculty	50%Net	$6.25/hr
	Art 150: Architectural Ceramics I	1/1-12/31	Art Faculty	50%Net	$6.25/hr
	Art 164: Printmaking (Intaglio/Etching and Relief) IV	1/1-12/31	Art Faculty	50%Net	$6.25/hr
	Art 175: Metal Casting	1/1-12/31	Art Faculty	50%Net	$6.25/hr
	Art 216: Ceramics- Handbuilding II	1/1-12/31	Art Faculty	50%Net	$6.25/hr
	Art 217: Ceramics-Handbuilding III	1/1-12/31	Art Faculty	50%Net	$6.25/hr
	Art 228: Bench Jeweler I	1/1-12/31	Art Faculty	50% Net	$6.25/hr
	Art 229: Bench Jeweler II	1/1-12/31	Art Faculty	50% Net	$6.25/hr
	Art 230: Bench Jeweler III	1/1-12/31	Art Faculty	50%Net	$6.25/hr
	Art 231: Bench Jeweler IV	1/1-12/31	Art Faculty	50%Net	$6.25/hr
	Art 240: Intermediate Graphic Design	1/1-12/31	Art Faculty	50%Net	$6.25/hr
	Art 250: Plein Air Landscape Painting	1/1-12/31	Art Faculty	50%Net	$6.25/hr
	Art 261: Opaque Watercolor	1/1-12/31	Art Faculty	50%Net	$6.25/hr
	Art 4: Fundamentals Of Art	1/1-12/31	Art Faculty	50% Net	$6.25/hr
	Art 40: 2-D Foundations	1/1-12/31	Art Faculty	50%Net	$6.25/hr
	Art 41: Three-Dimensional Design	1/1-12/31	Art Faculty	50%Net	$6.25/hr
	Art 42: Color Theory And Practice	1/1-12/31	Art Faculty	50%Net	$6.25/hr
	Art 50: Painting I	1/1-12/31	Art Faculty	50% Net	$6.25/hr
	Art 51: Painting-II	1/1-12/31	Art Faculty	50%Net	$6.25/hr
	Art 52: Painting-III	1/1-12/31	Art Faculty	50%Net	$6.25/hr
	Art 53: Painting From The Live Model I	1/1-12/31	Art Faculty	50%Net	$6.25/hr
	Art 54: Painting From The Live Model II	1/1-12/31	Art Faculty	50% Net	$6.25/hr
	Art 57: Watercolor I	1/1-12/31	Art Faculty	50% Net	$6.25/hr
	Art 58: Watercolor II	1/1-12/31	Art Faculty	50%Net	$6.25/hr
	Art 59: Watercolor III	1/1-12/31	Art Faculty	50%Net	$6.25/hr
	Art 60: Printmaking (Intaglio/Etching And Relief)	1/1-12/31	Art Faculty	50% Net	$6.25/hr
	Art 61: Printmaking (Intaglio/Etching And Relief) II	1/1-12/31	Art Faculty	50%Net	$6.25/hr
	Art 62: Printmaking (Intaglio/Etching AnD Relief) III	1/1-12/31	Art Faculty	50%Net	$6.25/hr
	Art 63: Introduction To Screen Printing	1/1-12/31	Art Faculty	50%Net	$6.25/hr
	Art 70: Fundamentals Of Sculpture	1/1-12/31	Art Faculty	50% Net	$6.25/hr
	Art 71: Additive Sculpture	1/1-12/31	Art Faculty	50%Net	$6.25/hr
	Art 72: Subtractive Sculpture	1/1-12/31	Art Faculty	50%Net	$6.25/hr
	Art 78: Beginning Life Sculpture	1/1-12/31	Art Faculty	50% Net	$6.25/hr
	Art 79: Advanced Life Sculpture	1/1-12/31	Art Faculty	50%Net	$6.25/hr
	Art 80: Drawing	1/1-12/31	Art Faculty	50%Net	$6.25/hr
	Art 81: Drawing II	1/1-12/31	Art Faculty	50%Net	$6.25/hr
	Art 82: Drawing III	1/1-12/31	Art Faculty	50%Net	$6.25/hr
	Art 85: Drawing From The Live Model I	1/1-12/31	Art Faculty	50% Net	$6.25/hr
	Art 86: Drawing From A Live Model II	1/1-12/31	Art Faculty	50%Net	$6.25/hr
	Art 87: Drawng From A Live Model III	1/1-12/31	Art Faculty	50%Net	$6.25/hr
	Art 9: Ceramics Fundamentals	1/1-12/31	Art Faculty	50%Net	$6.25/hr
	Ballroom And Swing	1/1-12/31	Dance Quick (I)	45% Gross	$49
	Basic Mandarin Chinese	1/1-12/31	Ling Chou (E)	60% Net	$165
	Beatles Intermediate Guitar	1/1-12/31	Ron Gorman (E)	60% Gross	$90
	Become A Professional Organizer	1/1-12/31	Nancy Miller (E)	50% Net	$39
	Begin A New Career As A Pharmacy Technician	1/1-12/31	Boston Reed College (I)	PP	$2,720
	Beginning And Intermediate Watercolor Workshop	1/1-12/31	Jean Marie Christian		$13.50/hr
	Beginning Blues Harmonica	1/1-12/31	David Broida (E)	50% Net	$49
	Beginning Guitar	1/1-12/31	Ron Gorman (E)	60% Gross	$90
	Beginning Guitar For Kids/Teens	1/1-12/31	Ron Gorman (E)	60% Gross	$90
	Beginning Guitar With Ron Gorman	1/1-12/31	Ron Gorman (E)	60% Gross	$84
	Beginning Piano Pedagogy	1/1-12/31	Music Faculty	50% Net	$6.25/hr
	Beginning Ukulele	1/1-12/31	Ron Gorman (E)	60% Gross	$75
	Billboard Top Ten" Intermediate Guitar"	1/1-12/31	Ron Gorman (E)	60% Gross	$90
	Blogging For Fun And Profit	1/1-12/31	Bob Cohen (I)	50% Net	$39
	Botanicals Drawing Workshop	1/1-12/31	Jean Marie Christian		$13.50/hr
	Botanicals Watercolor Workshop	1/1-12/31	Jean Marie Christian		$13.50/hr
	Brewing Basics: Brewing Beyond The Kit	1/1-12/31	Matthew Johnson (E)	50% Net	$99
	Bride And Groom's First Dance	1/1-12/31	Dance Quick (I)	45% Gross	$29
	Brow Shaping And Enhancing Eyes With Eyeliner	1/1-12/31	Debbie McClellan		$60

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South Orange County Community College District
SADDLEBACK COLLEGE
COMMUNITY EDUCATION NON-CREDIT PROGRAM-Spring 2015

PROGRAM	*ACTIVITY TITLE*	*DATES*	*PRESENTER*	*HONORARIA*	*FEE*
	Build Your Own Business Website	1/1-12/31	Mike Rounds (E)	50% Net	$39
	Build Your Own Website For $5 A Month	1/1-12/31	Mike Rounds (E)	50% Net	$39
	Business Series	1/1-12/31	Connected Women Of Influence (I)	50% Net	$175
	Cake Decorating For Beginners	1/1-12/31	Exquisite Cakes By Jennifer (I)	50% Net	$59
	Cake Decorating With Fondant And Gumpaste	1/1-12/31	Exquisite Cakes By Jennifer (I)	50% Net	$59
	Cashing In On Your Ideas And Inventions	1/1-12/31	Mike Rounds (E)	50% Net	$39
	Cashing In On Your Ideas And Inventions	1/1-12/31	Nancy Miller (E)	50% Net	$39
	Ceramics	1/1-12/31	Duane Matthews (E)	$50/hr	$214
	Chamber Music	1/1-12/31	Music Faculty	50% Net	$6.25/hr
	Clutterology®: Eliminate Clutter In Your Life	1/1-12/31	Nancy Miller (E)	50% Net	$39
	Commercial Music Ensemble	1/1-12/31	Music Faculty	50% Net	$6.25/hr
	Consulting	1/1-12/31	Mike Rounds (E)	50% Net	$39
	Contemporary Choir	1/1-12/31	Music Faculty	50% Net	$6.25/hr
	Conversational Italian	1/1-12/31	Conversa (I)	50% Net	$153
	Country Line Dance	1/1-12/31	Dance Quick (I)	45% Gross	$49
	Country Two-Step	1/1-12/31	Dance Quick (I)	45% Gross	$49
	Create Successful Online Business Videos	1/1-12/31	Glenda Shaw (E)	50% Net	$49
	Drawing Workshop	1/1-12/31	Jean Marie Christian		$13.50/hr
	Driving Concepts	1/1-12/31	Driving Concepts (I)	PP	PP
	Effective Property Staging	1/1-12/31	Art Navarro (E)	50% Net	$49
	Effective Property Staging	1/1-12/31	Jean Navarro (E)	50% Net	$49
	Extreme Couponing	1/1-12/31	Nancy Miller (E)	50% Net	$39
	Eyelash Extension	1/1-12/31	Debbie McClellan		$70
	Family Country Line Dance	1/1-12/31	Dance Quick (I)	45% Gross	$25
	Feng Shui Tools For Better Living	1/1-12/31	Feng Shui Solutions (I)	50% Net	$49
	Fingerstyle Guitar	1/1-12/31	Ron Gorman (E)	60% Gross	$90
	First Hand French	1/1-12/31	Nancy Allah (E)	50% Net	$85
	Foreign Language Students	1/1-12/31	FLS	Varies	Varies
	Go Global: Growing International Sales	1/1-12/31	Matthew Gerard (E)	50% Net	$39
	Golf - Levels I And II	1/1-12/31	TGA Golf (I)	50% Net	$105
	Golf - Levels III and IV	1/1-12/31	TGA Golf (I)	50% Net	$105
	Hand And Wheel Ceramics	1/1-12/31	Kathryn Stovall-Dennis (E)	50% Net	$175
	Handmade Herbal Glycerin Soap Making	1/1-12/31	Quayum Abdul		
	Healthy Harmonica: Songs And Rhythms	1/1-12/31	David Broida (E)	50% Net	$39
	How To Attend A College Of Your Dreams	1/1-12/31	Sharon Buck (E)	25% Net	$30
	How To Be A Special Event/Wedding Planner	1/1-12/31	Farla Binder (E)	50% Net	$49
	How To Be Published In A Week!	1/1-12/31	Mike Rounds (E)	50% Net	$39
	How To Be Your Own Private Investigator	1/1-12/31	Jim Harriger (E)	50% Net	$39
	How To Become A Mystery Shopper	1/1-12/31	Elaine Moran (E)	50% Net	$49
	How To Create QR Codes	1/1-12/31	Carol Chambers (E)	50% Net	$39
	How To Get Paid To Speak	1/1-12/31	Mike Rounds (E)	50% Net	$39
	How to Look Your Best	1/1-12/31	Christina Gaudy-Funke (E)	50% Net	$175
	How To Play Piano By Ear	1/1-12/31	New School Of American Music (I)	50% Net	$45
	How To Protect Yourself From Identity Theft	1/1-12/31	Mari J. Frank, Esq. (E)	50% Net	$49
	How To Sell On eBay®	1/1-12/31	Frances Greenspan (E)	50% Net	$65
	Improving Teamwork, Communication, And Leadership Through Drumming And Rhythm	1/1-12/31	Ron Gorman (E)	60% Gross	$57
	Improving Your PC's Performance	1/1-12/31	Bob Cohen (I)	50% Net	$39
	Improvised Music In A Jazz Combo	1/1-12/31	Music Faculty	50% Net	$6.25/hr
	Instant Piano For Hopelessly Busy People	1/1-12/31	New School Of American Music (I)	50% Net	$45
	Intermediate Electric Guitar	1/1-12/31	Ron Gorman (E)	60% Gross	$90
	Intermediate Guitar	1/1-12/31	Ron Gorman (E)	60% Gross	$90
	Intermediate Piano	1/1-12/31	Music Faculty	50% Net	$6.25/hr
	Internet Marketing For Writers And Authors	1/1-12/31	Bob Cohen (I)	50% Net	$39
	Introduction To Art4Healing	1/1-12/31	Natalia van Rikxoort (E)	50% Net	$35
	Introduction To Wine Appreciation	1/1-12/31	David Francisco (E)	50% Net	$85
	Introduction To Wine Appreciation	1/1-12/31	Michelle Mooney (E)	50% Net	$85
	Investment Boot Camp	1/1-12/31	Jalon O'Connell (E)	50% Net	$39
	Investment Strategies For Growth And Income	1/1-12/31	Charles Goffin (E)	50% Net	$39
	iPhones® and iPads®: Beyond The Basics	1/1-12/31	Bob Cohen (I)	50% Net	$39
	iPhones®, iPads®. . . And I'm Lost©	1/1-12/31	Bob Cohen (I)	50% Net	$39
	Italian Supreme: A Taste Of Italy	1/1-12/31	Conversa (I)	50% Net	$153
	Italian Supreme: Intermediate/Advanced	1/1-12/31	Conversa (I)	50% Net	$153
	Jazz Ensemble	1/1-12/31	Music Faculty	50% Net	$6.25/hr
	Jewelry Making In One Creative Class	1/1-12/31	Carol Chambers (E)	50% Net	$30
	Just Yell Fire: Women's Safety And Self-Defense	1/1-12/31	Just Yell Fire (I)	50% Net	$99
	Kids Country Line Dance	1/1-12/31	Dance Quick (I)	45% Gross	$25
	Learn To Speak Spanish: Intermediate/Advanced	1/1-12/31	Conversa (I)	50% Net	$163
	Loan Signing Specialist Training	1/1-12/31	Masters Notary Academy (I)	$35 PP	$70
	Makeup 101	1/1-12/31	Michele Von Entress (E)	50% Net	$175
	Make-Up 101: Beauty Make-Up For Busy Women	1/1-12/31	Christina Gaudy-Funke (E)	50% Net	$75
	Mandarin I: Introduction To Spoken Chinese	1/1-12/31	Pandarin Academy (I)	50% Net	$130

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	Mandarin II	1/1-12/31	Pandarin Academy (I)	50% Net	$130
	Mandarin Made Easy	1/1-12/31	Pandarin Academy (I)	50% Net	$130
	Marketing Your Business On Facebook And Social Media Sites	1/1-12/31	Bob Cohen (I)	50% Net	$39
	Master Your Investments	1/1-12/31	Jalon O'Connell (E)	50% Net	$70
	More Beginning Guitar For Kids/Teens	1/1-12/31	Ron Gorman (E)	60% Gross	$90
	Motorcycle Rider Training	1/1-12/31	Saddleback Rider Training	Rates Per [	$100-235/dy
	MUS 1: THE BASICS OF MUSIC	1/1-12/31	Music Faculty	50% Net	$6.25/hr
	MUS 10: HARMONY I	1/1-12/31	Music Faculty	50% Net	$6.25/hr
	MUS 11: HARMONY II	1/1-12/31	Music Faculty	50% Net	$6.25/hr
	MUS 117: POPULAR SONGWRITING	1/1-12/31	Music Faculty	50% Net	$6.25/hr
	MUS 118: DIGITAL MULTI-TRACK MUSIC RECORDING	1/1-12/31	Music Faculty	50% Net	$6.25/hr
	MUS 119: ADVANCED MUSIC COMPOSITION	1/1-12/31	Music Faculty	50% Net	$6.25/hr
	MUS 12: HARMONY III	1/1-12/31	Music Faculty	50% Net	$6.25/hr
	MUS 120: INTRODUCTION TO THE MUSIC INDUSTRY	1/1-12/31	Music Faculty	50% Net	$6.25/hr
	MUS 124: COMPUTER ASSISTED MUSIC NOTATION	1/1-12/31	Music Faculty	50% Net	$6.25/hr
	MUS 130: MUSIC PRODUCTION 1	1/1-12/31	Music Faculty	50% Net	$6.25/hr
	MUS 131: MUSIC PRODUCTION II	1/1-12/31	Music Faculty	50% Net	$6.25/hr
	MUS 132: INTRODUCTION TO MUSIC TECHNOLOGY	1/1-12/31	Music Faculty	50% Net	$6.25/hr
	MUS 14: JAZZ COMPOSITION AND ARRANGING	1/1-12/31	Music Faculty	50% Net	$6.25/hr
	MUS 148: JAZZ ENSEMBLE	1/1-12/31	Music Faculty	50% Net	$6.25/hr
	MUS 15: MUSIC COMPOSITION	1/1-12/31	Music Faculty	50% Net	$6.25/hr
	MUS 173: INTERMEDIATE GUITAR	1/1-12/31	Music Faculty	50% Net	$6.25/hr
	MUS 178: BEGINNING PIANO PEDAGOGY	1/1-12/31	Music Faculty	50% Net	$6.25/hr
	MUS 179: INTERMEDIATE PIANO PEDAGOGY	1/1-12/31	Music Faculty	50% Net	$6.25/hr
	MUS 181: KEYBOARD LITERTURE AND INTERPERTATION- ROMANTIC TO MODER	1/1-12/31	Music Faculty	50% Net	$6.25/hr
	MUS 194: MUSICIANSHIP III	1/1-12/31	Music Faculty	50% Net	$6.25/hr
	MUS 20: MUSIC APPRECIATION	1/1-12/31	Music Faculty	50% Net	$6.25/hr
	MUS 23: INTRODUCTION TO WORLD MUSIC	1/1-12/31	Music Faculty	50% Net	$6.25/hr
	MUS 232: CHORAL TECHNIQUES	1/1-12/31	Music Faculty	50% Net	$6.25/hr
	MUS 233: CONTEMPORARY CHORAL MUSIC FOR TREBLE VOICES	1/1-12/31	Music Faculty	50% Net	$6.25/hr
	MUS 234: SATB VOICED COMMUNITY CHORALE	1/1-12/31	Music Faculty	50% Net	$6.25/hr
	MUS 24: MUSIC OF THE 20TH CENTURY	1/1-12/31	Music Faculty	50% Net	$6.25/hr
	MUS 240: IMPROVISED MUSIC IN JAZZ COMBO	1/1-12/31	Music Faculty	50% Net	$6.25/hr
	MUS 241: MEDIUM SIZE MALLEABLE JAZZ ENSEMBLE	1/1-12/31	Music Faculty	50% Net	$6.25/hr
	MUS 242: MID- SIZE AFRICAN- AMERICAN BASED ENSEMBLE JAZZ	1/1-12/31	Music Faculty	50% Net	$6.25/hr
	MUS 246: CONTEMPORARY BIG BAND LITERATURE	1/1-12/31	Music Faculty	50% Net	$6.25/hr
	MUS 247: MODERN BIG BAND CONCEPTS	1/1-12/31	Music Faculty	50% Net	$6.25/hr
	MUS 252A: JAZZ PIANO I	1/1-12/31	Music Faculty	50% Net	$6.25/hr
	MUS 252B: JAZZ PIANO II	1/1-12/31	Music Faculty	50% Net	$6.25/hr
	MUS 252C: JAZZ PIANO III	1/1-12/31	Music Faculty	50% Net	$6.25/hr
	MUS 253: ADVANCED PIANO MUSIC OF HAYDN	1/1-12/31	Music Faculty	50% Net	$6.25/hr
	MUS 255: PIANO COMPOSERS OF TODAY	1/1-12/31	Music Faculty	50% Net	$6.25/hr
	MUS 256: ADVANCED PIANO PEDAGOGY	1/1-12/31	Music Faculty	50% Net	$6.25/hr
	MUS 257: FAVORITE PIANO CLASSICS	1/1-12/31	Music Faculty	50% Net	$6.25/hr
	MUS 260: BASIC GUITAR	1/1-12/31	Music Faculty	50% Net	$6.25/hr
	MUS 266: IMPROVISED CHAMBER MUSIC	1/1-12/31	Music Faculty	50% Net	$6.25/hr
	MUS 27: HISTORY OF JAZZ	1/1-12/31	Music Faculty	50% Net	$6.25/hr
	MUS 28: HISTORY OF ROCK	1/1-12/31	Music Faculty	50% Net	$6.25/hr
	MUS 295: REHEARSAL AND PERFORMANCE (INSTRUMENTAL)	1/1-12/31	Music Faculty	50% Net	$6.25/hr
	MUS 297: REHEARSAL AND PERFORMANCE (JAZZ STUDIES)	1/1-12/31	Music Faculty	50% Net	$6.25/hr
	MUS 31: BAROQUE SOCIETY	1/1-12/31	Music Faculty	50% Net	$6.25/hr
	MUS 32: ORATORIO SOCIETY	1/1-12/31	Music Faculty	50% Net	$6.25/hr
	MUS 33: MODERN MASTERWORKS: CHORALE	1/1-12/31	Music Faculty	50% Net	$6.25/hr
	MUS 34: EARLY MUSIC ENSEMBLE	1/1-12/31	Music Faculty	50% Net	$6.25/hr
	MUS 35: CONTEMPORARY CHOIR	1/1-12/31	Music Faculty	50% Net	$6.25/hr
	MUS 39: COMMERCIAL MUSIC ENSEMBLE	1/1-12/31	Music Faculty	50% Net	$6.25/hr
	MUS 41: SYMPHONIC WIND ENSEMBLE	1/1-12/31	Music Faculty	50% Net	$6.25/hr
	MUS 42: SYMPHONIC ORCHESTRA	1/1-12/31	Music Faculty	50% Net	$6.25/hr
	MUS 43: STRING ORCHESTRA	1/1-12/31	Music Faculty	50% Net	$6.25/hr
	MUS 46: JAZZ IMPROVISATION	1/1-12/31	Music Faculty	50% Net	$6.25/hr
	MUS 47: SADDLEBACK COLLEGE BIG BAND	1/1-12/31	Music Faculty	50% Net	$6.25/hr
	MUS 50: APPLIED MUSIC: INSTRUMENTAL	1/1-12/31	Music Faculty	50% Net	$6.25/hr
	MUS 51: APPLIED MUSIC: KEYBOARD	1/1-12/31	Music Faculty	50% Net	$6.25/hr
	MUS 52: APPLIED MUSIC : VOICE	1/1-12/31	Music Faculty	50% Net	$6.25/hr
	MUS 54A: BEGINNING PIANO I	1/1-12/31	Music Faculty	50% Net	$6.25/hr
	MUS 54B: BEGINNING PAINO II	1/1-12/31	Music Faculty	50% Net	$6.25/hr
	MUS 55A: INTERMIDIATE PIANO I	1/1-12/31	Music Faculty	50% Net	$6.25/hr
	MUS 55B: INTERMEDIATE PIANO II	1/1-12/31	Music Faculty	50% Net	$6.25/hr
	MUS 56: ADVANCED PIANO	1/1-12/31	Music Faculty	50% Net	$6.25/hr
	MUS 58: PIANO REPERTOIRE AND PERFORMANCE PROCEDURES	1/1-12/31	Music Faculty	50% Net	$6.25/hr
	MUS 60: BEGINNING CLASSICAL GUITAR	1/1-12/31	Music Faculty	50% Net	$6.25/hr

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	MUS 61: INTERMEDIATE CLASSICAL GUITAR	1/1-12/31	Music Faculty	50% Net	$6.25/hr
	MUS 62: ADVANCED CLASSICAL GUITAR	1/1-12/31	Music Faculty	50% Net	$6.25/hr
	MUS 63: ENSEMBLE TECHNIQUES FOR 21ST CENTURY	1/1-12/31	Music Faculty	50% Net	$6.25/hr
	MUS 64: PIANO ENSEMBLE	1/1-12/31	Music Faculty	50% Net	$6.25/hr
	MUS 65: PIANO ACCOMPANYING	1/1-12/31	Music Faculty	50% Net	$6.25/hr
	MUS 66: CHAMBER MUSIC	1/1-12/31	Music Faculty	50% Net	$6.25/hr
	MUS 78: KEYBOARD LITERATURE/ INTERPRETATION - BAROQUE AND CLASSICA	1/1-12/31	Music Faculty	50% Net	$6.25/hr
	MUS 80: BEGINNING VOICE	1/1-12/31	Music Faculty	50% Net	$6.25/hr
	MUS 81: INTERMEDIATE VOICE	1/1-12/31	Music Faculty	50% Net	$6.25/hr
	MUS 82: VOCAL REPERTOIRE AND PERFORMANCE PROCEDURES	1/1-12/31	Music Faculty	50% Net	$6.25/hr
	MUS 86: INTRODUCTION TO HARPSICHORD TECHNIQUE AND LITERATURE	1/1-12/31	Music Faculty	50% Net	$6.25/hr
	MUS 87: HARPSICHORD LITERATURE AND TECHNIQUE II- LATE BEGINNER	1/1-12/31	Music Faculty	50% Net	$6.25/hr
	MUS 88: HARPSICHORD LITERATURE AND TECHNIQUE III- EARLY INTERMEDIATE	1/1-12/31	Music Faculty	50% Net	$6.25/hr
	MUS 89: HARPSICHORD LITERATURE AND TECHNIQUE IV- LATE INTERMEDIATE	1/1-12/31	Music Faculty	50% Net	$6.25/hr
	MUS 92: MUSICIANSHIP I	1/1-12/31	Music Faculty	50% Net	$6.25/hr
	MUS 93: MUSICIANSHIP II	1/1-12/31	Music Faculty	50% Net	$6.25/hr
	MUS 96: INTRODUCTION TO ORGAN TECHNIQUE AND LITERATURE CLASS	1/1-12/31	Music Faculty	50% Net	$6.25/hr
	MUS 97: ORGAN TECHNIQUE AND LITERATURE CLASS LATE BEGINNING	1/1-12/31	Music Faculty	50% Net	$6.25/hr
	MUS 98: ORGAN TECHNIQUE AND LITERATURE CLASS INTERMEDIATE (A), EARL	1/1-12/31	Music Faculty	50% Net	$6.25/hr
	MUS 99: ORGAN TECHNIQUE AND LITERATURE CLASS INTERMEDIATE (B), LATE	1/1-12/31	Music Faculty	50% Net	$6.25/hr
	MUS: 75: STRING LITERATURE	1/1-12/31	Music Faculty	50% Net	$6.25/hr
	Negotiate Your Way To Success	1/1-12/31	Mari J. Frank, Esq. (E)	50% Net	$79
	Notary Public Training	1/1-12/31	Masters Notary Academy (I)	$35 PP	$70
	On-Line No-Credit Classes	1/1-12/31	Education To Go (I)	$55-$175pp	$94-299
	Organic Gardening	1/1-12/31	Ron Gorman (E)	60% Gross	$90
	Organizational Skills For Nannies, Au Pairs, And Caregivers	1/1-12/31	Nancy Miller (E)	50% Net	$39
	PC Boot Camp Express: The Fast Track To Computer Competence	1/1-12/31	Bill Napoli (E)	50% Net	$180
	PC Boot Camp For Teens	1/1-12/31	Bill Napoli (E)	50% Net	$195
	PC Boot Camp: Access 2010 In Just Two Days	1/1-12/31	Bill Napoli (E)	50% Net	$105
	PC Boot Camp: Photo Magic Using Adobe Photoshop CS6	1/1-12/31	Bill Napoli (E)	50% Net	$105
	PC Boot Camp: Spectacular PowerPoint 2010 Presentations	1/1-12/31	Bill Napoli (E)	50% Net	$95
	Piano Ensemble	1/1-12/31	Music Faculty	50% Net	$6.25/hr
	Piano Made Easy Series	1/1-12/31	New School Of American Music (I)	50% Net	$75
	Plein Air Landscape Watercolor Workshop	1/1-12/31	Jean Marie Christian		$13.50/hr
	Portrait Workshop in Watercolors	1/1-12/31	Jean Marie Christian		$13.50/hr
	Proctoring Services	1/1-12/31	In-House Services (E)	pp	$50-75
	Professional Speaking For The Clueless®	1/1-12/31	Mike Rounds (E)	50% Net	$39
	Property Management Anyone Can Do	1/1-12/31	Stephen Dexter (E)	50% Net	$59
	Saddleback College Big Band	1/1-12/31	Music Faculty	50% Net	$6.25/hr
	Salsa Dance I	1/1-12/31	Dance Quick (I)	45% Gross	$49
	Salsa Dance II	1/1-12/31	Dance Quick (I)	45% Gross	$49
	SATB Voiced Community Choir	1/1-12/31	Music Faculty	50% Net	$6.25/hr
	Secrets Of Social Media And Internet Marketing	1/1-12/31	Bob Cohen (I)	50% Net	$49
	Self-Publishing Online Digital Photo Books For Youth	1/1-12/31	Randeleigh Harris (E)	50% Net	$92
	Self-Publishing, ePublishing, And More	1/1-12/31	Mike Rounds (E)	50% Net	$39
	Songwriting	1/1-12/31	Ron Gorman (E)	60% Gross	$57
	Sound Retirement Strategies	1/1-12/31	David Broida (E)	50% Net	$49
	Speed Spanish	1/1-12/31	Christy Nelson (E)	50% Net	$59
	SRT - Motorcyclist Safety Program	1/1-12/31	Saddleback Rider Training (I)	Varies	$250
	Stained Glass For Beginners	1/1-12/31	Glass Spectrum (I)	50% Gross	$120
	Stop Being Unemployed And Start Your Own Home-Based Business	1/1-12/31	Nancy Miller (E)	50% Net	$39
	Supervisor Skills Certificate Series - Part 1	1/1-12/31	Insight Systems Group (I)	50% Net	$365
	Supervisor Skills Certificate Series - Part II	1/1-12/31	Insight Systems Group (I)	50% Net	$365
	Symphonic Orchestra	1/1-12/31	Music Faculty	50% Net	$6.25/hr
	Teen Road To Safety	1/1-12/31	Teen Road To Safety Inc. (I)	Varies	Varies
	The New Moonlight: How To Make Money With The New Internet Economy	1/1-12/31	Bob Cohen (I)	50% Net	$39
	Travel Tours/Multi-Day Trips	1/1-12/31	Good Times Travel (I)	PP	PP
	Using Your Computer To Make Money	1/1-12/31	Nancy Miller (E)	50% Net	$39
	Veterans Art Project	1/1-12/31	TBA	Varies	Varies
	Voice Acting - Advanced	1/1-12/31	Patrick Helmstetter (E)	50% Net	$125
	Voice Acting - Beginning	1/1-12/31	Patrick Helmstetter (E)	50% Net	$125
	What Were You Born To Do?	1/1-12/31	Curtis Adney (E)	50% Net	$55
	Wind Ensemble	1/1-12/31	Music Faculty	50% Net	$6.25/hr
	Women's Ageless Beauty	1/1-12/31	Debbie McClellan		$80
	Youth And The Law	1/1-12/31	Juvenile Consulting Services (I)	Varies	Varies
CFK	Academic Origami: Paper Airplanes And Aerodynamics	1/1-12/31	Academic Chess (I)	60% Net	$112
	Adventures In Art	1/1-12/31	OC Art Studios (I)	60% Net	$120
	Adventures In Art Camp	1/1-12/31	OC Art Studios (I)	60% Net	$133
	After-School Drama Program Presents *Willy Wonka, Kids!*	1/1-12/31	April Sayegh (E)	60% Net	$80
	After-School Games	1/1-12/31	Ed Neely (E)	60% Net	$120
	After-School Hoops	1/1-12/31	One On One Basketball Staff (I)	60% Net	$120

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PROGRAM	*ACTIVITY TITLE*	*DATES*	*PRESENTER*	*HONORARIA*	*FEE*
	Algebra For Teens - Level 1A	1/1-12/31	Daryl Johannsen (E)	$29/hr+	$99
	Algebra For Teens - Level 1B	1/1-12/31	Daryl Johannsen (E)	$29/hr+	$99
	Algebra For Teens - Level I	1/1-12/31	Shelley Beckley (E)	$29/hr+	$99
	Algebra For Teens - Level II	1/1-12/31	Shelley Beckley (E)	$29/hr+	$99
	All About Plants | Spanish Camp	1/1-12/31	Norma Hernandez (E)	60% Net	$120
	American Girl Adventures	1/1-12/31	Manisha Fish (E)	60% Net	$165
	Angry Birdies | Bad Piglets	1/1-12/31	Future Builders With Bricks (I)	60% Net	$150
	Animal Drawing 101 Art Camp	1/1-12/31	OC Art Studios (I)	60% Net	$133
	Animation Flix	1/1-12/31	Incrediflix (I)	PP	$185
	App and Game Dev	1/1-12/31	Brainstorm LEGO® Academy (I)	60% Net	$120
	Art Camp	1/1-12/31	Veronica Obermeyer (E)	12.5% Net	$214
	Art Camp	1/1-12/31	Erin O'Shea (E)	12.5% Net	$214
	Art Camp	1/1-12/31	Larry Jones (E)	12.5% Net	$214
	Art Camp	1/1-12/31	Richard White (E)	12.5% Net	$214
	Art Camp	1/1-12/31	Art Just Create It (I)	60% Net	$110
	Art Smart	1/1-12/31	Kelli Hudelson (E)	60% Net	$180
	Arts & Crafts, Music and Food Tasting In Spanish	1/1-12/31	Gabrielle Unzueta (E)	60% Net	$135
	Basic Mandarin Chinese	1/1-12/31	Ling Chou (E)	60% Net	$120
	Basketball Skills Clinics	1/1-12/31	Troy Roelen - Pro Camp (I)	50% Net	$126
	Beginning Ukulele	1/1-12/31	Ron Gorman (E)	60% Gross	$75
	Beginning Guitar	1/1-12/31	Ron Gorman (E)	60% Gross	$120
	Beginning Guitar For Kids/Teens	1/1-12/31	Ron Gorman (E)	60% Gross	$120
	Berktree Learning Homework Club	1/1-12/31	Berktree Learning (I)	60% Net	$210
	Brain Builders: Engineering With LEGO Bricks: Amazing Ancient Structures	1/1-12/31	Brain Builders (I)	60% Net	$120
	Brain Builders: Engineering With LEGO Bricks: Catapults And Trebuchets	1/1-12/31	Brain Builders (I)	60% Net	$120
	Brain Builders: Engineering With LEGO Bricks: Mechanical Madness	1/1-12/31	Brain Builders (I)	60% Net	$120
	Brain Builders: Engineering With LEGO Bricks: Renewable Energy	1/1-12/31	Brain Builders (I)	60% Net	$120
	Brain Builders: Engineering With LEGO® Bricks	1/1-12/31	Brain Builders (I)	60% Net	$120
	BrainStorm: Filmmaking	1/1-12/31	Brainstorm LEGO® Academy (I)	60% Net	$120
	Brainstorm: Go Think!	1/1-12/31	Brainstorm LEGO® Academy (I)	60% Net	$120
	BrainStorm: LEGO® Engineering & Robotics	1/1-12/31	Brainstorm LEGO® Academy (I)	60% Net	$120
	BrainStorm: LEGO® Robotics	1/1-12/31	Brainstorm LEGO® Academy (I)	60% Net	$120
	Brainstorm: Minecraft University: Minecraft Modding	1/1-12/31	Brainstorm LEGO® Academy (I)	60% Net	$120
	Brainstorm: Minecraft University: Robotics	1/1-12/31	Brainstorm LEGO® Academy (I)	60% Net	$120
	Bricks 4 Kids: Spectacular Sports	1/1-12/31	Bricks 4 Kidz (I)	60% Net	$120
	Bricks 4 Kidz: Amazing Animals	1/1-12/31	Bricks 4 Kidz (I)	60% Net	$120
	Bricks 4 Kidz: Amazing LEGO® Animals	1/1-12/31	Bricks 4 Kidz (I)	60% Net	$120
	Bricks 4 Kidz: Amusement Park Rides	1/1-12/31	Bricks 4 Kidz (I)	60% Net	$120
	Bricks 4 Kidz: Amusement Park Rides With LEGO® Bricks	1/1-12/31	Bricks 4 Kidz (I)	60% Net	$120
	Bricks 4 Kidz: Construction Craze With LEGO® Bricks	1/1-12/31	Future Builders With Bricks (I)	60% Net	$120
	Bricks 4 Kidz: Engineering With LEGO® Bricks	1/1-12/31	Future Builders With Bricks (I)	60% Net	$120
	Bricks 4 Kidz: Factory Fun With LEGO® Bricks	1/1-12/31	Future Builders With Bricks (I)	60% Net	$120
	Bricks 4 Kidz: Forces Of Nature With LEGO® Bricks	1/1-12/31	Bricks 4 Kidz (I)	60% Net	$120
	Bricks 4 Kidz: Forces Of Nature With LEGO® Bricks	1/1-12/31	Future Builders With Bricks (I)	60% Net	$120
	Bricks 4 Kidz: Gadgets And Gizmos With LEGO® Bricks	1/1-12/31	Future Builders With Bricks (I)	60% Net	$120
	Bricks 4 Kidz: Interesting Inventions	1/1-12/31	Bricks 4 Kidz (I)	60% Net	$120
	Bricks 4 Kidz: Interesting Inventions With LEGO® Bricks	1/1-12/31	Bricks 4 Kidz (I)	60% Net	$120
	Bricks 4 Kidz: Life Science With LEGO® Bricks	1/1-12/31	Future Builders With Bricks (I)	60% Net	$120
	Bricks 4 Kidz: Mining And Crafting	1/1-12/31	Bricks 4 Kidz (I)	60% Net	$120
	Bricks 4 Kidz: Mining And Crafting 2 With LEGO® Bricks.	1/1-12/31	Bricks 4 Kidz (I)	60% Net	$120
	Bricks 4 Kidz: Mission 2 Space	1/1-12/31	Future Builders With Bricks (I)	60% Net	$120
	Bricks 4 Kidz: Motorized Air, Land, And Sea LEGO® Vehicles	1/1-12/31	Bricks 4 Kidz (I)	60% Net	$120
	Bricks 4 Kidz: Space Adventures	1/1-12/31	Bricks 4 Kidz (I)	60% Net	$120
	Bricks For Kidz	1/1-12/31	Bricks For Kidz (I)	60% Net	$180
	Bricks For Kidz	1/1-12/31	Future Builders With Bricks (I)	60% Net	$180
	Candy Creations	1/1-12/31	Heather Carlsen (E)	30% Net	$120
	Candy Creations	1/1-12/31	Tanya Bonetti (E)	30% Net	$120
	Capture The Flag	1/1-12/31	Robert Johnson (E)	30% Net	$54
	Capture The Flag	1/1-12/31	Chris Elliott (E)	30% Net	$120
	Capture The Flag | Masters Of The Field	1/1-12/31	Academic Chess (I)	60% Net	$112
	Capture The Flag| Master Of The Field	1/1-12/31	Academic Chess (I)	60% Net	$112
	Care4Yoga	1/1-12/31	Care4Yoga (I)	60% Net	$120
	Catch A Wave Into First Grade	1/1-12/31	Carrie Gray (E)	60% Net	$180
	Catch A Wave Into Second Grade	1/1-12/31	Carrie Gray (E)	60% Net	$150
	Career Exploration	1/1-12/31	Felicia Stinson	$15/hr	$180
	Ceramics	1/1-12/31	Duane Matthews (E)	$30/hr	$214
	Challenge Island	1/1-12/31	Future Builders With Bricks (I)	60% Net	$120
	Challenge Island: Amusement Park Island	1/1-12/31	Future Builders With Bricks (I)	60% Net	$120
	Challenge Island: Carnival Island	1/1-12/31	Future Builders With Bricks (I)	60% Net	$120
	Challenge Island: Shark Tooth Island	1/1-12/31	Future Builders With Bricks (I)	60% Net	$120
	Challenge Island: Time Travel Island	1/1-12/31	Future Builders With Bricks (I)	60% Net	$120

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South Orange County Community College District
SADDLEBACK COLLEGE
COMMUNITY EDUCATION NON-CREDIT PROGRAM-Spring 2015

PROGRAM	*ACTIVITY TITLE*	*DATES*	*PRESENTER*	*HONORARIA*	*FEE*
	Cheerleading Skills Clinics	1/1-12/31	College For Kids Staff (E)	Varies	$65
	Chess Club	1/1-12/31	Brain Builders (I)	60% Net	$120
	Chess Day Camp	1/1-12/31	Academic Chess (I)	50% Net	$139
	Chess Day Camp	1/1-12/31	Academic Chess (I)	60% Net	$139
	Children's Musical Theater	1/1-12/31	Holly Telford (E)	60% Net	$120
	Coast 2 Coast Soccer	1/1-12/31	Coast 2 Coast Soccer (I)	60% Net	$120
	Collage: Connect, Collect, Create	1/1-12/31	Nancy Larragoiti (E)	$29/hr+	$98
	College Placement Testing Workshop	1/1-12/31	Jeff Vogel (E)	50% Net	$120
	College Placement Testing Workshop	1/1-12/31	TBA (E)	50% Net	$120
	Color Sticks For Young Artists	1/1-12/31	Nancy Larragoiti (E)	$29/hr+	$98
	Comic Creator Camp	1/1-12/31	Future Builders With Bricks (I)	60% Net	$150
	Common Core Prep Camp For Fourth Grade	1/1-12/31	Lisa Kopczwnski (E)	60% Net	$180
	Confidence In The Spotlight: Biz Kidz	1/1-12/31	Confidence In The Spotlight (I)	60% Net	$104
	Confidence In The Spotlight: Garden Kidz	1/1-12/31	Confidence In The Spotlight (I)	60% Net	$104
	Confidence In The Spotlight: Princess Play And Music	1/1-12/31	Confidence In The Spotlight (I)	60% Net	$104
	Confidence In The Spotlight: Safe Kidz	1/1-12/31	Confidence In The Spotlight (I)	60% Net	$104
	Confidence In The Spotlight: Space Kidz	1/1-12/31	Confidence In The Spotlight (I)	60% Net	$104
	Cooking With Mr. Elliot And Mr. Short	1/1-12/31	Chris Elliott (E)	30% Net	$85
	Cooking With Mr. Elliot And Mr. Short	1/1-12/31	Curtis Short (E)	30% Net	$85
	Creating Cool Characters Art Camp	1/1-12/31	OC Art Studios (I)	60% Net	$133
	Creating With Clay - Clay Class For Kids	1/1-12/31	Art Just Create It (I)	60% Net	$120
	Creative Writing For Kids	1/1-12/31	John Uhlman (E)	$29/hr+	$99
	Creature Animation Flix	1/1-12/31	Incrediflix (I)	PP	$135
	CSI: Introduction To Forensic Anthropology	1/1-12/31	Renee Garcia (E)	50% Net	$110
	Culinary Kids	1/1-12/31	Culinary Kids (I)	60% Net	$200
	Cut And Dissect - Level A	1/1-12/31	Shaun Burke (E)	$29/hr+	$100
	Cut And Dissect - Level B	1/1-12/31	Shaun Burke (E)	$29/hr+	$110
	Dana Hills Softball Summer Camp	1/1-12/31	Brandon Cosenza (E)	60% Net	$126
	Dare To Draw Anything!	1/1-12/31	Jan Wood-Harris (E)	$29/hr+	$98
	Debate Workshop	1/1-12/31	Ron Grishaber (E)	60% Net	$130
	Developmental Reading For Kids	1/1-12/31	John Uhlman (E)	$29/hr+	$99
	Developmental Reading For Teens	1/1-12/31	John Uhlman (E)	$29/hr+	$99
	Drop-In Aftercare	1/1-12/31	College For Kids Staff (E)	Varies	$10
	Engineering And Robotics With LEGO® Bricks	1/1-12/31	Future Builders With Bricks (I)	60% Net	$120
	Engineering Using LEGO® Bricks: Mining And Crafting	1/1-12/31	Future Builders With Bricks (I)	60% Net	$120
	Engineering With LEGO® Bricks: Mining And Crafting	1/1-12/31	Future Builders With Bricks (I)	60% Net	$120
	Engineering With LEGO®: Crazy Contraptions	1/1-12/31	Brain Builders (I)	60% Net	$120
	Engineering with LEGO®: Race Cars 201	1/1-12/31	Brain Builders (I)	60% Net	$120
	Engineering With LEGO®: Robo Olympics	1/1-12/31	Brain Builders (I)	60% Net	$120
	Engineering With LEGO®: Super Structures	1/1-12/31	Brain Builders (I)	60% Net	$120
	English Composition For Teens	1/1-12/31	Tony Garcia (E)	50% Net	$125
	Exploring STEM Using Educational Robotics	1/1-12/31	Mathobotix (I)	70% Gross	$580
	F.A.S.T.	1/1-12/31	F.A.S.T. (I)	60% Net	$120
	Fairy Tale Feast	1/1-12/31	Ann Berger (E)	60% Net	$180
	Fantastic Fall Art	1/1-12/31	Heather Carlsen (E)	30% Net	$100
	Fantastic Fall Art	1/1-12/31	Tanya Osborne (E)	60% Net	$100
	Filmmaking Flix	1/1-12/31	Incrediflix (I)	PP	$155
	First Grade Head Start	1/1-12/31	Chris Saalberg (E)	60% Net	$115
	First Grade Prep | Spanish	1/1-12/31	Norma Hernandez (E)	60% Net	$125
	Fit Kids	1/1-12/31	Fit Kids America (I)	60% Net	$120
	Fit Kids: Cheerleading	1/1-12/31	Fit Kids America (I)	60% Net	$112
	Fit Kids: Dodgeball	1/1-12/31	Fit Kids America (I)	60% Net	$112
	Fit Kids: Flag Football	1/1-12/31	Fit Kids America (I)	60% Net	$112
	Fit Kids: Hip Hop	1/1-12/31	Fit Kids America (I)	60% Net	$112
	Fit Kids: Kindergarten Sports	1/1-12/31	Fit Kids America (I)	60% Net	$112
	Fit Kids: Lacrosse	1/1-12/31	Fit Kids America (I)	60% Net	$112
	Fourth Grade Common Core Prep Camp	1/1-12/31	Lisa Kopcxynski (E)	60% Net	$140
	Fun In The Sun	1/1-12/31	Toddler Time (E)	60% Net	$180
	Fun In The Sun	1/1-12/31	Dawn Trumbo (E)	30% Net	$180
	Fun In The Sun	1/1-12/31	Kristi Martin (E)	30% Net	$180
	Fun With Cartooning	1/1-12/31	Nancy Larragoiti (E)	$29/hr+	$98
	Functional Agility Speed Training (F.A.S.T)	1/1-12/31	F.A.S.T. (I)	60% Net	$120
	Future Engineers: Boys And Girls	1/1-12/31	Future Engineers: Boys And Girls (	60% Net	$96
	Future Engineers: Boys And Girls	1/1-12/31	Kirin Quality Engineering, LLC	60% Net	$96
	Future Millionaires And Junior Entrepreneurs	1/1-12/31	Joshua Ballard (I)	50% Net	$115
	Geometry For Teens	1/1-12/31	Shelley Beckley (E)	$29/hr+	$99
	Getting Excited For Kindergarten	1/1-12/31	Brooks Keith (E)	30% Net	$160
	Getting Excited For Kindergarten	1/1-12/31	Nancy Conover (E)	30% Net	$160
	Girls On The Run Orange County	1/1-12/31	Girls On The Run (I)	60% Net	$120
	Golf Skills Clinics Advanced	1/1-12/31	TGA Golf (I)	50% Net	$85
	Golf Skills Clinics Beginners	1/1-12/31	TGA Golf (I)	50% Net	$85

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South Orange County Community College District
SADDLEBACK COLLEGE
COMMUNITY EDUCATION NON-CREDIT PROGRAM-Spring 2015

PROGRAM	*ACTIVITY TITLE*	*DATES*	*PRESENTER*	*HONORARIA*	*FEE*
	Green Screen Animation Flix	1/1-12/31	Incrediflix (I)	PP	$155
	Group Piano Lessons Beginners	1/1-12/31	Krema Lytskanova (E)	60% Net	$120
	Handwriting Heroes	1/1-12/31	Carrie Gray (E)	60% Net	$112
	Hip Hop Dance Camp	1/1-12/31	Fit Kids America (I)	60% Net	$112
	Homework Club	1/1-12/31	Berktree Learning (I)	60% Net	$240
	Homework Club	1/1-12/31	College For Kids Staff (E)	Varies	$120
	Homework Help And Game Breaks	1/1-12/31	Robert McDonough (E)	60% Net	$120
	I-ESTEAM 3.14	1/1-12/31	Mathobotix (I)	70% Gross	$480
	Imagination in Creativity: Art In Spanish	1/1-12/31	Wendy Mendoza (E)	60% Net	$180
	Institute Of Reading Development	1/1-12/31	Inst. Of Reading Development (I)	PP	Varies
	Interactive Writing Workshop	1/1-12/31	Nancy D'Aleo-Russey (E)	$29/hr+	$99
	Irish Dance	1/1-12/31	Liz Lightner (E)	60% Net	$70
	Jump Start Fifth Grade	1/1-12/31	Ann Berger (E)	60% Net	$180
	Jump Start First Grade	1/1-12/31	Terri Adams (E)	60% Net	$180
	Jump Start First Grade	1/1-12/31	Diane Weckerle (E)	60% Net	$180
	Jump Start First Grade	1/1-12/31	Avonnette Bruce (I)	60% Net	$125
	Jump Start Kindergarten	1/1-12/31	Amy Clarke (E)	30% Net	$125
	Jump Start Kindergarten	1/1-12/31	Kylie Siglock (E)	30% Net	$125
	Jump Start Kindergarten	1/1-12/31	Amy Clarke (E)	60% Net	$180
	Jump Start Kindergarten	1/1-12/31	Kylie Siglock (E)	60% Net	$180
	Jump Start Kindergarten	1/1-12/31	Avonnette Bruce (I)	60% Net	$125
	Jump Start Second Grade	1/1-12/31	Christy Grudynski (E)	60% Net	$125
	Jump Start Third Grade	1/1-12/31	Christy Grudynski (E)	60% Net	$125
	Junior Gauchos Fun Club	1/1-12/31	College For Kids Staff (E)	Varies	$80
	Junior Jazzercise	1/1-12/31	Nora Grabar (E)	60% Net	$120
	Karate	1/1-12/31	Robert McDonough (E)	60% Net	$120
	Keyboarding On Personal Computers	1/1-12/31	Joyce Quade (E)	50% Net	$126
	Keyboarding With Ultrakey	1/1-12/31	Heather Carlsen (E)	30% Net	$120
	Keyboarding With Ultrakey	1/1-12/31	Tanya Bonetti (E)	30% Net	$120
	kidshiphop.com	1/1-12/31	kidshiphop.com	50% Net	$146
	Kindergarten Is Cool At Vista Del Mar	1/1-12/31	Amy Abbott (E)	30% Net	$180
	Kindergarten Is Cool At Vista Del Mar	1/1-12/31	Barbara Stamen (E)	60% Net	$180
	Kindergarten Kickoff	1/1-12/31	Avonnette Bruce (I)	60% Net	$125
	Kindergarten Kick-Off	1/1-12/31	Avonnette Bruce (I)	60% Net	$180
	Landscapes: Whimsical To Abstract Art	1/1-12/31	Jan Wood-Harris (E)	$29/hr+	$98
	Learning Olympics	1/1-12/31	Natalie Schild (E)	60% Net	$155
	Learning To Dig	1/1-12/31	Renee Garcia (E)	50% Net	$110
	Lego Flix	1/1-12/31	Incrediflix (I)	PP	$155
	Let's Do Robotics	1/1-12/31	Computer Explorers (I)	PP	$98
	Let's Spell It Right!	1/1-12/31	Christy Nelson (E)	50% Net	$63
	Lil' Chef School	1/1-12/31	Lil' Chef School (I)	60% Net	$180
	Lil' Chef School	1/1-12/31	Lil' Chef School (I)	60% Net	$120
	Living History	1/1-12/31	John Uhlman (E)	$29/hr+	$99
	Mad Science Inventor's Workshop: Eureka!	1/1-12/31	Mad Science (I)	60% Net	$120
	Magic of Musical Theater	1/1-12/31	Melissa Kopenhefer (E)	60% Net	$180
	Magic Of Musical Theater	1/1-12/31	Melissa Kopenhefer (E)	60% Net	$120
	MainStage Kids	1/1-12/31	Jonelle Allen (E)	$25/hr	$395
	MainStage Kids	1/1-12/31	TBA	$25/hr	$395
	MainStage Kids	1/1-12/31	TBA	$25/hr	$395
	Mako Milers	1/1-12/31	Barbara Stamen (E)	30% Net	$120
	Mako Milers Running Club	1/1-12/31	Amy Abbott (E)	30% Net	$120
	Mandarin Immersion After-School Program	1/1-12/31	A Little Dynasty (I)	60% Net	$672
	Mandarin Immersion After-School Program	1/1-12/31	A Little Dynasty (I)	60% Net	$120
	Mandarin Immersion After-School Program	1/1-12/31	A Little Dynasty Chinese (I)	60% Net	$504
	Mandarin Immersion Summer Camp	1/1-12/31	Charlie Loh (E)	60% Net	$150
	Mandarin Immersion Summer Camp	1/1-12/31	Nicole Loh (E)	60% Net	$180
	Manners Made Fun	1/1-12/31	Laura Little (E)	50% Net	$100
	Masters Of The Field	1/1-12/31	Academic Chess (I)	60% Net	$112
	Masters Of The Field - Health Is Fun!	1/1-12/31	Academic Chess (I)	60% Net	$112
	Math	1/1-12/31	Justine Lawson (E)	50% Net	$89
	Math	1/1-12/31	Larry Perez (E)	50% Net	$89
	Math	1/1-12/31	Young Choi (E)	$29/hr+	$99
	Math 6/7	1/1-12/31	Michael Hale (E)	60% Net	$180
	Math Tutoring By Experienced Math Teachers	1/1-12/31	wikiTHINK (I)	Varies	$269
	Mathobotix STEM Robotics Summer Camp	1/1-12/31	Mathobotix (I)	70% Gross	$259
	Memory Power And Study Skills	1/1-12/31	Christy Nelson (E)	50% Net	$120
	Middle School Math Prep	1/1-12/31	Michael Haley (E)	60% Net	$160
	Mindstorm Robotics	1/1-12/31	Bricks 4 Kidz (I)	60% Net	$185
	Mini-Kindergarten	1/1-12/31	Lori Walker (E)	60% Net	$325
	Mining And Crafting 1 With Lego® Bricks	1/1-12/31	Future Builders With Bricks (I)	60% Net	$150
	Mining And Crafting 2 With Lego® Bricks	1/1-12/31	Future Builders With Bricks (I)	60% Net	$150

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	Mining And Crafting Camp	1/1-12/31	Future Builders With Bricks (I)	60% Net	$120
	Modeling And Style	1/1-12/31	Tara Meyer (E)	$29/hr+	$120
	Musical Theater	1/1-12/31	Tanya Bonetti (E)	60% Net	$180
	Musical Theater	1/1-12/31	Heather Carlsen (E)	60% Net	$180
	Musical Theater	1/1-12/31	Heather Carlsen (E)	30% Net	$180
	Musical Theater	1/1-12/31	Tanya Bonetti (E)	30% Net	$180
	Mythical Creature Drawing Art Camp	1/1-12/31	OC Art Studios (I)	60% Net	$133
	Natural A's	1/1-12/31	Curtis Adney (E)	50% Net	$49
	Natural A's: Parent/Adult Registration	1/1-12/31	Curtis Adney (E)	50% Net	$49
	Ninjago Games Galore	1/1-12/31	Future Builders With Bricks (I)	60% Net	$120
	OC Art Studios: Animal Drawing 101	1/1-12/31	OC Art Studios (I)	60% Net	$120
	OC Art Studios: Cool Comics And Cartoons	1/1-12/31	OC Art Studios (I)	60% Net	$120
	OC Art Studios: Fantastic Fantasy Art	1/1-12/31	OC Art Studios (I)	60% Net	$120
	Ocean Animals	1/1-12/31	Jan Wood-Harris (E)	$29/hr+	$98
	One On One Basketball: Basketball Pre-Season Tune-Up	1/1-12/31	One On One Basketball Staff (I)	60% Net	$120
	One On One Basketball: Fit 4 Fun	1/1-12/31	One On One Basketball Staff (I)	60% Net	$120
	One On One Summer Basketball Camp	1/1-12/31	One On One Basketball Staff (I)	60% Net	$165
	Parent And Me: Adventure Through China	1/1-12/31	Pandarin Academy (I)	50% Net	$130
	PDM Young Actors Workshop Presents " GREASE"	1/1-12/31	Paul-Dean Martin	$20/hr	$200
	Pen And Ink Art Magic	1/1-12/31	Nancy Larragoiti (E)	$29/hr+	$98
	Performing Arts Club	1/1-12/31	Confidence In The Spotlight (I)	60% Net	$120
	Playtime In Spanish	1/1-12/31	April Sonenberg (E)	60% Net	$120
	Pre-Algebra	1/1-12/31	Daryl Johannsen (E)	$29/hr+	$99
	Pre-Geometry	1/1-12/31	Daryl Johannsen (E)	$29/hr+	$120
	Private Swim Lessons	1/1-12/31	Pete Cosmakos, LLC (I)	60% Net	$180
	Public Speaking Basics	1/1-12/31	Ron Grishaber (E)	60% Net	$130
	Reading Fun With Jr Great Books and More	1/1-12/31	Lori Walker (E)	60% Net	$110
	Rock N Roll Robotics - Legos®	1/1-12/31	Computer Explorers (I)	PP	$98
	Science Classes	1/1-12/31	Mad Science (I)	60% Net	$120
	Science Classes	1/1-12/31	Mad Science (I)	PP	$165
	Second Grade Common Core Camp	1/1-12/31	Christy Grudynski (E)	60% Net	$180
	Self-Publishing Online Digital Photo Books For Youth	1/1-12/31	Randeleigh Harris (E)	50% Net	$92
	Semi-Private Swim Lessons	1/1-12/31	Pete Cosmakos, LLC (I)	60% Net	$105
	Sewing Classes	1/1-12/31	Laurie Murphy Klein (E)	50% Net	$100
	So You Want To Be A Teacher?	1/1-12/31	Lori Walker (E)	60% Net	$125
	Soccer Skills Clinics	1/1-12/31	BJ McNicol (E)	50% Net	$126
	Spanish For Children: Levels 1 and 2	1/1-12/31	Conversa (I)	60% Net	$120
	Spanish For Children: Levels 1 And 2	1/1-12/31	Conversa (I)	50% Net	$120
	Spanish For Preschoolers	1/1-12/31	Conversa (I)	50% Net	$120
	Spotlight Series	1/1-12/31	Confidence In The Spotlight (I)	60% Gross	$275
	Storytelling: The Pathway To Public Speaking Success	1/1-12/31	Debra Weller (E)	30% Net	$120
	Storytelling: The Pathway To Public Speaking Success	1/1-12/31	Laurie Burgess (E)	30% Net	$120
	Study Insects In Spanish	1/1-12/31	Veronica Noguez (E)	60% Net	$180
	Study Strategies For Teens	1/1-12/31	Jason Turney (E)	$29/hr+	$56
	Successful Study Strategies For Kids	1/1-12/31	Jason Turney (E)	$29/hr+	$56
	Summer Art Experience In Spanish	1/1-12/31	Nicole Thompson (E)	60% Net	$180
	Summer Experience	1/1-12/31	Renee Zapas (E)	Per Day	$165
	Summer Experience	1/1-12/31	Thomas Fish (E)	Per Day	$150
	Super Chefs	1/1-12/31	Super Readers (I)	60% Net	$130
	Superhero Filmmaking Flix	1/1-12/31	Incrediflix (I)	PP	$185
	Tee It Up With TGA	1/1-12/31	TGA Staff (I)	60% Net	$120
	Tennis	1/1-12/31	Orange County Com. Tennis Assoc	60% Net	$120
	Tennis Skills Clinics	1/1-12/31	Nick Trani (E)	50% Net	$149
	The Power Of Exploring Art	1/1-12/31	Nancy Larragoiti (E)	$29/hr+	$46
	The Wonderful World Of Writing	1/1-12/31	Cindy Billy (E)	30% Net	$235
	The Wonderful World Of Writing	1/1-12/31	Danielle Ridill (E)	30% Net	$235
	Theatre Fun With Improvisation	1/1-12/31	Tara Meyer (E)	$29/hr+	$120
	Third Grade Common Core Camp	1/1-12/31	Christy Grudynski (E)	60% Net	$180
	Toddler Time	1/1-12/31	Dawn Trumbo (E)	30% Net	$120
	Toddler Time	1/1-12/31	Kristi Martin (E)	30% Net	$120
	Toddler Time	1/1-12/31	Toddler Time (I)	60% Net	$90
	Toddler Time (1st Semester- Fall)	1/1-12/31	Dawn Trumbo (E)	30% Net	$240
	Toddler Time (1st Semester- Fall)	1/1-12/31	Kristi Martin (E)	30% Net	$240
	Toddler Time (2nd Semester-Spring)	1/1-12/31	Dawn Trumbo (E)	30% Net	$240
	Toddler Time (2nd Semester-Spring)	1/1-12/31	Kristi Martin (E)	30% Net	$240
	UCI Writing Project	1/1-12/31	UCI Summer Youth Programs (I)	85% Gross	$690
	Volleyball	1/1-12/31	Tanya Bonetti (E)	60% Net	$180
	Volleyball	1/1-12/31	Heather Carlsen (E)	60% Net	$180
	Volleyball	1/1-12/31	Heather Carlsen (E)	30% Net	$120
	Volleyball	1/1-12/31	Tanya Bonetti (E)	30% Net	$120
	Volleyball Skills Clinics	1/1-12/31	Carmen Stratton (E)	50% Net	$126

(E) Employee
(I) Independent Contractor

South Orange County Community College District
SADDLEBACK COLLEGE
COMMUNITY EDUCATION NON-CREDIT PROGRAM-Spring 2015

PROGRAM	*ACTIVITY TITLE*	*DATES*	*PRESENTER*	*HONORARIA*	*FEE*
	Wagon Wheel Kindergarten Corral	1/1-12/31	Rita Beninga (E)	60% Net	$115
	Water Polo Skills Clinics	1/1-12/31	Pete Cosmakos, LLC (I)	50% Net	$126
	Young Artists And Authors Studio	1/1-12/31	Carrie Gray (E)	60% Net	$180
	Young Artist's Workshop	1/1-12/31	Nancy Larragoiti (E)	$29/hr+	$98
	Young Illustrators	1/1-12/31	Jan Wood-Harris (E)	$29/hr+	$98
	Young Rembrandts	1/1-12/31	Young Rembrandts (I)	60% Net	$180
	Young Rembrandts Cartooning	1/1-12/31	Young Rembrandts (I)	60% Net	$120
	Young Rembrandts Draw Amazing Things	1/1-12/31	Young Rembrandts (I)	60% Net	$120
	Youth Aquatics	1/1-12/31	Pete Cosmakos, LLC (I)	50% Net+	$75
	Zentangle 1: Drawing Patterns With Art Elements	1/1-12/31	The Artbar (I)	60% Net	$96
	Zentangle 1: Drawing Patterns With Art Elements	1/1-12/31	Nicole Steiman (E)	60% Net	$96
	Zentangle 2: Inspired Art (ZIA) Projects	1/1-12/31	The Artbar (I)	60% Net	$96
	Zentangle 2: Inspired Art (ZIA) Projects	1/1-12/31	Nicole Steiman (E)	60% Net	$96

(E) Employee
(I) Independent Contractor

South Orange County Community College District

IRVINE VALLEY COLLEGE

COMMUNITY EDUCATION NOT-FOR-CREDIT PROGRAM - Spring 2015

COURSE TITLE	***DATES***	***INSTRUCTOR***	***HONORARIA***	***FEE***
Aquatic Fitness	1/5-5/24/15	Barbara Stockler	70% gross	$20
Art Courses	1/5-5/24/15	Annette Hernandez	70% gross	$45
Art Courses	1/5-5/24/15	Donna Hanna-Chase	70% gross	$30
Art Courses	1/5-5/24/15	Pam Schader	70% gross	$38
Art Courses	1/5-5/24/15	Teresa Fernald	70% gross	$30
Band Rehearsal/Performance	1/5-5/24/15	Peter Fournier	70% gross	$30
Business Classes	1/5-5/24/15	Breanna Bremer	50% gross	$115
Business Classes	1/5-5/24/15	Myung Han	50% gross	$999
Business Management	1/5-5/24/15	Gene Konstant	50% gross	$29-$159
Choral Music	1/5-5/24/15	Cecilia Kim	70% gross	$20
Computer Classes	1/5-5/24/15	Louise Records	70% gross	$30-$99
Computer Classes	1/5-5/24/15	Vazi Okhandiar	60% gross	$45-$329
Computer Classes	1/5-5/24/15	Greg Beutler	50% gross	$225
Country Line Dancing	1/5-5/24/15	Ida Stuart	70% gross	$20
Creative Writing	1/5-5/24/15	Jeffrey Briar	70% gross	$45
Dayan Qigong	1/5-5/24/15	Joanna Schoon	70% gross	$30
Dayan Qigong	1/5-5/24/15	Judith Shields	70% gross	$30
E-Bay Courses	1/5-5/24/15	Carolyn Jacinto	50% gross	$95-$225
Film Genres	1/5-5/24/15	Kathyrn Kramer	70% gross	$20-$30
Fitness Courses	1/5-5/24/15	Becki Rigali	70% gross	$15-$25
Fitness Courses	1/5-5/24/15	Beejay Janiga	70% gross	$25
Fitness Courses	1/5-5/24/15	Carrie Henderson	70% gross	$25-$29
Fitness Courses	1/5-5/24/15	Eugenia Lane	70% gross	$15-$25
Fitness Courses	1/5-5/24/15	Leslie Lowe	70% gross	$20
Fitness Courses	1/5-5/24/15	Lisa Messenger	70% gross	$15-$25
Fitness Courses	1/5-5/24/15	Nargues Jackie Ovadia	70% gross	$20
Fitness Courses	1/5-5/24/15	Renee Fiore-Burton	70% gross	$25-$29
Fitness Courses	1/5-5/24/15	Sandra Casado	70% gross	$30
Internet/Web Certificate Courses	1/5-5/24/15	Sabrina Doyle	IVC receives $29-300*pp	$49-$4,500
Internet/Web Certificate Courses	1/5-5/24/15	Bill Cunningham	50% gross	$225
Language Classes	1/5-5/24/15	Erin Doyle	50% gross	$200
Life College	1/5-5/24/15	Joyce Arntson	50% gross	$2,666
Music Courses	1/5-5/24/15	Louise Jacobs	70% gross	$20-$25
Music Courses	1/5-5/24/15	William Nicholls	70% gross	$35
Patchwork & Quilting	1/5-5/24/15	Carolin Caverly	70% gross	$48
Personal Enrichment Courses	1/5-5/24/15	LeeAnne Krusemark	50% gross	$29-$99

*per person, **per session

COURSE TITLE	*DATES*	*INSTRUCTOR*	*HONORARIA*	*FEE*
Personal Enrichment Courses	1/5-5/24/15	Leslee Newman	50% gross	$45
Personal Enrichment Courses	1/5-5/24/15	Dana Conley	50% gross	$129
Personal Enrichment Courses	1/5-5/24/15	Jeanne Gormick	50% gross	$10-$25
Personal Enrichment Courses	1/5-5/24/15	Katar Diamond	50% gross	$49
Personal Enrichment Courses	1/5-5/24/15	Wesley Rowlands	50% gross	$400
Personal Enrichment Courses	1/5-5/24/15	Kelly Cohee	50% gross	$172
Personal Enrichment Courses	1/5-5/24/15	Karyn Rashoff	50% gross	$50
Personal Enrichment Courses	1/5-5/24/15	Jake Jacobs	50% gross	$30
Personal Enrichment Courses	1/5-5/24/15	Quayum Abdul	50% gross	$25
Piano Courses	1/5-5/24/15	Carol Lippert	70% gross	$30
Retirement Planning Courses	1/5-5/24/15	Andrew Gordon	IVC receives $20 *pp, $5 spouse	$49-$54
Retirement Planning Courses	1/5-5/24/15	Rod Kamps	50% gross	$59
Retirement Planning Courses	1/5-5/24/15	Charles Rowan	50% gross	$39
Screenwriting Courses	1/5-5/24/15	Mark Sevi	50% gross	$75-$150
Social Badminton	1/5-5/24/15	Helen Tung	50% gross	$45-$75
Tai Chi	1/5-5/24/15	Sebastian Caramagno	70% gross	$25
Tai Chi	1/5-5/24/15	Joanna Schoon	70% gross	$60-$75
Tap Dance	1/5-5/24/15	Dorothy Bregozzo	70% gross	$30
Tap Dance	1/5-5/24/15	Marge Forehan	70% gross	$30
Tennis Classes	1/5-5/24/15	Hyung Moon Ki	IVC receives $1,500 per session	$1,500
Yoga	1/5-5/24/15	Fleur Fong	70% gross	$38
Yoga	1/5-5/24/15	Jeffrey Briar	70% gross	$20
Yoga	1/5-5/24/15	Kathyrn Burns	70% gross	$25
Yoga	1/5-5/24/15	Mikki Michele	70% gross	$36-$60
Yoga	1/5-5/24/15	Ruthe Gluckson	70% gross	$25

*per person, **per session

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT **ITEM: 5.5**
DATE: 11/17/14

TO: Board of Trustees

FROM: Gary L. Poertner, Chancellor

RE: Saddleback College and Irvine Valley College: Speakers

ACTION: Approval

BACKGROUND

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

STATUS

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

RECOMMENDATION

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

Item Submitted By*: Dr. Tod A. Burnett and Dr. Glenn R. Roquemore, Presidents*

Exhibit A

SPEAKERS APPROVED BY CHANCELLOR/COLLEGE PRESIDENT

SADDLEBACK COLLEGE

Presentation Date	***Faculty Member Course Title/Activity***	***Speaker Name***	***Topic***	***General Fund Honorarium/Travel***
Oct. 29, 2014	Erica Vogel/Anthropology Speaker Series	Janny Li	Ghost Hunters: An Anthropological Study	$300 from the AGB funds
Nov. 13, 2014	Emily Quinlan/HR Symposium	Jan Slater	Success in your job search	$100 – grant funded
Nov. 13, 2014	Emily Quinlan/HR Symposium	Becky Hoffman	Behind the scenes of on-line resume submission	$100 – grant funded
Jan. 30, 2015	Rob Henry/HUM 204X Modern World Culture: 1700-Present (EI) Ticket #20025	Dr. David Willner	FDA and Pharmacology	$100
Feb. 27, 2015	Rob Henry/HUM 204X Modern World Culture: 1700-Present (EI) Ticket #20025	Steve Moller	Flourishing in Retirement	$100
Mar. 6, 2015	Rob Henry/HUM 204X Modern World Culture: 1700-Present (EI) Ticket #20025	Janet Whitcomb	Saddleback Valley's History and People Who Made It	$100
Mar. 13, 2015	Rob Henry/HUM 204X Modern World Culture: 1700-Present (EI) Ticket #20025	Dr. Sidney Golub	UCI Stem Cell Research Center	$100
Apr. 10, 2015	Rob Henry/HUM 204X Modern World Culture: 1700-Present (EI) Ticket #20025	Lynn Swartz Dodd	Aging in Different Culture	$100
Apr. 17, 2015	Presentation Title – Achieving the Dream – Student Success	Dr. Brad Phillips	Student Success	$2000 SC/IVC/District – combination of budgets
May 1, 2015	Rob Henry/HUM 204X Modern World Culture: 1700-Present (EI) Ticket #20025	Randy Ema	Duesenberg An American Icon	$100

Exhibit A

IRVINE VALLEY COLLEGE

Presentation Date	***Faculty Member Course Title/Activity***	***Speaker Name***	***Topic***	***General Fund Honorarium/Travel***

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT **ITEM: 5.6**
DATE: 11/17/14

TO: Board of Trustees

FROM: Gary L. Poertner, Chancellor

RE: Irvine Valley College: Geology 170, Out-of-State Travel to Grand Canyon National Park, Arizona, April 30 to May 3, 2015

ACTION: Approval

BACKGROUND

Irvine Valley College (IVC) is committed to providing high-quality education and a full range of scientific and cultural activities for students. For many years, IVC has offered courses in many areas of the world with expert talented faculty providing a quality academic experience combined with cultural travel.

As part of offering high quality education to students, IVC is offering an opportunity for students to study the geology of Grand Canyon National Park, in southwestern Arizona. The trip will focus on the geologic origin and evolution of the Grand Canyon area, in the framework of its location in the Colorado Plateau province.

STATUS

The IVC School of Physical Sciences and Technologies proposes to offer the field study course from April 30 to May 3, 2015, in the vicinity of Grand Canyon National Park, Arizona, as an out-of-state travel program. The Individual Cost Breakdown Summary and Program Description (p.1) and the Out-of-State Travel Program Information Summary (pp.2-3) are presented in Exhibit A, to be paid by the student at a cost not to exceed $95 per student. The impact to the general fund consists of the use of college vans not to exceed $1,968.

RECOMMENDATION

The Chancellor recommends that the Board of Trustees approve the out-of-state travel field program in geology to the Grand Canyon National Park, Arizona, from April 30 to May 3, 2015.

Item Submitted By: *Dr. Glenn R. Roquemore, President*

INDIVIDUAL COST BREAKDOWN SUMMARY
AND PROGRAM DESCRIPTION

IRVINE VALLEY COLLEGE
SCHOOL OF PHYSICAL SCIENCES

GEOLOGY 170
GEOLOGY OF NATIONAL PARKS AND MONUMENTS
GRAND CANYON NATIONAL PARK
OUT-OF-STATE TRAVEL CLASS

COSTS TO BE PAID BY STUDENTS	
Campsite fees	$312
IVC transportation (vans)	$1,968
Student food (student's supply own food)	$0.00
NUMBER OF STUDENTS PARTICIPATING	24
TOTAL COSTS FOR GROUP	**$2,280**
APPROXIMATE COSTS NOT INCLUDED	
TOTAL COSTS NOT INCLUDED (Ice & Firewood)	$50.00
GRAND TOTAL PER STUDENT*	**$95**

*The cost per student will be charged as a class fee to each student. If more than 10 students enroll, or if for any other reason there are unexpended funds at the end of the field study, each student will be refunded an amount as appropriate. The class can accommodate as many as 24 students, not including the IVC instructors and volunteer vehicle drivers.

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

OUT-OF-STATE TRAVEL PROGRAM INFORMATION SUMMARY

1. PROGRAM						
Location/Destination:	**Grand Canyon Natl Park**	First Trip: Yes:		No:	**X**	
Dates: From:	**4/30/15**	To:	**5/3/15**	Total No. of Days:	**3.25**	
Partner Name (Academic Institution):	**N/A**					
Address:	**N/A**					
Contact Person:	**N/A**	Telephone No.:	**N/A**			
Description of Institution:	**N/A**					

Includes:					
	Accredited Instruction	Yes:	**X**	No:	
	Transfer College Units	Yes:	**X**	No:	
	Orientation	Yes:	**X**	No:	
	Books/Supplies	Yes:	**X**	No:	
	Tutors	Yes:		No:	**X**
	Weekend Study Activities	Yes:	**X**	No:	
	Food	Yes:		No:	**X**
	Transportation **LOCAL ONLY**	Yes:	**X**	No:	
	Lodging	Yes:	**x**	No:	
Other:	**Camping fees (lodging)**				
Does Not Include: (Examples: Local Transportation at home; Personal Items, etc.)	**Personal expenses during program; all meals.**				
Other:	**Irvine Valley College tuition/administrative fees.**				

2. FACULTY					
Lead Faculty Name:	**Mark Bordelon**				
Coordinates Trip:	Yes:	**X**	No:		
If No, Explain:					
Travels to Site:	Yes	**X**	No:		
Dates: From:	**4/30/15**	To:	**5/3/15**		
Teaching Assignment at Program Site:	Yes	**X**	No:		
Dates: From:	**4/30/15**	To:	**5/3/15**		
Requires Substitute at IVC and/or SC?	Yes		No:	**X**	
Unpaid Faculty Exchange:	Yes		No:	**X**	
If Yes, Faculty Name(s) Required:					
Assignments to be Covered:					
Other:					

3. COURSE(S) OFFERED AT PROGRAM SITE		
Course No.:	**Course Title:**	**No. of Units**
Geol 170	**Field Geology of National Parks**	**1.0 Units**
	TOTAL	**1.0 Units**

4. STUDENTS	
Minimum number of students required to make program:	**18**
Minimum number of units:	**1.0**
Maximum number of units:	**1.0**
If this is a repeat program site, what is the average number of units taken per student?	**N/A**
Other – Maximum number of students	**24**

5. COSTS				
Student:				
Contracted cost per student:				$ **0.00**
Average cost per day: *(It costs approximately $13,000 per year for a student to reside in South Orange County and attend SOCCCD.)*				$ **0.00**
College:				
Additional costs to the District?	Yes:		No:	**X**
If Yes Explain:				
Cost of substitute pay if instruction is also receiving salary for courses at IVC and/or SC during the same period of time.				$ **N/A**
Other Costs				$ **0**

6. OTHER ACTIVITIES NOT PART OF THE COURSE(S) (ATTACHMENTS)

N/A

7. TYPICAL WEEKLY SCHEDULE OF INSTRUCTIONAL/ACTIVITIES

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
8 a.m.	**Classes**	**Classes**	**Classes**	**Classes**	**Classes**	**Classes**	**Classes**
9 a.m.							
10a.m.							
11a.m.							
12 Noon							
1 p.m.							
2 p.m.							
3 p.m.							
4 p.m.							
5 p.m.							
6 p.m.							
7 p.m.							
8 p.m.							
9 p.m.							
10 p.m.							

Exceptions to weekly schedule: **N/A**

8. ATTACHMENTS

EXHIBIT A – Individual Cost Breakdown Summary and Program Description.

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT **ITEM: 5.7**
DATE: 11/17/14

TO: Board of Trustees

FROM: Gary L. Poertner, Chancellor

RE: Irvine Valley College: Geography 102, Out-of-State Travel Program, Hawaii Volcanoes National Park, Hawaii Island, Hawaii, July 31 to August 7, 2015

ACTION: Approval

BACKGROUND

Irvine Valley College (IVC) is committed to providing high-quality education and a full range of scientific and cultural activities for students. For many years, the college has offered courses in many areas of the world and expert talented faculty to provide a quality academic experience combined with cultural travel.

As part of offering high quality education to students, IVC is offering an opportunity for students to study the geology and geography of the island of Hawaii. This island includes Kilauea Volcano, which has been erupting continuously since 1983, and four other volcanoes, each of which is rich with geologic and cultural sites. The island contains a rich heritage of field artifacts and monuments from ancient Hawaiians. Field studies will include visits to study many of these sites.

STATUS

The IVC School of Social Sciences propose to offer a geography course, from July 31 to Aug. 7, 2015, of field study in Hawaii as an out-of-state travel program, as described in the attached exhibits. A minimum enrollment of 12 students is required and a maximum of 22 students can be accommodated. The Out-of-State Travel Program Information Summary is presented in Exhibit A. The individual cost breakdown summary and program narrative are presented in Exhibit B, with the participants paying all costs. There is no impact on the general fund.

RECOMMENDATION

The Chancellor recommends that the Board of Trustees approve the 2015 Out-of-State Travel Program for Geography 102 Field Studies.

Item Submitted By: *Glenn R. Roquemore, President*

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

OUT-OF-STATE TRAVEL PROGRAM INFORMATION SUMMARY

1. PROGRAM						
Location/Destination:	**Hawaii, USA**	First Trip: Yes:		No:	**X**	
Dates: From:	**7/31/15**	To:	**8/7/15**	Total No. of Days:	**8**	
Partner Name (Academic Institution):	**N/A**					
Address:	**N/A**					
Contact Person:	**N/A**	Telephone No.:	**N/A**			
Description of Institution:	**N/A**					

Includes:					
	Accredited Instruction	Yes:	**X**	No:	
	Transfer College Units	Yes:	**X**	No:	
	Orientation	Yes:	**X**	No:	
	Books/Supplies	Yes:		No:	**X**
	Tutors	Yes:		No:	**X**
	Weekend Study Activities	Yes:	**X**	No:	
	Food	Yes:		No:	**X**
	Transportation **LOCAL ONLY**	Yes:	**X**	No:	
	Lodging	Yes:	**X**	No:	

Other:	**All instruction by IVC faculty. Dates shown are for class meetings in Hawaii only, meetings at IVC are in Exhibit B. Local transportation during field study will be in rented vans.**
Does Not Include: (Examples: Local Transportation at home; Personal Items, etc.)	**Personal expenses during program; all meals; student travel to and from Hawaii.**
Other:	**Irvine Valley College tuition/administrative fees, extra protection insurance coverage for increased medical and/or personal effects.**

2. FACULTY					
Lead Faculty Name:	**Brennan Wallace (1 OSH); Jodi Titus (1 OSH)**				
Coordinates Trip:	Yes:	**X**	No:		
If No, Explain:					
Travels to Site:	Yes	**X**	No:		
Dates: From:	**7/31/15**	To:	**8/7/15**		
Teaching Assignment at Program Site:	Yes	**X**	No:		
Dates: From:	**7/31/15**	To:	**8/7/15**		
Requires Substitute at IVC and/or SC?	Yes		No:	**X**	
Unpaid Faculty Exchange:	Yes		No:	**X**	
If Yes, Faculty Name(s) Required:					

Assignments to be Covered:			
Other:			

3. COURSE(S) OFFERED AT PROGRAM SITE		
Course No.:	**Course Title:**	**No. of Units**

GEOG 102	**Geography Field Studies**	**2 Units**

4. STUDENTS

Minimum number of students required to make program:	**12**
Minimum number of units:	**2.0**
Maximum number of units:	**2.0**
If this is a repeat program site, what is the average number of units taken per student?	**N/A**
Other – Maximum number of students	**22**

5. COSTS

Student:

Contracted cost per student:	$ **864.00**
Average cost per day: *(It costs approximately $13,000 per year for a student to reside in South Orange County and attend SOCCCD.)*	$ **108.00**

College:

Additional costs to the District?	Yes:	**X**	No:		Insurance deductible of $2500-$5000 per vehicle in case of accident
If Yes Explain:					
Cost of substitute pay if instruction is also receiving salary for courses at IVC and/or SC during the same period of time.					$ **N/A**
Other Costs					$ **0**

6. OTHER ACTIVITIES NOT PART OF THE COURSE(S) (ATTACHMENTS)

N/A

7. TYPICAL WEEKLY SCHEDULE OF INSTRUCTIONAL/ACTIVITIES

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
8 a.m.	**Classes**	**Classes**	**Classes**	**Classes**	**Classes**	**Classes**	**Classes**
9 a.m.							
10a.m.							
11a.m.							
12 Noon							
1 p.m.							
2 p.m.							
3 p.m.							
4 p.m.							
5 p.m.							
6 p.m.							
7 p.m.							
8 p.m.	**Classes**		**Classes**		**Classes**		
9 p.m.							
10 p.m.							

Exceptions to weekly schedule: **N/A**

8. ATTACHMENTS

EXHIBIT B – Individual Cost Breakdown Summary and Program Description.

INDIVIDUAL COST BREAKDOWN SUMMARY
AND PROGRAM DESCRIPTION

IRVINE VALLEY COLLEGE
SCHOOL OF SOCIAL SCIENCES AND BEHAVIORAL SCIENCES

GEOGRAPHY 102
OUT-OF-STATE TRAVEL CLASS
GEOGRAPHY FIELD STUDIES

ESTIMATED COSTS OF FIELD STUDY CLASS

COSTS TO BE PAID BY STUDENTS	
Instructor Airfare (2 instructors, round trip@ $1000.00 ea)	$2,000.00
Instructor food (2 instructors, 8 days, $31/day)	496.00
Vehicle rental (11-passenger van, 8 days, $206.00/day)	1,648.00
Vehicle rental (15-pass vans, 8 days $240.00/day)	1,920.00
Fuel for Vehicles (estimated)	600.00
Dorm Rooms, (24 beds @ $17/bed/day, 8 days)	3,264.00
Contingency ($20/student x 22 students)	440.00
TOTAL COST	$10,368.00
COST PER STUDENT (12 Students)*	**$864.00**
APPROXIMATE COSTS NOT INCLUDED	
Student Airfare to and from Hawaii	$1,000.00
Student food (8 days @ $31/day)	248.00
Misc. personal costs	50.00
IVC fees (2.0 units @ $46/unit)	92.00
IVC Health Fee	14.00
TOTAL COSTS NOT INCLUDED	**$1,407.00**
GRAND TOTAL**	**$2,271.00**

*The cost per student will be charged as a class fee to each student. If more than 12 students enroll, or if for any other reason there are unexpended funds at the end of the field study, each student will be refunded an amount as appropriate. The class can accommodate as many as 22 students, as the dorm room limit is 24, including the two IVC instructors.

**This is the estimated cost for each student enrolled, which includes IVC fees, student travel, food, and personal expenses.

PROGRAM NARRATIVE

PROGRAM DESCRIPTION

This program includes an honors field class to be held during the summer of 2015. This is an out-of-state travel class, with field study to be conducted on the big island of Hawaii, and with classroom time to be conducted at the campus of Irvine Valley College and in Hawaii.

HAWAIIAN PHYSICAL AND CULTURAL GEOGRAPHY

The island of Hawaii, often termed *The Big Island*, is a wonderland for studying physical and cultural geography in the field. The Island is made of five volcanoes, three of which have erupted in historic time, and one of which has been erupting continuously since 1983. These volcanoes offer a rich environment for study of physical geography. The geography class will promote critical thinking and student growth through classroom time and field observations. In addition to study of an erupting volcano in the field and visits to the 4 other volcanoes, students will be able to study in the field numerous sites that include modern and ancient geologic features, including lava tubes, historic and prehistoric lava flows and ash beds, cinder cones, volcanic craters, a volcanic caldera, gas vents, the world's largest landslides, and glacial features in a tropical setting (at the top of Mauna Kea, the largest mountain in the world). Various rock types will be studied, and coral growth in relation to volcanic materials observed and studied. The class will also be able to visit the Hawaiian Volcano Observatory, operated by the U.S. Geological Survey; the Center for Study of Active Volcanoes on the Hilo Campus of the University of Hawaii, the Geology Department of the University of Hawaii at Hilo, and the Tsunami Museum in Hilo. Classroom time prior to the field study will provide background to the students in preparation for the field study. Post-trip classroom time will be for student reports from independent projects each has undertaken.

Hawaiian cultural resources are generally accessible and reveal details of how ancient Hawaiians lived and interacted. Numerous field sites are available for field study to provoke student interaction, critical thinking, and problem solving. Sites include ancient trails, burial sites, preserved prehistoric footprints buried in volcanic ash, monuments of various types, numerous petroglyph sites, archaeological sites where ancient Hawaiians lived, sacred pools, the City of Refuge, royal fishing grounds, and a royal surfing area.

SCHEDULE

The schedules for these classes will include 100 hours of combined lecture and laboratory instruction time, with both IVC professors meeting all classes. The field portion of the classes will convene at Kilauea Volcano on July 31, 2015, and will end on Kilauea Volcano on the evening of August 7, 2015.

VENUE

IVC holds a reservation for 30 dorm-room beds at Kilauea Military Camp (KMC), within Hawaii Volcanoes National Park for July 31 to August 7, 2015. KMC is a self-contained facility located about 3 miles from the small town of Volcano, Hawaii, and offers dormitory rooms for educational groups and military personnel. This venue is not open to travel agents or tourists. In addition to dormitory rooms, KMC has a snack bar, a cafeteria, a general store, laundry facilities, and limited recreational facilities (including bowling, indoor miniature golf, pinball machines, and a weight room), a post office, and a gasoline station. KMC is a secure military base operated as a Joint Forces Recreational Facility. It is walking distance from the Park Headquarters, and the Volcano House hotel and restaurant. It is a short ride from the Hawaiian Volcano Observatory, operated by the U.S. Geological Survey. KMC also has rooms available that can be used for classroom activities.

PROGRAM ENROLLMENT

Students will enroll in the geography class, for a total of 2 units of Honors credit. A minimum enrollment of 22 students is required and a maximum of 22 students can be accommodated (room reservations are for a maximum of 24 people, including 2 IVC instructors).

CONTRACTOR AND TRAVEL ARRANGEMENTS

No contractor has been retained to make travel arrangements for this program. KMC is open only to educational groups and military personnel, and does not allow travel agents or tourists to use its facilities. Student travel arrangements to and from Hawaii will be made by each student and paid separately by each student. Field vehicles will be rented through Harper's, the only rental agency on the big island that allows vehicles to be taken off paved roads and to the top of Mauna Kea. Prof. Titus will make the vehicle arrangements.

The class begins on June 1, 2015, with an organizational meeting on the IVC campus. The field portion of the class will convene in Hilo, Hawaii on July 31, 2015, and students will be released from the field studies in Hilo, Hawaii on the morning of August 7, 2105. The final class meeting will be held August 14, 2015 on the IVC campus.

This flexible travel arrangement allows students to travel to and from Hawaii on their own schedules. While in the field, class will be convened at 8 am each morning, and students will be released each day so they may have dinner on their own schedule. Three evening sessions at KMC will be convened after dinner, as identified in the class schedule. Students will be released from the class for dinner, and will not return to class until it is reconvened in the morning after breakfast (except for the 3 evening sessions to be convened at KMC).

CLASS MEETING SITES

Classroom activities will be conducted at IVC prior to mobilizing for the field study and after returning from the field study. These pre-trip classroom activities will provide background to the students, in order to direct their studies and problem solving abilities in the field. Each student will be assigned a topic for special study in both physical and cultural geography. Post-trip classroom time will be for student presentations of projects and class summaries by both instructors.

Field activities in Hawaii will include study of Kilauea Volcano, which is erupting, Mauna Loa Volcano, Hualalai Volcano Mauna Kea Volcano, and Kohala Volcano. Field emphasis will be on Kilauea Volcano, where the KMC facility is located. Field study will include a trip to the top of Mauna Kea to observe and study the geological preserve there, which is a national monument and which also has numerous operating visual and ratio telescopes (some of which are open to visit). Hawaiian cultural sites are on all five of the volcanoes.

Classroom time in Hawaii will be in classrooms and meeting rooms at KMC. KMC provides meeting rooms equipment for a nominal extra charge.

IVC INSTRUCTORS

All instruction will be from two current Irvine Valley College faculty with years of field class experience.

Prof. Brennan Wallace and Prof. Jodi Titus will co-instruct the Geography 102. Prof. Wallace is a physical geography and GIS lab instructor at IVC. He has extensive experience teach field geography courses at IVC, including classes to Yellowstone NP and the Pacific Northwest field class in 2011.

Prof. Titus is in her ninth year of full-time instruction in geography at IVC. She has previously taught Hawaiian field geography and maintains a high degree of interest in sharing her field experience with new students. She has been to all of the field study locations that will be studied in the field during this program.

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT **ITEM: 5.8**
DATE: 11/17/14

TO: Board of Trustees

FROM: Gary L. Poertner, Chancellor

RE: Irvine Valley College: Grant Acceptance, National Science Foundation Grant: Innovate from the Start: Engaging Engineering and Computer Science Undergraduates, University of California, Irvine (UCI)

ACTION: Approval

BACKGROUND

Irvine Valley College (IVC), in partnership with UCI, Saddleback College, and Santa Ana College are recipients of a National Science Foundation (NSF) award from Improving Undergraduate STEM Education (iUSE) program. IVC will work alongside its partners to develop cross-enrollment opportunities in engineering and computer science for community college students; develop and articulate introductory engineering and computer science courses; establish community college cohorts for transfer to UCI; and offer a summer bridge program for community college students. The project will be known as *Innovate from the Start: Engaging Engineering and Computer Science Undergraduates.* IVC faculty will allocate funds for stipends relative to their work in developing and articulating courses, reassigned time and teaching activities, the purchase of related equipment and software, attendance at conferences, and scholarships to students.

STATUS

Engineering faculty member Matthew Wolken will lead the project for IVC to ensure that IVC students who transfer are prepared to start junior level coursework upon enrollment at the UCI. The Grant Application Abstract, as presented in Exhibit A, is for $151,564.00. The performance period is from October 1, 2014 through September 30, 2017.

RECOMMENDATION

The Chancellor recommends that the Board of Trustees approve the University of California, Irvine sub-award for $151,564.00.

Item Submitted By: *Dr. Glenn R. Roquemore, President*
Dr. Debra L. Fitzsimons, Vice Chancellor of Business Services

EXHIBIT A

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
UNIT APPLYING: IRVINE VALLEY COLLEGE

( ) GRANT APPLICATION ABSTRACT
(X) GRANT ACCEPTANCE ABSTRACT
( ) GRANT RENEWAL ACCEPTANCE ABSTRACT
( ) REVISIONS TO ACCEPTANCE ABSTRACT

1. **PROJECT TITLE:** Innovate from the Start: Engaging Engineering and Computer Science Undergraduates

2. **PROJECT DIRECTOR:** Matthew Wolken

3. **PROJECT ADMINISTRATOR:** Corine Doughty

4. **GRANTOR AGENCY:** National Science Foundation/University of California, Irvine

5. **FUNDING SOURCE:** National Science Foundation

6. **STARTING AND ENDING DATES OF THE PROJECT:** 10/1/2014 thru 9/30/17

7. **EXECUTIVE SUMMARY OF THE PROJECT (limit 125 words):**

Irvine Valley College in, partnership with UCI, Saddleback College, and Santa Ana College are recipients of a National Science Foundation (NSF) award from Improving Undergraduate STEM Education (iUSE) program. IVC will work alongside its partners to develop cross-enrollment opportunities in engineering and computer science for community college students; develop and articulate introductory engineering and computer science courses; establish community college cohorts for transfer to UCI; and offer a summer bridge program for community college students. IVC faculty will allocate funds for stipends relative to their work in developing and articulating courses, reassigned time and teaching activities, the purchase of related equipment and software, attendance at conferences, and scholarships to students.

8. **SUMMARY BUDGET**

Grant Award	In Kind Matching	Indirect Costs	Project Total
$151,564	$	$	$151,564

9. **APPROVALS**

Corine Doughty
Division/School Dean

Linda Hallanan
Craig Justice 10/31/14
Vice President of Instruction/Students

President

Vice Chancellor, Technology & Lrng Serv

Chancellor

Revised: 9-10-01

EXPENDITURES SUMMARY

The Expenditures Summary should follow the standard expenditure categories as used in the operating budget.

	GRANT (Amount)	MATCHING* (In-Kind/Actual)	SOURCE OF MATCH (Partnership/College/Vendor)
1000 Certificated Salaries	$ 71,982.00	$	
2000 Classified Salaries	$ 24,000.00	$	
3000 Benefits	$ 13,343.00	$	
4000 Supplies	$ 6,339.00	$	
5000 Contracted Services and Other Expenses	$ 14,900.00	$	
6000 Capital Outlay	$ 3,000.00	$	
7000 Other Charges *(e.g.: Indirect Costs)*	$ 18,000.00	$	
TOTALS	$ 151,564	$	

*Matching Funds: "In-Kind" matching funds are usually allocations of existing personnel, space, supplies, and equipment.

PROJECT PERSONNEL (reflects the Expenditure Detail above)

Positions	Full-Time	Part-Time	New	Existing
1. Engineering Faculty	[X]	[X]	[ ]	[X]
2. NBU Admin. Support	[ ]	[X]	[ ]	[X]
3.	[ ]	[ ]	[ ]	[ ]

PARTNERSHIPS (if applicable)

Partnership Name/Location_____

•Retail •Technology •Real Estate Public •Public: City, Education, Municipalities
•Hospitality •Health Care •Manufacturing •Charitable Non-Profit •Financial

Partnership Name/Location_____

•Retail •Technology •Real Estate Public •Public: City, Education, Municipalities
•Hospitality •Health Care •Manufacturing •Charitable Non-Profit •Financial

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT **ITEM: 5.9**
DATE: 11/17/14

TO: Board of Trustees

FROM: Gary L. Poertner, Chancellor

RE: SOCCCD: Budget Amendment: Adopt Resolution No. 14-39 to Amend FY 2014-2015 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 2014-2015 Adopted Budget.

The District is updating the adopted budget with current information as follows:

General Fund	
Student Success and Support Program - Credit (SSSP) at Saddleback College	($69,286)
AB86 Adult Education Consortium at Irvine Valley College	($1,500)
Perkins Title 1-C at SOCCCD	$20,000
Temporary Assistance for Needy Families (TANF) at Irvine Valley College	$12,902
Small Business Deputy Sector Navigator at Saddleback College	$20,000
Total Decrease to the General Fund	**($17,884)**
Total Budget Amendment	**($17,884)**

RECOMMENDATION

The Chancellor recommends that the Board of Trustees adopt Resolution No. 14-39 to amend the FY 2014-2015 Adopted Budget as indicated in EXHIBIT A.

Item Submitted By: *Dr. Debra L. Fitzsimons, Vice Chancellor, Business Services*

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

GENERAL FUND

RESOLUTION 14-39

November 17, 2014

WHEREAS, the Governing Board of the South Orange County Community College District has determined that income in the amount of ($17,884) is assured to said District as a reduction of the amounts required to finance the total proposed budget expenditures and transfers for the current fiscal year from sources listed in Title 5 of the California Code of Regulations, Section 58308;

WHEREAS, the Governing Board of the South Orange County Community College District can show just cause for the expenditure of such funds;

NOW, THEREFORE, BE IT RESOLVED that, pursuant to Title 5 of the California Code of Regulations, Section 58308, such excess funds are to be appropriated according to the following schedule:

General Fund

Account	**Income Source**	**Amount**
8100	Federal Revenue	$32,902
8600	State Revenue	($50,786)
		($17,884)

Account	**Expenditure Description**	**Amount**
1000	Academic Salaries	$24,500
2000	Classified Salaries	($136,751)
3000	Fringe Benefits	($29,963)
4000	Books and Supplies	$184
5000	Other Operating Expenses and Services	$124,146
		($17,884)

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

BUDGET AMENDMENT
GENERAL FUND
RESOLUTION 14-39
November 17, 2014

STATE OF CALIFORNIA)
)
COUNTY OF ORANGE)

I, Gary L. Poertner, 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 ($17,884) was duly and regularly adopted by the said Board at a regular meeting thereof held on November 17, 2014.

IN WITNESS WHEREOF, I have hereunto set my hand and seal this 18th day of November 2014.

_____
Gary L. Poertner
Secretary to the Board of Trustees

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT **ITEM: 5.10**
DATE: 11/17/14

TO: Board of Trustees

FROM: Gary L. Poertner, Chancellor

RE: SOCCCD: Information Technology Consultant Services, Neudesic, LLC

ACTION: Approval

BACKGROUND

Annually, the District Technology Committee (DTC) requests basic aid funding for projects including the Student Information System and MySite enhancements. In FY 2014-2015, the Board of Trustees approved $5,069,040 for these types of projects. The district selects professional services on demonstrated competence and professional qualifications necessary for satisfactory performance.

Public Contract Code 10344(c) establishes an evaluation and selection procedure that permits recommendation of contract award to the proposal that is given the highest score by the evaluation committee.

STATUS

On September 11 and 18, 2014, SOCCCD ran a newspaper advertisement for consideration of Information Technology Consultant Services for SOCCCD. Additional marketing efforts included placing a copy of the "Requests for Qualifications and Proposals" (RFQ & P) on the District's website and notifying firms known to provide these services.

On September 26, 2014, three proposals (EXHIBIT A) were evaluated by staff from district services and both colleges. Two firms were invited for an interview and Neudesic, LLC is recommended for the five year, Information Technology Consultant Services agreement (EXHIBIT B).

Projects will be assigned as basic aid funds allow.

RECOMMENDATION

The Chancellor recommends that the Board of Trustees approve the Neudesic, LLC agreement (EXHIBIT B) for the Information Technology Consultant Services for the period of January 1, 2015 to December 31, 2019.

Item Submitted By: *Dr. Debra L Fitzsimons, Vice Chancellor, Business Services*

BID NO. 317D

Proposals submitted for RFQ & P for Information Technology Consultant Services

South Orange County Community College District

COMPANY NAME	CITY	SUBMITTOR'S NAME
COOLSOFT	**Louisville, KY**	**Bala Chittem**
***Neudesic, LLC**	**Irvine, CA**	**Parsa Rohani**
22nd Century Technologies, Inc.	**Diamond Bar, CA**	**Eva Gaddis-McKnight**

*Recommended firm

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MASTER AGREEMENT - IT CONSULTANT SERVICES

This AGREEMENT is made and entered into this 1st day of January in the year 2015 between **South Orange County Community College District**, 28000 Marguerite Parkway, Mission Viejo, California 92692, hereinafter referred to as "DISTRICT", and Neudesic, LLC, 8105 Irvine Center Drive, Suite 1200, Irvine, CA 92618, hereinafter referred to as "IT CONSULTANT ";

WHEREAS, DISTRICT desires to obtain IT CONSULTANT services more fully defined per the attached, hereinafter referred to as "PROJECT"; and

WHEREAS, 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**. The IT CONSULTANT'S services shall consist of those services performed by the IT CONSULTANT and IT CONSULTANT'S employees as enumerated in this AGREEMENT.

1.2. **Standard of Care**. IT CONSULTANT shall provide the Services and authorized Additional Services using its best professional skill and judgment, acting with due care and in accordance with professional standards of care, the terms of this Agreement, and all applicable laws, codes, rules, regulations or ordinances. 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.

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. IT CONSULTANT assignment for various PROJECTS shall be assigned via work orders and will encompass the roles defined in EXHIBIT A. The IT CONSULTANT shall designate Gerlie Jeltema as Engagement Manager. So long as her performance continues to be acceptable to the DISTRICT, this named individual shall remain in charge of the engagement. Additionally, the IT CONSULTANT must furnish the name and obtain approval after a resume´ review of all other key people in IT CONSULTANT'S firm that will be associated with the PROJECT.

1.4. **Replacement of Key Individual**. If the designated Engagement Manager or any other designated lead or key person fails to perform to the satisfaction of the DISTRICT, then upon written notice the IT CONSULTANT will have 10 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. All key staff must also be designated by the IT CONSULTANT and are subject to all conditions previously stated in this paragraph

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 its contract(s) with the DISTRICT. IT CONSULTANT 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, be exceeded by the IT CONSULTANT.

1.7. **Duration.** The services covered by this AGREEMENT shall be completed within 60 months of the date of this AGREEMENT.

ARTICLE 2 SCOPE OF IT CONSULTANT'S SERVICES

2.1. **Project Scope.**

a. Overview**:** IT CONSULTANT shall provide the professional services specified herein for purposes of maintaining and enhancing DISTRICT Information Systems.

b. Services To Be Provided by IT CONSULTANT: Staff resource services, including software engineering, project management, software architecture, business and database analysis, and expert computer programming for the following software development projects as assigned.

c. IT CONSULTANT's Staff: IT CONSULTANT shall submit for DISTRICT approval a resume of each of individual IT CONSULTANT assigned to work on this Agreement for prior written approval by the DISTRICT's Directors of Administrative/Academic Systems. 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 this Agreement. The DISTRICT may choose to interview individual IT CONSULTANTS prior to approving them to work on this Agreement. IT CONSULTANTS' Senior Project Manager(s), Project Manager(s), Business Systems Analyst Lead(s), Senior Microsoft .NET Architect(s) and other lead positions need written approval from the Directors of Administrative/Academic Systems prior to

beginning work on this Agreement. 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.

d. 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 staff and DISTRICT and College end users.

e. Methodology: All work must be completed following documented industry standard agile methodology, protocol and best practices and be previously approved by the Directors of Administrative/Academic Systems. Methodology documentation should include the following sections:

1. Methodology overview.
2. Scope and resource management.
3. Process for defining functional and technical specifications.
4. Functional (product backlog) and technical specification documentation.
5. 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.
6. Code review by DISTRICT IT staff.
7. Unit testing of source code modifications.
8. Module and functionality specific business testing scenarios.
9. Formal user acceptance and sign-off.

f. 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:

1. Quality assurance and testing overview.
2. Module and functionality testing.

3. 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.

g. 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 and included as Exhibit "C" to this Agreement, which is hereby incorporated by reference as if fully set out herein.

h. 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.

i. Progress Reports:

1. 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 minimum of a quarterly basis, or more frequently if changes occur. One of the Directors of Administrative/Academic Systems has authority to approve such progress reports for the DISTRICT.

2. 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.

3. 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.

j. 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, DISTRICT Directors of Administrative/Academic Systems. IT CONSULTANT shall provide in writing the following minimum information at the progress meetings:

1. Complete and detailed account of the work completed (e.g., 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.
2. Cumulative IT CONSULTANT personnel hours expended by position and dollar amount from the last quarterly meeting, as appropriate.
3. 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.
4. Written documentation for each module consistent with agile development methodology management reporting (e.g., Product Backlog, Sprint Backlog and Burndown Chart, etc.).
5. 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 3 N/A

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.** Services under this Agreement shall be diligently performed by the IT CONSULTANT for 60 months.

4.3. **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 EXHIBIT B.

4.4. **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. To the fullest extent permitted by law, IT CONSULTANT agrees to indemnify and hold the DISTRICT and its Board of Trustees, officers, employees and agents harmless from all liability arising out of:

a. **Workers Compensation and Employer's Liability**. Any and all claims under workers' compensation acts and other employee benefit acts with respect to IT CONSULTANT'S employees or IT CONSULTANT'S subcontractor's employees arising out of IT CONSULTANT's work under this agreement; and

b. **General Liability.** If arising out of, pertaining to, or relating to the negligence, recklessness, or willful misconduct solely by the IT CONSULTANT, the IT CONSULTANT shall indemnify and hold the DISTRICT harmless from any liability for damages for (i) death or bodily injury to person; (ii) injury to, loss or theft of property; (iii) any failure or alleged failure to comply with any provision of law; or (iv) any other loss, damage or expense arising under either i, ii, and iii above, sustained by the IT CONSULTANT or the DISTRICT, or any person, firm or corporation employed by the IT CONSULTANT or the DISTRICT upon or in connection with the Project, except for liability resulting from the sole or active negligence, or willful misconduct of the DISTRICT, its officers, employees, agents or independent IT CONSULTANTS who are directly employed by the DISTRICT.

c. The IT CONSULTANT, 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 (other than professional negligence covered by section below, its officers, agents, or employees, that arise out of, pertain to, or relate to the negligence, recklessness, or willful misconduct solely by the IT CONSULTANT, and shall pay or satisfy any related judgment that may be rendered against the DISTRICT, its officers, agents, or employees, in any action, suit or other proceedings as a result thereof; and

5.2. **Purchase and Maintain Insurance.** IT CONSULTANT shall purchase and maintain project specific insurance with an insurer or insurers, qualified to do business in the State of California and acceptable to DISTRICT policies of insurance, which will protect IT CONSULTANT and DISTRICT from claims which may arise out of or result from IT CONSULTANT'S actions or inactions relating to the AGREEMENT, whether such actions or inactions be by themselves or by any subcontractor or by anyone directly or indirectly employed by any of them, or by anyone for whose acts any of them may be liable. The aforementioned insurance shall include coverage for:

a. **Statutory Workers' Compensation and Employers' Liability**. IT CONSULTANT shall purchase and maintain Workers' Compensation Insurance covering claims under workers' or workmen's compensation, disability benefit and other similar employee

benefit acts under which IT CONSULTANT may be liable. IT CONSULTANT shall purchase and maintain Employer's Liability Insurance covering bodily injury (including death) by accident or disease to any employee which arises out of the employee's employment by IT CONSULTANT. The Employer's Liability Insurance required of IT CONSULTANT hereunder may be obtained by IT CONSULTANT as a separate policy of insurance or as an additional coverage under the Worker's Compensation Insurance required to be obtained and maintained by IT CONSULTANT hereunder.

b. **Comprehensive general and auto liability**. IT CONSULTANT shall purchase and maintain Commercial General Liability and Property Insurance as will protect IT CONSULTANT from the types of claims set forth below which may arise out of or result from IT CONSULTANT'S services under this Agreement and for which IT CONSULTANT may be legally responsible: (i) claims for damages because of bodily injury, sickness or disease or death of any person other than IT CONSULTANT'S employees; (ii) claims for damages insured by usual personal injury liability coverage which are sustained (a) by a person as a result of an offense directly or indirectly related to employment of such person by IT CONSULTANT, or (b) by another person; (iii) claims for damages, other than to the Work itself, because of injury to or destruction of tangible property, including loss of use resulting therefrom; (iv) claims for damages because of bodily injury, death of a person or property damages arising out of ownership, maintenance of use of a motor vehicle; (v) contractual liability insurance applicable to IT CONSULTANT'S obligations under this Agreement; and (vi) for completed operations.

Comprehensive general and auto liability insurance with limits of not less than $1,000,000 combined single limit, bodily injury and property damage liability per occurrence, including:

1. owned, non-owned and hired vehicles;
2. blanket contractual;
3. broad form property damage;
4. products/completed operations; and
5. personal injury.

c. **Professional liability insurance**. Professional liability insurance, including contractual liability, with limits of 1,000,000. Such insurance shall be maintained during the term of this AGREEMENT and renewed for a period of at least 5 years thereafter if available to the professional and/or at rates consistent with the time of execution of this AGREEMENT adjusted for inflation. In the event that IT CONSULTANT subcontracts or assigns any portion of his/her duties, he/she shall require any such subcontractor to purchase and maintain insurance coverage as provided in this subparagraph.

d. **Additional Insured**. Each policy of insurance required in (a) and (b) above shall name DISTRICT and its officers, agents and employees as additional insureds; shall state that, with respect to the operations of IT CONSULTANT hereunder, such policy is primary and any insurance carried by DISTRICT is excess and non-contributory with such primary insurance; shall state that not less than thirty (30) days' written notice shall be given to DISTRICT prior to cancellation; and, shall waive all rights of subrogation. IT CONSULTANT shall notify DISTRICT in the event of material change in, or failure to renew, each policy.

5.3. **State Authorized Insurers**. All policies of insurance required hereunder shall be issued by insurer(s) authorized to issue insurance by the State of California and to the reasonable satisfaction of the DISTRICT. Coverages under each policy of insurance, whether by endorsement or otherwise, shall provide that such policy will not be materially modified, canceled or allowed to expire without at least thirty (30) days advance written notice to the District.

5.4. **Insurance Evidenced.** Prior to commencing work, IT CONSULTANT shall deliver to DISTRICT certificates of insurance as evidence of compliance with the requirements herein. In the event IT CONSULTANT fails to secure or maintain any policy of insurance required hereby excepting professional liability, DISTRICT may, at its sole discretion, secure such policy of insurance in the name of and for the account of IT CONSULTANT, and in such event IT CONSULTANT shall reimburse DISTRICT upon demand for the cost thereof.

5.5. **Coverage Amounts.**

Insurance Policy	Minimum coverage Amount
Workers Compensation	In accordance with applicable law
Employers Liability	One Million dollars ($1,000,000)

5.6. **Limitation of Liability.** Aside from liability associated with IT CONSULTANT'S indemnification obligations or breach of any confidentiality obligations hereunder, to the fullest extent permitted by law, DISTRICT agrees that in no event shall the aggregate liability of IT CONSULTANT hereunder (including attorneys' fees awarded), exceed the amount payable to IT CONSULTANT by DISTRICT pursuant to the work order giving rise to a claim. To the fullest extent permitted by law, IT CONSULTANT agrees that in no event shall the aggregate liability of DISTRICT (including attorneys' fees awarded), exceed the amount equal to the amount payable to IT CONSULTANT by DISTRICT pursuant to the work order giving rise to a claim. Neither party shall have any liability for consequential, incidental, special or indirect damages (including loss of profit and business opportunities) regardless of whether the party has been advised of, or is aware of the possibility of such damages.

ARTICLE 6 COMPENSATION TO THE IT CONSULTANT

6.1. **Compensation only upon Work Order Execution.** Execution of the Agreement does not guarantee compensation. Compensation will be related to specific scopes of work and associated amounts as identified in this Article 6.

6.2. **Contract Price for Services**. The contract price for the IT CONSULTANT 'S performance of the Services under this Agreement shall consist of the prices identified within PROJECT work order forms (EXHIBIT D) which will be incorporated as part of this agreement when signed by the Vice Chancellor of Business Services and the Vice Chancellor of Technology and Learning Services for the DISTRICT and IT CONSULTANT and in accordance with the hourly rates attached herein as EXHIBIT B.

6.3. **Price Inclusions**. The Contract Price is inclusive of personnel expenses (inclusive of all benefits and burdens), fees and personnel expenses of any sub-consultant or subcontractor to the IT CONSULTANT , 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 associated with performance of the Services, except for Allowable Reimbursable Expenses described in this Agreement. At no time shall meals be considered a reimbursable expense. The items and services identified in EXHIBIT A are services included in the IT CONSULTANT'S compensation for Services as set forth in Article 2.

6.4. **IT CONSULTANT Bi-Monthly Billing Statements**. IT CONSULTANT shall submit bi-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 IT CONSULTANT.

6.5. **DISTRICT Payment of Contract Price**. DISTRICT will make payment to IT CONSULTANT of undisputed amounts of the Contract Price due for Services, authorized Additional Services, and Allowable Reimbursable Expenses net thirty (30) days.

6.6. **Withholding Payment.** The DISTRICT may withhold or deduct from amounts otherwise due 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 it 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, except where additional compensation is agreed upon between the IT CONSULTANT and DISTRICT in writing as provided for as additional services.

6.8. **Monthly Payments.** Payments for IT CONSULTANT services shall be made monthly on the basis set forth in paragraph 1.

6.9. **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 IT CONSULTANT'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.

6.10. **Schedule Delay**. To the extent that the time initially established for the completion of IT CONSULTANT'S services is exceeded or extended through no fault of the IT CONSULTANT, compensation for any services rendered during the additional period of time may be computed as follows: at standard hourly rates (See EXHIBIT B) or as a fixed fee.

6.11. **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. Expenses may be invoiced during the monthly pay request at cost plus 10% markup.

a. Reimbursable expenses are in addition to compensation for Original and Additional Services and include expenses incurred by the IT CONSULTANT and IT CONSULTANT'S employees in the interest of the PROJECT.

b. Reimbursable expenses shall be expense of transportation in connection with the PROJECT; expenses in connection with authorized out-of-town travel; long-distance communications; and fees paid for securing approval of authorities having jurisdiction over the PROJECT. IT CONSULTANT'S normal travel expense (including to and from the PROJECT) and meals are excluded.

c. Expense of reproductions (except those needed for the use of the IT CONSULTANT and his or her consultants or identified specifically as a deliverable), postage and handling of documents are reimbursable upon DISTRICT's prior written approval.

6.12. **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.

ARTICLE 7 IT CONSULTANT ’S WORK PRODUCT

7.1. **District Ownership of Documents.** The documents prepared by the IT CONSULTANT for this PROJECT shall be and remain the property of the DISTRICT. Such documents 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 fore mentioned documents at its sole discretion. The DISTRICT is not bound by this AGREEMENT to employ the services of IT CONSULTANT in the event such documents 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 documents 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 copy on the DISTRICT's SharePoint site 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.

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) any act by IT CONSULTANT exposing the DISTRICT to liability to others for personal injury or property damage; or (c) 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 and IT CONSULTANT may terminate this AGREEMENT by giving not less than 15 days written notice to the DISTRICT.

8.6. **Non Payment**. The DISTRICT's failure to make payments to the IT CONSULTANT in accordance with this AGREEMENT shall be considered substantial nonperformance and cause for termination by the IT CONSULTANT.

a. In the event the DISTRICT fails to make timely payment, the IT CONSULTANT may, upon 15 days written notice to the DISTRICT, suspend performance of services under this AGREEMENT.

b. Unless payment in full is received by the IT CONSULTANT within 15 days of the date of the notice, the suspension shall take effect without further notice.

c. In the event of a suspension of services, the IT CONSULTANT shall have no liability to the DISTRICT for delay or damage caused the DISTRICT because of such suspension of services.

8.7. **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.

8.8. **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.

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:

Jim Phaneuf, Director IT Administrative Systems
Jim Gaston, Director IT Academic Systems

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 PROJECT.

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 MISCELLANEOUS

11.1. **Affirmative Action**. IT CONSULTANT agrees that IT CONSULTANT will not engage in unlawful discrimination in employment of persons because of race, ethnicity, religion, nationality, disability, gender, marital status or age of such persons.

11.2. **Compliance with Applicable Laws**. 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. IT CONSULTANT agrees to comply with all federal, state and local laws, rules, regulations and ordinances that are now or 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.

11.3. **IT CONSULTANT 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 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.

11.4. **Review, Approval or Acceptance**. N/A

11.5. **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.

11.6. **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.

11.7. **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.

11.8. **Independent Contractor**. IT CONSULTANT, in the performance of this AGREEMENT, shall be and act as an independent contractor. IT CONSULTANT 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. IT CONSULTANT 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. IT CONSULTANT 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 IT CONSULTANT's employees.

11.9. **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.

11.10. **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.

11.11. **Permits/Licenses**. IT CONSULTANT and all IT CONSULTANT'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.

11.12. **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.

11.13. **Communications** between the parties shall be sent to the following addresses:

DISTRICT
Dr. Debra L. Fitzsimons
South Orange County Community College District
28000 Marguerite Parkway
Mission Viejo, CA 92692

COPY:

DISTRICT	IT CONSULTANT
Jim Phaneuf	Gerlie Jeltema
Jim Gaston	
South Orange County	Neudesic, LLC
Community College District	
28000 Marguerite Parkway	8105 Irvine Center Drive, Suite 1200
Mission Viejo, CA 92692	Irvine, CA 92618

11.14. **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.

11.15. **Entire Agreement/Amendment**. This AGREEMENT and any exhibits attached hereto represent the entire AGREEMENT between the DISTRICT and IT CONSULTANT and supersede all prior negotiations, representations or agreements, either written or oral with respect to the services contemplated. This AGREEMENT may be amended or modified only by an agreement in writing (EXHIBIT E) signed by both the DISTRICT and the IT CONSULTANT.

11.16. **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.

This AGREEMENT entered into as of the day and year first written above.

DISTRICT	IT CONSULTANT
South Orange County Community College District	Neudesic, LLC
_____	_____
Dr. Debra L. Fitzsimons Vice Chancellor, Business Services	Parsa Rohani Chief Executive Office
_____	_____
(Date)	(Date)

_____
(Taxpayer number)

Exhibit A	Roles and Services Provided
Exhibit B	Criteria for Billing and Extra Work
Exhibit C	Standards and Practices for Dealing with Defects and Billing
Exhibit D	Order Form
Exhibit E	Amendment Template

EXHIBIT A ROLES AND SERVICES PROVIDED

Engagement Manager/Senior Project Manager

Experienced and proven senior project manager with at least 10 years of experience managing Information Technology projects. Plans, directs and controls projects of 2,000 work-hours or larger. Capable of serving in the role of a Business Systems Analyst, or working with a team of analysts to define project requirements and drive an appropriate solution design. The Senior Project Manager role requires a hands-on approach to managing, directing and controlling successful Information Technology solution. This role will also be responsible for managing the engagement, serving as liaison between SOCCCD and the vendor.

Project Manager

Experienced and proven project manager with at least 7 years of experience managing Information Technology projects. Plans, directs and controls projects of 1,000 work-hours or larger. Capable of serving in the role of a Business Systems Analyst, or working with a team of analysts to define project requirements and drive an appropriate solution design. The Project Manager role requires a hands-on approach to managing, directing and controlling successful software development projects.

Lead Business Systems Analyst

Responsible for maintaining the overall direction and coordination of the requirements gathering efforts for the development process. Develops the templates, approaches and methods used in the analysis and requirements gathering process. Participates in hands-on sessions with end users and organizational stakeholders. Responsible for the work products and quality control of any Business Systems Analysts working beneath them. Familiar with a variety of software development and requirements methodologies. Agile Scrum experience required. Minimum experience of 7 years in a business systems analyst role with a minimum of two years in an oversight role.

Business Systems Analyst

Responsible for interviewing users and stakeholders to gather functional requirements of the software system. Participates in hands-on sessions with end users and organizational stakeholders. Familiar with a variety of software development and requirements methodologies. Agile Scrum experience required. Minimum experience of 3 years in a business systems analyst role.

Senior Microsoft .NET Architect/Technical Lead

Experienced and proven solutions architect and software engineer with at least 15 years of experience designing and developing software solutions, and 6 or more years focused on Microsoft .NET technology. Capable of designing software architecture for enterprise-level software solutions, developing enterprise architecture components, developing full lifecycle solutions, leading and directing technology teams, mentoring technology teams. Responsible for the successful application of best practices, design patterns, and innovative solutions to each project they touch, the Architect/Technical Lead is expected to make well informed technology decisions for the projects. An expert in several software technology disciplines, this team member is also expected to participate in the development of the solution, and to assist other team members to solve difficult problems. Agile Scrum experience required.

Senior Microsoft .NET Technical Lead

Experienced and proven solutions architect and software engineer with at least 10 years of experience designing and developing software solutions, and 6 or more years focused on Microsoft .NET technology. Capable of designing software architecture for software solutions, developing architecture components, developing full lifecycle solutions, leading and directing technology teams, mentoring technology teams. Responsible for the successful application of best practices, design patterns, and innovative solutions to each project they touch, the Technical Lead is expected to make well informed technology decisions for the projects. An expert in several software technology disciplines, this team member is also expected to participate in the development of the solution, and to assist other team members to solve difficult problems. Agile Scrum experience required.

Senior Microsoft .NET Developer

Experienced and proven software engineer, with 6-10 years of experience designing and developing software and 3-5 years of experience developing Microsoft .NET applications for both Client/Server and web-based solutions. Capable of working independently or in a team to develop strong technology solutions using ASP.NET, WinForms, C#, and Transact-SQL, with a strong understanding of .NET Framework internals. Agile Scrum experience required.

Microsoft .NET Developer

Software engineer with 1-3 years of experience in developing web based and client/server applications within the Microsoft development stack. Knowledge of ASP.NET, C#, and their interactions with HTML and SQL Server for business applications. Agile Scrum experience required.

Senior Database Architect

A database architect with at least 10 years of experience developing IT solutions. Capable of modeling enterprise databases, architecting database access and security practices and designing high-availability databases for the enterprise using the SQL Server database. Agile Scrum experience required.

Database Architect & Developer

Creates application level functionality for the database elements of the application suite such as stored procedures, views, indexes and triggers. Ensures that the data elements are high performing and can accommodate the needs of the business logic and user interface modules. 5+ years of development experience with Microsoft SQL Server. Agile Scrum experience required.

Senior QA Engineer Technical Lead

Responsible for creating, planning and directing the quality assurance effort of the project. Works with the client to determine the needs of the user base and anticipated demands on the system. Creates test harnesses (load and functionality) and staging environments for the project. Oversees the defect tracking and resolution process for the project. Involved in key areas of the QA process in a hands-on role. 7+ years of QA work as a team member. Agile Scrum experience required.

Senior QA Engineer

Self-directed in planning, documenting and executing test cases based on direct interaction with software developers, analysts and end-users. Able to create automated tests (load and functionality) as necessary. Able to manually test a software application according to project test plans and test scenarios. Able to perform rigorous exploratory testing (heuristics-based attacks) with little or no direction. Carries out the testing of the application on both a unit and integration level. Reports defects found into the issue tracking system and re-tests as remedies are deployed. 5+ years in a QA role. Agile Scrum experience required.

QA Engineer

Carries out the testing of the application on both a unit and integration level. Reports defects found into the issue tracking system and re-tests as remedies are deployed. 3+ years in a QA role. Agile Scrum experience required.

EXHIBIT B - CRITERIA AND BILLING AND EXTRA WORK

A. The following extra services to this Agreement shall be performed by IT CONSULTANT if needed and requested by the DISTRICT.

1. Making revisions in 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 IT CONSULTANT within a reasonable time, as requested by IT CONSULTANT.

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.

B. The following rates which include overhead, administrative cost and profit shall be utilized in arriving at the fee for initial and extra services. The hourly rates reflected below shall be effective as of the date of execution of this Contract and shall be revised each twelve (12) months; thereafter based upon changes in the Consumer Price Index for the previous twelve month period, using the CPI for the geographical area of the IT CONSULTANT.

CONSULTANT Services	Fee Per Hour
Engagement Manager	$169
Project Manager	$159
Lead Business Systems Analyst	$159
Business Systems Analyst	$143
Senior Microsoft .NET Architect/Technical Lead	$169
Senior Microsoft.NET Principal Lead	$163
Senior Microsoft .NET Technical Lead	$159
Senior Microsoft .NET Developer	$143
Mobile Developer	$169
Senior Database Architect	$159
Database Architect & Developer	$143
Senior QA Engineer Technical Lead	$134
Senior QA Engineer	$126
QA Engineer	$104

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.

EXHIBIT D ORDER FORM

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
WORK ORDER FOR INFORMATION TECHNOLOGY CONSULTANT SERVICES

To: *IT Consultant Name and Address*

PO Number:

A contract between IT Consultant and South Orange County Community College District for IT Services was approved on November 17th, 2014. Based on that contract, IT Consultant shall complete the following projects, at the rates specified in the contract as described below:

Item	Description	Start Date	End Date	Not to Exceed Amt.

Work order approved by:
DISTRICT

South Orange County Community College District

Dr. Debra L. Fitzsimons
Vice Chancellor, Business Services

(Date)

Dr. Robert Bramucci
Vice Chancellor, Technology and Learning Services

(Date)

Accepted by:
IT CONSULTANT

Name

Name
Position

(Date)

EXHIBIT E AMENDMENT TEMPLATE

AMENDMENT No. 1

TO THE

MASTER AGREEMENT FOR IT CONSULTANT SERVICES AGREEMENT

AT SOCCCD

***DATE*, 2014**

THIS AMENDMENT shall modify the original agreement dated November 17, 2014, by and between the SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT, hereinafter referred to as "DISTRICT," and *Name and Address*, hereinafter referred to as "VENDOR"

WHEREAS, Article 11 of the original agreement provides that the agreement may be amended or modified only by an agreement in writing signed by both the DISTRICT and the IT CONSULTANT; and

WHEREAS, Article x of the original agreement provides for XXX; and

WHEREAS, The DISTRICT and IT CONSULTANT have agreed XXX;

NOW, THEREFORE, the parties agree as follows:

xxx

IN WITNESS HEREOF, the Parties have executed this Amendment as of the date set forth above.

"DISTRICT"	"VENDOR"
South Orange County Community College District	*Name*
By: _____	By: _____
Dr. Debra L. Fitzsimons Vice Chancellor, Business Services	
	Title: _____
Date: _____	Date: _____

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT **ITEM: 5.11**
DATE: 11/17/14

TO: Board of Trustees

FROM: Gary L. Poertner, Chancellor

RE: SOCCCD: Purchase Orders/Confirming Requisitions

ACTION: Ratification

BACKGROUND

In accordance with the provisions of Article 4 of Chapter 8 of the California Education Code, commencing with Sections 85230, purchase orders/confirming requisitions, and purchase change listings are provided to the Board of Trustees.

STATUS

Purchase orders numbered P15-02161 through P15-02391 amounting to $1,972,585.59 are submitted to the Board of Trustees. Confirming requisitions dated October 7 through October 26, 2014 totaling $54,443.03 are also submitted.

RECOMMENDATION

The Chancellor recommends that the Board of Trustees ratify the purchase orders/confirming requisitions listed in EXHIBIT A.

Item Submitted By: *Dr. Debra L. Fitzsimons, Vice Chancellor, Business Services*

(See Last Page) ***

PO Number	Vendor Name	Loc	Description	Order Amount
P15-02161	ALTAWARE INC		Districtwide Network Sccess Control System	288,000.00
P15-02162	COMPUTERLAND OF SILICON VALLE Y		Microsoft Campus Agreement - IVC, SC & District	171,715.00
P15-02163	ALTAWARE INC		Districtwide Network Sccess Control System	29,350.00
P15-02164	EVOQUA WATER TECHNOLOGIES LLC		2014-2015 Annual Service & Deionized Water System	1,200.00
P15-02165	WEST COAST LIGHTS & SIRENS		Accessories for Police Vehicle	23,107.84
P15-02166	ROGUE FITNESS		Weight Equipment and Supplies	631.30
P15-02167	LPA, INC.	.	Criteria & Programming Architectural Srvcs	644,300.00
P15-02168	SEHI PROCOMP COMPUTER PRODUCTS		Student Printers for Computer Lab	774.04
P15-02169	MOUSER ELECTRONICS INC.		Safety Equipment - Digital Thermometers	1,704.43
P15-02170	JOYCE BARTLOMAIN		Reimbursements for Board Meeting Refreshments	200.00
P15-02171	LAGUNA GRAPHIC ARTS, INC.		Business Cards	33.66
P15-02172	AMERICAN RED CROSS ORANGE COUN TY CHAPTER		Health 2 Students Certif. Cards	2,200.00
P15-02173	W. W. GRAINGER		Annual Transportation Supplies	106.76
P15-02174	HAITBRINK ASPHALT PAVING, INC.		Maintenance Repair of Asphalt/Concrete	15,000.00
P15-02175	BOB PARRETT CONSTRUCTION, INC.		Installing a Door in AGB 124	2,997.00
P15-02176	DAVID PUFAHL dba NEW VISION CO NSTRUCTION		Walkway Opening in Wall BGS 211-212	2,190.18
P15-02177	JB TECHNOLOGY CONSULTING LLC		Network Engineer Consulting Services	117,844.00
P15-02178	BSN SPORTS		Training Room Supplies	197.40
P15-02179	ORANGE COUNTY REGISTER		Bid 2022 TAS Swing Space 9-11 & 9-18	1,382.00
P15-02180	TROXELL COMMUNICATIONS, INC.	.	Video Card for SSC 212	106.93
P15-02181	GALE SUPPLY COMPANY		Paper Towel Rolls 2014-2015 Chemistry Classes	1,000.00
P15-02182	CCCADA ATTN: KANOE BANDY		CCCADA Membership for athletic director	100.00
P15-02183	VWR		Student Fee Based - Safety Goggles	3,579.70
P15-02184	IMPACT CANOPIES USA		Canopies and Banners	2,737.57
P15-02185	AARDVARK CLAY AND SUPPLIES		Clay	1,313.52
P15-02186	EASTBAY TEAM SPORTS		Tennis Supplies	1,653.80
P15-02187	SEHI PROCOMP COMPUTER PRODUCTS		Bus Printer	533.23
P15-02188	EBSCO SUBSCRIPTION SERVICE	.	Annual Periodical Subscription for the Library	8,726.71
P15-02189	WELLS FARGO #3317	.	Cell Phone Booster	848.44
P15-02190	CALIBER COLLISION		Auto Damage/Repair Reimbursement Claim	668.56
P15-02191	KELLY PAPER	.	Banner Printing Supplies	251.33
P15-02192	SUN BADGE COMPANY	.	Challenge Coins	958.50
P15-02193	AUTOMIC DESIGNS, INC.		Graphics Decals Police Vehicle	803.64
P15-02194	REFRIGERATION UNLIMTED, INC		Ice Machine Repairs	1,181.31
P15-02195	PHILIP STEPHEN PINES		Argosy intern contract	15,000.03

*** See the last page for criteria limiting the report detail.

The preceding Purchase Orders have been issued in accordance with the District's Purchasing Policy and authorization of the Board of Trustees. It is recommended that the preceding Purchase Orders be approved and that payment be authorized upon delivery and acceptance of the items ordered.

ESCAPE ONLINE

(See Last Page) ***

PO Number	Vendor Name	Loc	Description	Order Amount
P15-02196	ORANGE CO. DEPT. OF EDUCATION		Courier for Dept. of Education	3,700.00
P15-02197	PYRO-COMM SYSTEMS		Install fire alarm system at SM building	4,864.09
P15-02198	NORMAN A TRAUB NORMAN A. TRAUB ASSOCIATES		Investigation	5,911.83
P15-02199	BOARD OF GOVERNORS CALIFORNIA COMMUNITY COLLEGES		2014-2015 Student Right to Know subscription	7,800.00
P15-02200	ORANGE COUNTY REGISTER		Bid 2019 Central Plant Upgrade 8-26 & 9-2	1,862.00
P15-02201	BOB PARRETT CONSTRUCTION		Extend Wall to Ceiling in SSC 224	2,690.00
P15-02202	BATTERIES PLUS, #440 LAKE FORE ST STORE	Bldg W/Com Arts	Batteries for Student Use in Various Recorders	172.80
P15-02203	G/M BUSINESS INTERIORS		Desk Chair	493.93
P15-02204	CDW-G COMPUTER CENTERS	.	Scanner for Business Sciences Dept	496.79
P15-02205	EN4ORM OFFICE INTERIORS		Ergonomic Chairs	1,835.25
P15-02206	CHANNING L. BETE CO., INC.		CPR Class Supplies	52.81
P15-02207	EASTBAY TEAM SPORTS		All Sports Team Apparrel	9,730.68
P15-02208	GLAXO SMITH KLINE (GSK)		Glaxo Vaccines	1,521.50
P15-02209	ORANGE COUNTY REGISTER		Bid 2023 Radio Transmitter Bldg 9-22 & 9-29	2,438.00
P15-02210	WELLS FARGO #1598		For Field Studies Course Campsite Reservations	200.00
P15-02211	IRVINE UNIFIED SCHOOL DIST. AT TN: P.GRAHAM, ACCOUNTING		IUSD Recreation Improvement Assessment FY14/15	366.97
P15-02212	CITY OF IRVINE		Landscape. Lighting, & Park Maint. Assessment	654.96
P15-02213	TEQUIPMENT.NET		Rplmt Spectrum Analyzers for Electronics	5,090.85
P15-02214	ANDREW PARK	.	Guest Artist	200.00
P15-02215	FISHER SCIENTIFIC		Student Fee Based - Safety Goggles	150.21
P15-02216	PRO RAILING METAL WORKS, INC.		Guardrail at HS Building	2,304.00
P15-02217	SOUTHLAND INDUSTRIES		Engineering Review of Sewage Ejector System at PE	11,320.00
P15-02218	CLARK SECURITY PRODUCTS		Locksmith Supplies	3,091.55
P15-02219	MILLENNIUM BUSINESS SERVICES M arty Cohn		Printing	282.60
P15-02220	APPLE COMPUTER, INC. ATTN: HiE d SALES SUPPORT		iPad	917.76
P15-02221	ORANGE CO. COMMERCIAL PRINTING	.	Newspaper Print Expenses	1,004.00
P15-02222	SEHI PROCOMP COMPUTER PRODUCTS		Replacement Printer for Student Use	543.77
P15-02223	PACIFIC COLOR PRINTING		Athletic Schedule Card 2014-2015	858.60
P15-02224	DIVERSIFIED BUSINESS SERVICES		Uniform Polo Shirts for Staff	517.59
P15-02225	BSN SPORTS		Mens Volleyball Supplies	730.02
P15-02226	BSN SPORTS		Mens Volleyball Supplies	690.00
P15-02227	BSN SPORTS		Mens Volleyball Supplies	542.80
P15-02228	WEST COAST LIGHTS & SIRENS		Utility Toe Hitch Assembly	1,112.57
P15-02229	TRAFFIC MANAGEMENT INC.		Cones, Delineators	3,541.45

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(See Last Page) ***

PO Number	Vendor Name	Loc	Description	Order Amount
P15-02230	BSN SPORTS		Basketball / Golf Supplies	3,786.83
P15-02231	WELLS FARGO #2785		Signs	270.00
P15-02232	PRO OFFICE AND FILING SUPPLIES		Medical Records Supplies	744.98
P15-02233	APPLE COMPUTER, INC. ATTN: HiE d SALES SUPPORT	.	Magic Mouse for Staff Member	74.52
P15-02234	MILLENNIUM BUSINESS SERVICES M arty Cohn		Signs	305.00
P15-02235	VOCATIONAL BIOGRAPHIES, INC.		Vocational Biographies Online 14-15 Subscription	300.00
P15-02236	MC CALLUM GROUP, INC.		Mc Callum Contract Oct 2013 - Sept 2015 yr 2	48,000.00
P15-02237	MILLENNIUM BUSINESS SERVICES M arty Cohn	SC WAREHOUSE	Replenish	496.80
P15-02238	CPP, INC. DAVIES BLACK PUBLISH ING		SkillsOne Strong Online College Assessments	4,150.00
P15-02239	DISH NETWORK Div of EchoStar S atellite	.	Dish Network Service Renewal	205.60
P15-02240	MONTGOMERY HARDWARE		Locksmith Supplies	5,072.33
P15-02241	LEE ARMSTRONG CO.		Repair Damaged Flooring in PE-501	1,200.00
P15-02242	PACIFIC COAST ENTERTAINMENT	.	PAC Consultation	1,000.00
P15-02243	HUMMERT INTERNATIONAL		Equipment Rocket Sprayer & Nursery Wheeler	866.20
P15-02244	EMED COMPANY, INC.		Safety Signs	477.71
P15-02245	CALIFORNIA METAL-X		Supplies for SC Art Classes / Bronze	3,013.20
P15-02246	CAROLINA BIOLOGICAL SUPPLY		Equipment-Celestron LCD	691.09
P15-02247	J. M. McCONKEY CO.		Peat Moss, Labels	1,209.96
P15-02248	HALO BRANDED SOLUTIONS, INC.		Promotional Item - Phone Speakers	1,912.00
P15-02249	CULVER-NEWLIN		SBS Division Chair-Attachment	433.60
P15-02250	AIRWOLF3D	.	3D Printer Parts for DMP	41.30
P15-02251	WELLS FARGO #1606		Educational dvd's for Students	144.99
P15-02252	VENDINI, INC.	.	Box Office Ticket Stock	273.00
P15-02253	TRAFFIC MANAGEMENT INC.		Caution Tape	256.18
P15-02254	SCANTRON CORPORATION	.	Scantron Forms- Item Analysis	59.07
P15-02255	DELL MARKETING		Toner for Printer	548.32
P15-02256	LAGUNA GRAPHIC ARTS, INC.		Business Cards	46.62
P15-02257	MARTHA FRUICHANTIE		FKCE Wksp Trainer	120.00
P15-02258	SPECTRUM LABORATORY PRODUCTS	IVC Life Sci	2014-2015 Chemicals & Reagents for Bio Lab Class	600.00
P15-02259	SYMPLICITY CORPORATION		Gaucho Jobs	3,307.50
P15-02260	XEROX CORPORATION	.	Xerox Print Services 2014/2015FY	54,384.00
P15-02261	SPINITAR PRESENTATION PRODUCTS INC.	.	LCD Monitor for Electronics Dept	2,186.32
P15-02262	QUALITY OFFICE FURNISHINGS		Portable File Cabinets	1,571.83
P15-02263	KENT S. MC FANN		Supplies for FY14/15 academic shows	500.00
P15-02264	RAINBOW SYMPHONY STORE	.	Spectrum Tube Power Supply	532.40
P15-02265	SHAPE TOOLS, LLC		CAD tools for nextengine scanner	966.60
P15-02266	ORANGE CO. FARM SUPPLY		Greenhouse Supplies	307.42
P15-02267	CDW-G COMPUTER CENTERS		Tablets for FINAID Outreach	1,588.85
P15-02268	S & B FOODS CATERING DIVISION	.	College Career Events	2,500.00

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(See Last Page) ***

PO Number	Vendor Name	Loc	Description	Order Amount
P15-02269	HITT MARKING DEVICES, INC.	.	Return address stamp	29.45
P15-02270	THORLABS, INC.	.	CPS 532 Laser	176.66
P15-02271	AUTOMIC DESIGNS, INC.		Decal	57.64
P15-02272	LIFE TECHNOLOGIES, INC.	IVC Life Sci	2014-2015 BIO Lab Class Supplies	600.00
P15-02273	WELLS FARGO #1606	.	Solar Decathlon Groundbreaking Event Supplies	108.00
P15-02274	COUNCIL OF CHIEF LIBRARIANS OF CALIFORNIA CMTY COLLEGES	.	2014-2015 CCL Annual Membership & Subscription	150.00
P15-02275	PARSONS BRINCKERHOFF, INC.		Labor Compliance for HS Wet Seal Project	4,570.00
P15-02276	NUVENTIVE, LLC		TracDat TSO Maintenance Renewal	4,826.00
P15-02277	CERRITOS COLLEGE FOUNDATION		Stage Rental for "Godspell"	1,200.00
P15-02278	MODERN BIOLOGY	IVC Life Sci	2014-2015 Materials & Supplies for Classes	600.00
P15-02279	SUPERIOR SERVICE CORP		Repair of Walk-In Refrigerator by Superior Service	418.50
P15-02280	COSTCO WHOLESALE c/o RON HANST EIN		Pallet of Water Due to Mainline Water Break	312.00
P15-02281	CCPRO % KEVIN CHARD		Institutional Membership	300.00
P15-02282	DEPT. OF PESTICIDE REGULATION		Pesticide License Fee	60.00
P15-02283	NAT'L COUNCIL FOR SCIENCE AND THE ENVIRONMENT		Annual Membership	3,000.00
P15-02284	MISSION AUTO EQUIP & LIFTS		Mission Equip Maintenance Contract for Compressor	2,200.00
P15-02285	HSACCC ALLAN HANCOCK COMM. COL LEGE		Membership	150.00
P15-02286	S & B FOODS CATERING DIVISION		Transfer College Fair - Wednesday, November 12	412.78
P15-02287	EDUCATIONAL MUSIC SERVICE		Sheet Music for Music Classes	400.00
P15-02288	STOUT & BURG ELECTRIC INC		B400 Dedicated Circuit for Crypt (Warranty)	982.00
P15-02289	DIV. OF THE STATE ARCHITECT ST ATE OF CALIFORNIA		DSA Re-open Baseball Dugout Project	500.00
P15-02290	SMART LEVELS MEDIA		Newsletter Printing	3,128.76
P15-02291	POSTMASTER		Newsletter Postage	200.00
P15-02292	LAB CORPORATION	.	HVAC Equip.	52,920.00
P15-02293	KUSUNOKI, GARY I.	.	Citation Hearing Services	2,800.00
P15-02294	PARKWAY LAWNMOWER SHOP		Grounds Pole Hedge Trimmer	504.86
P15-02295	HAITBRINK ASPHALT PAVING, INC.		Soccer Fence Renovation and Tree Removal	31,400.00
P15-02296	MC GRAW-HILL COMPANIES		Instructional Reading Materials	437.89
P15-02297	MEREDITH INSTRUMENTS INC	.	Gm Laser System Meredith Instruments	966.60
P15-02298	MEREDITH INSTRUMENTS INC	.	Purchase Req for HeNe Lasers	534.60
P15-02299	MEREDITH INSTRUMENTS INC	.	AC HeNe Laser Power Supply for 9"to6" Heads	384.48
P15-02300	THORLABS, INC.	.	Laser Diode Module 405 nm	399.60
P15-02301	THORLABS, INC.	.	520 nm Laser Diodes	399.60
P15-02302	THORLABS, INC.	.	CPS 450 nm Laser Diode Module	228.96

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(See Last Page) ***

PO Number	Vendor Name	Loc	Description	Order Amount
P15-02303	THORLABS, INC.	.	AD8F SM1-Threaded Adapter	59.40
P15-02304	YALE/CHASE EQUIPMENT AND SERVI CES, INC		Taylor Dunn Cart #11 2006	233.52
P15-02305	AUDIO SYSTEMS GROUP	.	Lectern for Media Services	992.39
P15-02306	HOTSY OF SOUTHERN CALIFORNIA		Electrical, Hose, Couplers, Plugs	489.52
P15-02307	YCCD/LEADERSHIP		Registration for CCC Registry Job Fairs	2,780.00
P15-02308	FISHER SCIENTIFIC		Supplies for Physics Instruction	217.27
P15-02309	STERIS CORPORATION		B400 Autoclaves Repair (Warranty)	1,287.25
P15-02310	GARY TAYLOR JR		FKCE Wksp Trainer	360.00
P15-02311	ESCONDIDO UNION HIGH SCHOOL D ISRICT		Planter Repair Reimbursement Claim	354.00
P15-02312	FLAGS USA, INC.	.	Flags for Flagpole at ATEP	130.16
P15-02313	SOUTHLAND FLOORING INC.		Replace Flooring in SM and FA Buildings	18,435.00
P15-02314	ORANGE COUNTY REGISTER		Bid 16 Land Exchange Memo 8-30 & 9-6	2,310.00
P15-02315	LINK-SYSTEMS INTERNATIONAL IN C		WorldWideWhiteboard Annual Licence-Bb Plug-in	7,000.00
P15-02316	RYCK DANIELS		For Purchase of Instructional Supplies	150.00
P15-02317	WELLS FARGO #3317 (DISTRICT)	.	Books and DVDs for Library	176.54
P15-02318	ORANGE COUNTY REGISTER		Bid 319D Microsoft Software	646.00
P15-02319	SEHI PROCOMP COMPUTER PRODUCTS		Wireless Keyboard and Mouse for Workday Project	170.17
P15-02320	WELLS FARGO #3317 (DISTRICT)		Flash Drives	103.04
P15-02321	MEREDITH INSTRUMENTS INC	.	Lab Style Power Supply	918.04
P15-02322	SVM, LP ATTN: CHECK DEPT.		Gas Cards for EOPS Eligible Students	5,119.38
P15-02323	B & H PHOTO	.	Student Lab Supplies	218.05
P15-02324	B & H PHOTO		Memory Card for Digital Camera	65.96
P15-02325	MEADE INSTRUMENTS ATTN: SCOTT BYRUM		Repair Telescope	500.00
P15-02326	SOUTHERN 30 C/O TEDDI LORCH		2014-2015 Membership Dues	300.00
P15-02327	G.J. AUTOMOTIVE EQUIPMENT CO.		Shop Detergents	255.66
P15-02328	COUNCIL OF CHIEF LIBRARIANS OF CALIFORNIA CMTY COLLEGES	.	Annual Membership	150.00
P15-02329	WELLS FARGO #2785		MasterCard Use for Digital Advertising Campaigns	5,000.00
P15-02330	COMPUTER PROTECTION TECHNOLOGY		Uninterruptible Power Systems Maint Renewal Yr2of3	2,320.00
P15-02331	DRAMATISTS PLAY SERVICE, INC.		Scripts for Dept Theatre Arts FY14/15	324.00
P15-02332	SAMUEL FRENCH		Scripts for Dept of Theatre Arts FY14/15	144.72
P15-02333	PEOPLE ADMIN, INC.		People Admin Support & Software Renewal	69,676.58
P15-02334	GOLDEN RAIN FOUNDATION LAGUNA WOODS VILLAGE		Outlet for High Speed Internet	180.00
P15-02335	LIFETIME MEMORY PRODUCTS, INC.		K Hass Fall 2014 Fee Based Supplies	547.56
P15-02336	COLLEGE BOARD CUES SOFTWARE SE RVICES		PowerFaids Maintenance	27,651.20
P15-02337	LISA JANE GORE	.	Contract Services Technical Theatre	1,000.00

*** See the last page for criteria limiting the report detail.

The preceding Purchase Orders have been issued in accordance with the District's Purchasing Policy and authorization of the Board of Trustees. It is recommended that the preceding Purchase Orders be approved and that payment be authorized upon delivery and acceptance of the items ordered.

ESCAPE ONLINE

(See Last Page) ***

PO Number	Vendor Name	Loc	Description	Order Amount
P15-02338	BOSE CORPORATION CFDT 236		Equipment for Emeritus Classes	569.07
P15-02339	HP CORPORATE HEADQUARTERS		Laptop Order	972.49
P15-02340	BOUNDLESS NETWORK		Lapel Pins for SC	1,167.20
P15-02341	RESERVE ACCOUNT 13631908 PITNE Y BOWES		Funds for Postage	30,000.00
P15-02342	LAGUNA GRAPHIC ARTS, INC.		Business Cards	112.50
P15-02343	XPEDX	.	Paper for Duplicating Center	659.76
P15-02344	HAITBRINK ASPHALT PAVING, INC.		Build Curb by Fine Arts/LRC	4,500.00
P15-02345	MONTGOMERY HARDWARE		Door Opener for SSC208	4,132.09
P15-02346	CDW-G COMPUTER CENTERS		Replacement Printers	6,746.17
P15-02347	AT LAST WINDOW COVERINGS		Repair Replace Window Coverings Campus Wide	2,000.00
P15-02348	WELLS FARGO #3317 (DISTRICT)	.	Microsoft Surface Pro Accessories	355.20
P15-02349	ORANGE COUNTY REGISTER		Bid 2026 Union Offices 10/14 & 10/21	2,374.00
P15-02350	ORANGE COUNTY REGISTER		Bid 2024 FA, Parking Lots 9 & 10, 10/14 & 10/21	2,374.00
P15-02351	ORANGE COUNTY REGISTER		BGS FIRE Repairs Proj Bid 2025 10/14 & 21	2,374.00
P15-02352	WELLS FARGO #3317 (DISTRICT)	.	Blanking Plates for Server Room	489.63
P15-02353	ORANGE COUNTY REGISTER		Bid 318D Air Blown Fiber, 10.10 & 10.17	2,374.00
P15-02354	KWALL LLC		Website Redesign Contracy for Kwall	18,650.00
P15-02355	WELLS FARGO #3317 (DISTRICT)	.	Library Books	154.89
P15-02356	WELLS FARGO #3317		Instructional DVD	24.05
P15-02357	WELLS FARGO #3317 (DISTRICT)		Padded Earphones	30.79
P15-02358	CANON USA INC FACTORY SERVICE CENTER	.	Instructional Equipment Repair for Lens	426.62
P15-02359	HOME DEPOT MISSION VIEJO STORE #614		Instructional Supplies for Physics	250.00
P15-02360	KEENAN & ASSOCIATES		Fine Arts Insurance Premium	754.00
P15-02361	G/M BUSINESS INTERIORS		Ergonomic Chairs	947.81
P15-02362	DR. NANCY CARRITTE INDUSTRIAL PSYCHOLOGIST		Professional Communication Coaching	5,000.00
P15-02363	UNITED SITE SERVICES OF CALIFO RNIA, INC.		Portable Toilet for the IVC Baseball field	1,600.00
P15-02364	ELECTRONIX EXPRESS		Desoldering Stations for Electronics Classes	2,931.60
P15-02365	SADDLEBACK COLLEGE FOUNDATION		Catering for Family Night 2014	1,500.00
P15-02366	MITY-LITE, INC.	.	Tables	752.72
P15-02367	EAGLE COMMUNICATIONS		Service Callboxes in Parking Lots	2,100.00
P15-02368	HUMANSCALE C/O UNITED INTERIOR S		Monitor Arms - Vice President Werle's Desk	415.50
P15-02369	BAKER & TAYLOR	.	Library Books	1,763.55
P15-02370	COMMITTEE ON ACCREDITATION OF EDU PROG FOR THE EMS PROFESSNS		Accreditation fees for Paramedic Program	3,200.00
P15-02371	QUEST DIAGNOSTICS		Pay for Student Lab Services 2014-15	10,000.00
P15-02372	JUNIOR'S GOLF CARTS	.	Parts/Repair of Golf Cart	1,200.00

*** See the last page for criteria limiting the report detail.

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(See Last Page) ***

PO Number	Vendor Name	Loc	Description	Order Amount
P15-02373	DIVERSIFIED BUSINESS SERVICES	.	Name Badges and Pens	741.20
P15-02374	THE EMBROIDERY STORE		Womens Golf Supplies	653.72
P15-02375	SHIMADZU SCIENTIFIC INSTRUMENT		Lab Solutions Software, Licenses, for Student Use	7,757.61
P15-02376	MONJARAS & WISMEYER GROUP, INC		Essential Function Job Analysis	1,221.00
P15-02377	McLOGAN SUPPLY CO., INC.		Force Air Dryer for Waterbased Inks	4,854.60
P15-02378	CNSA		Books	927.00
P15-02379	DECKER EQUIPMENT		Side Latch for Door/FMO	487.08
P15-02380	CARAVAN CANOPY INT'L, INC.		Canopy	1,253.24
P15-02381	COMWARE TECHNICAL SERVICES INC		vtAlpha-DS-SS Lic Renewal and Support	2,180.25
P15-02382	PEOPLE ADMIN, INC.		Integ Setup & Maintenance Fees	2,741.88
P15-02383	APPLE COMPUTER, INC. ATTN: HiE d SALES SUPPORT	.	iPad Air 2 for Technology Services	953.04
P15-02384	APPLE COMPUTER, INC. ATTN: HiE d SALES SUPPORT		Charger for ipad	82.08
P15-02385	BIBLIOTHECA, LLC	.	Library Power Cart Battery	312.00
P15-02386	ORANGE COUNTY REGISTER		OC Register Oct 2014-Dec 2014	126.37
P15-02387	OMEGA ENGINEERING, INC.		Safety Equipment - Thermocouple	74.25
P15-02388	ROGERS ATHLETIC CO.		3 Man Chute, Board	1,850.00
P15-02389	SUN BADGE COMPANY		Badges	363.30
P15-02390	BAKER & TAYLOR	.	Library Books	3,126.87
P15-02391	WELLS FARGO #3317		Portable External Hard Drive	124.19
		Total Number of POs	231 Total	1,972,585.59

Fund Recap

Fund	Description	PO Count	Amount
01	General Fund	207	809,296.30
40	Capital Outlay Fund	22	1,162,266.73
68	Self-Insurance Fund	2	1,022.56
		Total	1,972,585.59

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ESCAPE ONLINE

Includes 10/07/2014 - 10/26/2014

Requisition Number	Vendor Name	Description	Requisition Total
RQ15-01210	PACIFIC COACHWAYS	Bus fro El Field trip	1,032.50
RQ15-01961	ANTHONY MACIEL	* Workday Rising 2014 conf.	1,435.68
RQ15-02439	KAY RYALS	* Travel and Conference	1,990.52
RQ15-02488	DAN JOHNSON	Workday Rising 2014 Conference	1,490.00
RQ15-02574	RICHARD MORLEY	Case Conference in Sacramento, CA	1,379.87
RQ15-02582	SHAWN O'ROURKE	Watson-Lancer Invit. Tourn.	3,105.39
RQ15-02625	JODI TITUS	Conference: Green California	606.45
RQ15-02627	KIRILL GLIADKOVSKY	Reimbursement-Books	122.83
RQ15-02721	MARYAM AZARY	CSU Comm College Counselor's Conf attendance	80.00
RQ15-02722	MARYAM AFSHARI	CSU Community College Counselor's Conf attendance	80.00
RQ15-02723	MARIANA DESARACHO	CSU Comm College Counselor's Conf attendance	70.00
RQ15-02725	JAN VENTURA	CSU Comm College Counselor's Conf attendance	70.00
RQ15-02727	SARAH CHANG	CSU Comm College Counselor's Conf attendance	80.00
RQ15-02883	JAMES LAURIE	WorkDay Rising Conference Reimbursement	1,887.20
RQ15-02892	PACIFIC COACHWAYS	Bus for Emeritus Field Trip	726.02
RQ15-02900	SO. ORANGE CO. COMM. COL.DIST	Return to Title 4 Fall 2014	530.00
RQ15-02904	BRENNA NORRIS	Conference attendance - Optical Soc. of So. CA.	43.40
RQ15-02931	KIM MC CORD	Reimbursement for BPA - Grants	605.85
RQ15-02932	SANDI SEMBIAZZA	Reimbursement for BPA - Grants	39.26
RQ15-02933	DENISE AVILES	Reimbursement for Grants-BPA	6.81
RQ15-02939	JAVIER WILLIAMS	ReimbStrengthening Student Success Conference	416.00
RQ15-02962	BRIAN SKIDMORE	Class b vehicle license	70.00
RQ15-02965	RYAN MALIGIE	Class b vehicle license	70.00
RQ15-03001	WELLS FARGO #3317 (DISTRICT)	Refreshments for board meeting	425.00
RQ15-03017	ELIZABETH CIPRES	Reimburse for CCC SSSP Training 9/15-9/16/14 Sac	487.20
RQ15-03021	REBECCA GROFF	UC Counselor Conference Reimbursement	50.00
RQ15-03023	TAM DO	Reimbursement for UC Counselor Conference	50.00
RQ15-03025	PENNY SKAFF	REIMBURSEMENT-Assesment Assoc Conferance	100.00
RQ15-03033	WELLS FARGO #3317 (DISTRICT)	Refreshments for Vice Squad Task Force Meeting	216.00
RQ15-03040	WELLS FARGO #1606	Name Badges	62.68
RQ15-03041	DAN WALSH	* Conference - ASCCC Fall Plenary Session	550.00
RQ15-03042	BLAKE STEPHENS	* Conference - ASCCC Fall Plenary Session	550.00
RQ15-03043	KIM D'ARCY	* Conference - ASCCC Fall Plenary Session	550.00
RQ15-03050	TOD A. BURNETT	Reimb CCCAA Fall Conf - Sacramento Nov 4-7, 2014	1,250.00
RQ15-03051	JESSICA M. CHA	Auto Rental Reimbursement Claim	226.90
RQ15-03052	ANTHONY TENG	21st Annual High Tech Innov Awards	250.00
RQ15-03054	PATRICIA K. FLANIGAN	Reimbursement of Student Success Conference 2014	400.00
RQ15-03061	LISA INLOW	Instructional supplies for student use	61.34
RQ15-03064	ROXANNE METZ	R.Metz travel to VA, Taaact Convening 11/2	1,651.97
RQ15-03065	WELLS FARGO #3317 (DISTRICT)	Survery Monkey Subscription 2014-2015	204.00
RQ15-03067	YVONNE O'TOUSA	Workday Rising Conf. Training	1,597.49
RQ15-03087	ANGELA OROZCO-MAHANEY	Certified mail reimbursement	7.19
RQ15-03091	KATHLEEN WERLE	- CCCCIO Conf. -San Diego 10/29-10/31	785.00
RQ15-03095	JENNIFER RACHMAN	Reimbursement for UC Conf	50.00

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ESCAPE ONLINE

Includes 10/07/2014 - 10/26/2014

Requisition Number	Vendor Name	Description	Requisition Total
RQ15-03098	JORGE GUERRERO	Reimbursement for UC Conf.	50.00
RQ15-03099	LOMA HOPKINS	Reimbursement for CSU Conf	70.00
RQ15-03101	KOLIN WILLIAMS	Reimbursement for CSU & UC Conf	145.00
RQ15-03102	ORLANTHA NIN	Reimbursement for CSU & UC Conf	120.00
RQ15-03103	MIKI MIKOLAJCZAK	Reimbursement for CSU & UC Conf	120.00
RQ15-03104	ANN MARIE BRESLIN	Reimbursement for CSU & UC Conf	120.00
RQ15-03105	ZINA BORATYNEC	Reimbursement for CSU & UC Conf	120.00
RQ15-03108	JEANNE SMITH	ConfReimb-Common Assessment Initiative-Math	427.65
RQ15-03110	LISA SILVEIRA	ConfReimb-Common Assessment Initiative-Math	39.04
RQ15-03122	KARYN PERUGINI BOWER DBA PERUGINI PRODUCTION CO.	CBI Conference Travel	1,633.46
RQ15-03123	JEFFREY HURLBUT	Conference: Green California	483.95
RQ15-03129	TEDDI LORCH	ASQ Orange Empire Monthly Dinner Meeting	20.29
RQ15-03132	TAM DO	Reimburse CSU Counselor Conference	102.48
RQ15-03136	MARK MINKLER	Reimburse CSU Counselor Conference	121.06
RQ15-03151	SO. ORANGE CO. COMM. COL.DIST	Return of Title IV funds -Fall 2014	4,457.00
RQ15-03156	CAROL HILTON	REIMB:Carol Hilton -TACCCT Convening Nov 2014	1,656.84
RQ15-03157	RAJANPAL DHILLON	Reimbursement CAT Fall 2014 Conference	234.50
RQ15-03176	KARIMA FELDHUS	Reimbursement CA CC Foreign Lang Council Conf	35.00
RQ15-03181	TAMARA LANDES	Reimbursement for Educause Virtual Conference 2014	660.00
RQ15-03182	ESTER GRAHAM	ERTSC 2014 ANNUAL CONFERENCE	185.00
RQ15-03186	SHERRI J. BANES	Reimbursement Supplies	53.32
RQ15-03199	PAMELA TURNER	Reimbursement instructional supplies Fall 2014	123.75
RQ15-03203	JIM GASTON	Reimburse for Educause Annual Conference 2014	2,984.25
RQ15-03204	GEORGINA GUY	CCC CalWORKs Assoc. So. Cal Drive-in Training	200.00
RQ15-03206	TERESA CAMACHO	CCC CalWORKs Assoc. So. Cal Drive-in Training	200.00
RQ15-03207	WELLS FARGO #2785	Table cloth Dry cleaning	18.88
RQ15-03208	RAJANPAL DHILLON	Reimbursement for for OC Auto Show	50.00
RQ15-03209	S & B FOODS	Refreshments for CARE & CalWORKs advisory meeting	132.95
RQ15-03213	EDWARD GRIJALVA	Patrol Rifle Course Training	612.50
RQ15-03214	JOE CLAYTON JR.	Patrol Rifle Course Training	612.50
RQ15-03222	TERESA FLUEGEMAN	Reimbursement Confernce - ACCIC	43.93
RQ15-03223	DENICE INCIONG	Reimbursement Conference - ACCIC	54.50
RQ15-03224	TAMERA RICE	Reimbursment for nursing conference	372.52
RQ15-03230	SO. ORANGE CO. COMM. COL.DIST	R2T4 Fall 2014	481.00
RQ15-03244	S & B FOODS CATERING DIVISION	TATF Open Forum	328.86
RQ15-03262	RANDY W. PEEBLES	Conference - Base Redevelopment Forum	2,415.00
RQ15-03265	CANDIDATE	Candidate travel reimbursement	494.80
RQ15-03267	DAVID E. ANDERSON, JR.	Reimbursement-OC Awards	40.00
RQ15-03268	CANDIDATE	Candidate travel reimbursement	596.19
RQ15-03269	CANDIDATE	Candidate travel reimbursement	1,042.97
RQ15-03274	SO. ORANGE CO. COMM. COL.DIST	Return of Title IV funds -Fall 2014	1,525.00
RQ15-03276	TIMOTHY JEMAL	Conference OC Business Council	160.00
RQ15-03280	MADELYN JOHNSTON-PLESCIA	Centerpieces for K-12 Partnership Breakfast	150.00

The preceding Purchase Orders have been issued in accordance with the District's Purchasing Policy and authorization of the Board of Trustees. It is recommended that the preceding Purchase Orders be approved and that payment be authorized upon delivery and acceptance of the items ordered.

Board of Trustees Confirming Requisition Listing

Includes 10/07/2014 - 10/26/2014

Requisition Number	Vendor Name	Description		Requisition Total
RQ15-03281	S & B FOODS CATERING DIVISION	2014 K-12 Partnership Breakfast - Catering		859.68
RQ15-03306	GLENN ROQUEMORE	OC Forum - UCI Chancellor mtg 10/31/14		75.00
RQ15-03308	S & B FOODS CATERING DIVISION	Food - Honors teaching & learning symposium		543.83
RQ15-03316	TERESA FLUEGEMAN	HEGRC Conf Dec 2014		2,200.00
RQ15-03332	TERESA FLUEGEMAN	T. Fluegeman-CCLC Nov Conf		1,543.18
RQ15-03358	DR. ROBERT BRAMUCCI	Lunch for Workday Student Meeting		129.60
RQ15-03359	WELLS FARGO #3317 (DISTRICT)	Refreshments for RP Group OC Reg. Meeting		135.00
		Total	**94**	**54,443.03**

The preceding Purchase Orders have been issued in accordance with the District's Purchasing Policy and authorization of the Board of Trustees. It is recommended that the preceding Purchase Orders be approved and that payment be authorized upon delivery and acceptance of the items ordered.

Fund Summary

Fund	Description	Requisition Count	Amount
01	General Fund	86	47,153.84
40	Capital Outlay Fund	7	7,062.29
68	Self-Insurance Fund	1	226.90
	Total	94	54,443.03

The preceding Purchase Orders have been issued in accordance with the District's Purchasing Policy and authorization of the Board of Trustees. It is recommended that the preceding Purchase Orders be approved and that payment be authorized upon delivery and acceptance of the items ordered.

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT **ITEM: 5.12**
DATE: 11/17/14

TO: Board of Trustees

FROM: Gary L. Poertner, Chancellor

RE: SOCCCD: Transfer of Budget Appropriations

ACTION: Ratification

BACKGROUND

Title 5, California Code of Regulations, Section 58199 requires the Board of Trustees to approve, by a two-thirds (2/3) vote of its members, all transfers of funds from its contingency reserve to any expenditure classification, and ratify, by a majority vote, all transfers of funds between expenditure classifications other than that originating from the Contingency Reserve.

STATUS

For the current reporting period ending October 31, 2014, and in accordance with Administrative Regulation 3101, the Transfer of Budget Appropriations are summarized on EXHIBIT A and presented for ratification.

RECOMMENDATION

The Chancellor recommends that the Board of Trustees ratify the Transfer of Budget Appropriations as detailed in EXHIBIT A.

Item Submitted By: *Dr. Debra L. Fitzsimons, Vice Chancellor, Business Services*

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TRANSFER OF BUDGET APPROPRIATIONS SUMMARY

For the period 10-01-14 to 10-31-14

General Fund

Account	Description	From	To
1000	Academic Salaries		$145,624
2000	Classified Salaries	$49,737	
3000	Fringe Benefits		$31,506
4000	Books and Supplies		$12,036
5000	Other Operating Expenses & Services	$173,207	
6000	Capital Outlay		$52,841
7000	Other Outgo	$19,063	
Total Transfers - General Fund		**$242,007**	**$242,007**

Capital Outlay

Account	Description	From	To
5000	Other Operating Expenses & Services		$35,000
6000	Capital Outlay	$35,000	
		$35,000	**$35,000**
Total Transfers		**$277,007**	**$277,007**

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT **ITEM: 5.13**
DATE: 11/17/14

TO: Board of Trustees

FROM: Gary L. Poertner, Chancellor

RE: SOCCCD: Payment of Bills

ACTION: Ratification

BACKGROUND

In accordance with the provisions of Article 4 of Chapter 8 of the California Education Code, Sections 85230-36, inclusive, vendor check listings are provided to the Board of Trustees.

STATUS

Checks No. 186418 through 187115 processed through the Orange County Department of Education, totaling $6,001,522.78; and Checks No. 011291 through 011297 processed through Saddleback College Community Education, totaling $10,250.72; and Checks No. 009323 through 009329, processed through Irvine Valley College Community Education, totaling $22,768.15.

RECOMMENDATION

The Chancellor recommends that the Board of Trustees ratify the payment of bills as listed in EXHIBIT A.

Item Submitted By: *Dr. Debra L. Fitzsimons, Vice Chancellor, Business Services*

Checks Dated 10/07/2014 through 10/26/2014

Check Number	Check Date	Pay to the Order of	Check Amount
186418	10/07/2014	A TO Z CIRCUIT BREAKERS	194.40
186419	10/07/2014	ALL THE KING'S FLAGS	599.91
186420	10/07/2014	APPLE COMPUTER INC.	2,498.00
186421	10/07/2014	AIRPORT VAN RENTAL	706.32
186422	10/07/2014	SANDY BARBA	180.00
186423	10/07/2014	LYNETTE BERK	11.86
186424	10/07/2014	BESAFE TECHNOLOGIES, INC.	738.15
186425	10/07/2014	DR. ROBERT BRAMUCCI	153.00
186426	10/07/2014	BRAVO SIGN & DESIGN	1,785.20
186427	10/07/2014	BUTLER CHEMICALS, INC.	326.18 *
Cancelled on 10/08/2014, Cancel Register # AP10082014B			
186428	10/07/2014	CARRILLO, KEEFE	20.23
186429	10/07/2014	DAVID BELENZON MANAGEMENT, INC	750.00
186430	10/07/2014	DE NAULT'S TRUE VALUE HARDWARE	88.46
186431	10/07/2014	DSE ARCHITECTURE, INC.	419.50
186432	10/07/2014	DUNN-EDWARDS CORPORATION	3,389.47
186433	10/07/2014	FRAZIER, SARA	21.84
186434	10/07/2014	FULLERTON COLLEGE CROSS COUNTRY	200.00
186435	10/07/2014	JOSEPH GERGES	75.00
186436	10/07/2014	GOVERNET c/o BIBBY SERVICES	9,630.00
186437	10/07/2014	W. W. GRAINGER	2,884.28
186438	10/07/2014	GREEN THUMB INTERNATIONAL	29.05
186439	10/07/2014	GEORGINA GUY	71.39
186440	10/07/2014	RUBY HAZZARD	30.24
186441	10/07/2014	HIRSCH PIPE & SUPPLY	318.69
186442	10/07/2014	HONORS TRANSFER COUNCIL OF CA % IVC HONORS PROGRAM	120.00
186443	10/07/2014	JANE HORLINGS	87.99
186444	10/07/2014	HUMBOLDT MFG. CO.	53.20
		Unpaid Sales Tax 3.30	
		Expensed Amount 56.50	
186445	10/07/2014	MARIA E. HUTCHINSON CERVANTES	480.00
186446	10/07/2014	HYDRO-SCAPE PRODUCTS, INC.	8,035.09
186447	10/07/2014	DENICE INCIONG	466.60
186448	10/07/2014	TIMOTHY JEMAL	39.08
186449	10/07/2014	J.W. PEPPER & SON, INC.	172.38
186450	10/07/2014	PIPS C/O KEENAN & ASSOCIATES	147,278.58
186451	10/07/2014	KELLEY, KAREN	30.58
186452	10/07/2014	LOS ANGELES TRADE TECHNICAL COLLEGE ATHLETICS	140.00
186453	10/07/2014	DAVID B. LANG	16.78
186454	10/07/2014	MICHAEL LEVINE, INC.	468.25
186455	10/07/2014	LEWIS, DIANE	677.34
186456	10/07/2014	LIGHTNING TOOLS, LTD. 6 THE TERRACE	3,000.00
186457	10/07/2014	LOOMIS, FARGO & COMPANY	543.56
186458	10/07/2014	NICOLE MAJOR	181.14
186459	10/07/2014	MC CALLUM GROUP, INC.	12,000.00
186460	10/07/2014	MC KESSON MEDICAL SURGICAL	1,708.99
186461	10/07/2014	MOORE MEDICAL, LLC	75.67

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

Checks Dated 10/07/2014 through 10/26/2014

Check Number	Check Date	Pay to the Order of	Check Amount
186462	10/07/2014	MT. SAC CROSS COUNTRY INVITATIONAL	100.00
186463	10/07/2014	OC WEEKLY	750.00
186464	10/07/2014	JOHN OZUROVICH	30.24
186465	10/07/2014	NANCY PADBERG	14.76
186466	10/07/2014	PETE'S ROAD SERVICE	160.79
186467	10/07/2014	POSTMASTER	2.06
186468	10/07/2014	PRENDERGAST, T. J.	31.39
186469	10/07/2014	JAMES ROGERS	18.41
186470	10/07/2014	SANTA MONICA COLLEGE ATHLETICS	175.00
186471	10/07/2014	LOUIS SESSLER	15.12
186472	10/07/2014	TESORO HIGH SCHOOL MUSIC BOOSTERS	275.00
186473	10/07/2014	JOSEPH TORRES	150.00
186474	10/07/2014	LISA ANH H WANG	49.60
186475	10/07/2014	WATRY DESIGN INC.	3,162.69
186476	10/07/2014	WELLS FARGO #2496	4,545.30
186477	10/07/2014	WOLTERS KLUWER HEALTH	1,182.11
186478	10/07/2014	JIM WRIGHT	173.30
186479	10/07/2014	XEROX CORPORATION	1,677.28
186480	10/07/2014	DAVID YOUNG	44.33
186481	10/07/2014	PETCO ANIMAL SUPPLIES	127.95
186482	10/07/2014	GILBERT ENGINEERING & ASSOCIATES INC	1,207.70
186483	10/07/2014	KINSMAN CONSTRUCTION INC	198,585.38
186484	10/07/2014	WHITE MECHANICAL INC	36,576.00
186485	10/08/2014	AIR SOURCE INDUSTRIES, INC.	123.90
186486	10/08/2014	ARROWHEAD MOUNTAIN SPRING WATER CO.	5.09 *
Cancelled on 10/09/2014, Cancel Register # AP10092014A			
186487	10/08/2014	CALIFORNIA STAGE/LIGHTING, INC	28.51
186488	10/08/2014	AMERICAN FUTURE SYSTEMS, INC. dba: CTR. FOR ED.& EMPLMT LAW	195.00
186489	10/08/2014	CINTAS CORPORATION	65.10
186490	10/08/2014	COX COMMUNICATIONS	2,066.06
186491	10/08/2014	COX COMMUNICATIONS	2,124.16
186492	10/08/2014	COX COMMUNICATIONS	10.32
186493	10/08/2014	COX COMMUNICATIONS	1,115.18
186494	10/08/2014	CULLIGAN	57.35
186495	10/08/2014	EWING IRRIGATION PRODUCTS	4,954.02
186496	10/08/2014	IRVINE HIGH SCHOOL AQUATIC BOOSTER CLUB	75.00
186497	10/08/2014	FHEG IVC BOOKSTORE STORE NO 895 MA	3,560.76
186498	10/08/2014	TIMOTHY JEMAL	162.91
186499	10/08/2014	CHRIS LIPOLD	360.00 *
Cancelled on 10/09/2014, Cancel Register # AP10092014			
186500	10/08/2014	MIKE BROWN GRANDSTANDS, INC.	29,000.00
186501	10/08/2014	OFFICE MAX INCORPORATED	6,871.62
186502	10/08/2014	BRIAN SVOBODA	480.00
186503	10/08/2014	OFFICE MAX INCORPORATED	64.13
186504	10/09/2014	AARDVARK CLAY AND SUPPLIES	236.30
186505	10/09/2014	ALLIEDBARTON SECURITY SERVICES	2,128.64
186506	10/09/2014	ARROWHEAD MOUNTAIN SPRING WATER CO.	5.89
186507	10/09/2014	ARS ENTERPRISES	1,714.56

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Checks Dated 10/07/2014 through 10/26/2014

Check Number	Check Date	Pay to the Order of		Check Amount
186508	10/09/2014	AT & T MOBILITY		45.29
186509	10/09/2014	AT & T		108.22
186510	10/09/2014	AT&T		12.70
186511	10/09/2014	ADVANTA ENERGY C/O AVIVA ENERGY CORP		1,600.00
186512	10/09/2014	NOELLE VARGAS BANUELOS		3,800.00
186513	10/09/2014	BLICK ART MATERIALS		65.12
186514	10/09/2014	KRISTEN BUSH		700.00
186515	10/09/2014	BUTLER CHEMICALS, INC.		362.18
186516	10/09/2014	CARDIOLOGY SHOP/ HARRIS HEALTHCARE,INC		99.00
		Unpaid Sales Tax	7.95	
		Expensed Amount	106.95	
186517	10/09/2014	CARQUEST AUTO PARTS		1,375.83
186518	10/09/2014	CDW GOVERNMENT, INC.		1,787.40
186519	10/09/2014	CHEFS' TOYS		998.79
186520	10/09/2014	CHEMGLASS LIFE SCIENCES LLC		95.73
186521	10/09/2014	KATLIN CHOI		601.41
186522	10/09/2014	CLARK SECURITY PRODUCTS		148.63
186523	10/09/2014	COMPUTERLAND		62,327.00
186524	10/09/2014	CONSUMERS PIPE & SUPPLY CO.		870.11
186525	10/09/2014	COX COMMUNICATIONS		2,365.18
186526	10/09/2014	DANA POINT YACHT MAINTENANCE		68.80
186527	10/09/2014	DECKER EQUIPMENT		604.99
		Unpaid Sales Tax	43.96	
		Expensed Amount	648.95	
186528	10/09/2014	DENOYER-GEPPERT SCIENCE CO.		408.00
		Unpaid Sales Tax	32.64	
		Expensed Amount	440.64	
186529	10/09/2014	DURDELLA, CAROLINE		51.20
186530	10/09/2014	EASTBAY, INC DEPT 978835		574.05
186531	10/09/2014	ECOLOGICAL FERTIGATION INC		702.45
186532	10/09/2014	EVOQUA WATER TECHNOLOGIES LLC		261.00
186533	10/09/2014	EXPERIAN		127.00
186534	10/09/2014	FEOKTISTOVA, MARIA		62.72
186535	10/09/2014	GETTY IMAGES, INC.		2,720.00
186536	10/09/2014	GONZALEZ-DELGADO, VIANNEY		30.24
186537	10/09/2014	W. W. GRAINGER		259.71
186538	10/09/2014	BICHTUYEN JENSEN		30.24
186539	10/09/2014	LORI MANGELS		181.44
186540	10/09/2014	COURTYARD SAN DIEGO DOWNTOWN		1,686.92
186541	10/09/2014	NEUDESIC, LLC		32,825.50
186542	10/09/2014	ANGELA OROZCO-MAHANEY		68.50
186543	10/09/2014	PACIFIC ART GLASS		54.42
186544	10/09/2014	PACIFIC COACHWAYS CHARTER SERVICES, INC.		2,937.37
186545	10/09/2014	JIM PHANEUF		185.97
186546	10/09/2014	SANDRA POPE		120.96
186547	10/09/2014	UNITED STATES POSTAL SERVICE BUSINESS REPLY MAIL		1,500.00
186548	10/09/2014	QUALITY LOGO PRODUCTS INC		5,831.00
186549	10/09/2014	RIDDELL ALL AMERICAN		6,804.66

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Checks Dated 10/07/2014 through 10/26/2014

Check Number	Check Date	Pay to the Order of		Check Amount
186550	10/09/2014	HM RECEIVABLES CO II LLC		4,594.06
186551	10/09/2014	S & B FOODS CATERING DIVISION		2,230.74
186552	10/09/2014	SAFEWAY, INC.		91.43
186553	10/09/2014	SAN DIEGO GAS & ELECTRIC		1,874.22
186554	10/09/2014	SARGENT WELCH		2,332.54
186555	10/09/2014	FHEG - SADDLEBACK BOOKSTORE STORE NO. 296		121.69
186556	10/09/2014	SCANTRON CORPORATION		142.78
186557	10/09/2014	SO CA REGIONAL TRANSIT TRAINING CONSORTIUM		500.00
186558	10/09/2014	SEHI PROCOMP COMPUTER PRODUCTS		738.42
186559	10/09/2014	SHOP ANATOMICAL INC		43.61
		Unpaid Sales Tax	2.85	
		Expensed Amount	46.46	
186560	10/09/2014	SIGN A RAMA		105.00
186561	10/09/2014	SMARDAN SUPPLY - EL MONTE		203.04
186562	10/09/2014	THOMAS L. SMITH		90.58
186563	10/09/2014	SOUTHERN CALIFORNIA EDISON CO.		3,888.79
186564	10/09/2014	SOUTHERN CALIFORNIA EDISON CO.		223.80
186565	10/09/2014	THEATRE HOUSE, INC.		84.50
		Unpaid Sales Tax	6.76	
		Expensed Amount	91.26	
186566	10/09/2014	THOMSON REUTERS WEST PAYMENT CENTER		458.16
186567	10/09/2014	JOHN TIMBERLAKE		3,332.34
186568	10/09/2014	TROXELL COMMUNICATIONS, INC.		3,879.34
186569	10/09/2014	ULINE, INC. ATTN: ACCOUNTS RECEIVABLE		210.44
186570	10/09/2014	WAWAK		223.02
		Unpaid Sales Tax	17.84	
		Expensed Amount	240.86	
186571	10/09/2014	WELLS FARGO #1598		2,198.53
		Unpaid Sales Tax	10.37	
		Expensed Amount	2,208.90	
186572	10/09/2014	WELLS FARGO #1606		684.02
		Unpaid Sales Tax	11.84	
		Expensed Amount	695.86	
186573	10/09/2014	WELLS FARGO BANK #2785 PAYMENT REMITTANCE CENTER		937.85
186574	10/09/2014	WELLS FARGO #3317		4,928.60
		Unpaid Sales Tax	27.52	
		Expensed Amount	4,956.12	
186575	10/09/2014	XEROX CORPORATION		8,411.47
186576	10/09/2014	CANDICE YACONO		121.50
186577	10/09/2014	YOUNGS		741.00
		Unpaid Sales Tax	59.28	
		Expensed Amount	800.28	
186578	10/09/2014	DAIRY DEPOT		54.99
186579	10/09/2014	WELLS FARGO #1598		34.31
186580	10/09/2014	WELLS FARGO #1598		496.20
186581	10/09/2014	WELLS FARGO #3317		1,157.55
186582	10/10/2014	ACADEMIC SENATE		375.00
186583	10/10/2014	ACADEMIC SENATE		375.00
186584	10/10/2014	ACADEMIC SENATE		375.00

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Checks Dated 10/07/2014 through 10/26/2014

Check Number	Check Date	Pay to the Order of	Check Amount
186585	10/10/2014	MARYAM AFSHARI	50.00
186586	10/10/2014	MARYAM AZARY	50.00
186587	10/10/2014	THE BLIND FACTORY	445.00
186588	10/10/2014	DR. ROBERT BRAMUCCI	379.00
186589	10/10/2014	ANN BUCKLEY	59.68
186590	10/10/2014	CAL BUILDING SYSTEMS	116.00
186591	10/10/2014	JESSICA M. CHA	15.12
186592	10/10/2014	SARAH CHANG	50.00
186593	10/10/2014	CR&R	94.30
186594	10/10/2014	CR&R	1,008.45
186595	10/10/2014	DEPARTMENT OF JUSTICE ACCOUNTING OFFICE, CASHIERING	6,272.00
186596	10/10/2014	MARIANA DESARACHO	50.00
186597	10/10/2014	RAJANPAL DHILLON	171.74
186598	10/10/2014	DirecTV	138.46
186599	10/10/2014	TAM DO	50.00
186600	10/10/2014	DEBRA L. FITZSIMONS	161.00
186601	10/10/2014	TONI FUENTES	15.12
186602	10/10/2014	W. W. GRAINGER	398.68
186603	10/10/2014	REBECCA GROFF	50.00
186604	10/10/2014	HARDY DIAGNOSTICS	797.62
186605	10/10/2014	JIM'S MUSIC CENTER, INC.	252.82
186606	10/10/2014	KEENAN & ASSOCIATES ACCOUNTS RECEIVABLE	13,000.00
186607	10/10/2014	TEDDI LORCH	50.76
186608	10/10/2014	KAREN MARTIN	603.78
186609	10/10/2014	MERIDIAN IT INC	2,960.00
186610	10/10/2014	ORANGE COUNTY REGISTER	254.00
186611	10/10/2014	PENN CORPORATE RELOCATION SERVICES, INC.	126.00
186612	10/10/2014	PUBLIC SQUARED	6,665.70
186613	10/10/2014	SHERATON DENVER DOWNTOWN HOTEL	959.31
186614	10/10/2014	JAN VENTURA	50.00
186615	10/10/2014	W A X I E	335.34
186616	10/10/2014	WESTERN GRAPHICS PLUS, INC.	60,000.00
186617	10/10/2014	JENNIFER WIJNKER	2,500.00
186618	10/10/2014	AMAZON WEB SERVICES INC	363.48
186619	10/10/2014	DENISE AVILES	6.81
186620	10/10/2014	CALIFORNIA PERIPHERALS & COMPONENTS, INC	7,066.92
186621	10/10/2014	CDW GOVERNMENT, INC.	32,091.66
186622	10/10/2014	ENAMIX, INC.	22,150.00
186623	10/10/2014	SAN FRANCISCO MARRIOTT MARQUIS	1,067.48
186624	10/10/2014	SAN FRANCISCO MARRIOTT MARQUIS	1,067.48
186625	10/10/2014	SAN FRANCISCO MARRIOTT MARQUIS	1,067.48
186626	10/10/2014	KIM MC CORD	605.85
186627	10/10/2014	NEUDESIC, LLC	72,257.50
186628	10/10/2014	NIMBLE CONSULTING	11,135.00
186629	10/10/2014	PLANNET CONSULTING, INC.	8,818.09
186630	10/10/2014	REDISQ TECHNOLOGIES	8,695.00
186631	10/10/2014	SANDI SEMBIAZZA	39.26
186632	10/10/2014	SYNERGY SOFTWARE SOLUTIONS C/O PRATIK MODI	9,792.00

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Checks Dated 10/07/2014 through 10/26/2014

Check Number	Check Date	Pay to the Order of		Check Amount
186633	10/10/2014	WORKDAY INC		6,360.00
186634	10/10/2014	CALIBER COLLISION		668.56
186635	10/10/2014	JESSICA M. CHA		226.90
186636	10/15/2014	ACSIG/EDGE		148,851.22
186637	10/15/2014	ACSIG/EDGE		43,360.60
186638	10/15/2014	ALBERT USTER IMPORTS, INC.		312.20
186639	10/15/2014	ALL THE KING'S FLAGS		609.44
186640	10/15/2014	ARC AMER. REPROGRAPHICS CO.		367.42
186641	10/15/2014	AMERICAN MICROIMAGING INC		2,235.27
186642	10/15/2014	AMSTERDAM PRINTING & LITHO		2,913.82
186643	10/15/2014	ANATOMYWAREHOUSE.COM		218.00
		Unpaid Sales Tax	15.92	
		Expensed Amount	233.92	
186644	10/15/2014	ANDERSON & HOWARD ELECTRIC		7,500.00
186645	10/15/2014	ARROWHEAD MOUNTAIN SPRING WATER CO.		9.41
186646	10/15/2014	ASMITA BHAKTA		582.00
186647	10/15/2014	BOUNDLESS NETWORK		2,847.71
186648	10/15/2014	BOUNDTREE MEDICAL		9,993.56
186649	10/15/2014	NANCY BRACKEN		2,390.84
186650	10/15/2014	DR. ROBERT BRAMUCCI		16.00
186651	10/15/2014	BUDDY'S ALL STARS		225.20
186652	10/15/2014	BOARD OF GOVERNORS CALIFORNIA COMMUNITY COLLEGES		7,800.00
186653	10/15/2014	CAROLINA BIOLOGICAL SUPPLY		92.29
186654	10/15/2014	CCCADA ATTN: KANOE BANDY		100.00
186655	10/15/2014	CCCEOPSA MARILYN STEIN BUTTE COLLEGE		50.00
186656	10/15/2014	CINTAS DOCUMENT MANAGEMENT		134.00
186657	10/15/2014	CINTAS CORPORATION		128.88
186658	10/15/2014	CITY OF IRVINE TREASURY/CASHIERING		654.96
186659	10/15/2014	MIKE COLLINS		294.38 *
Cancelled on 10/15/2014, Cancel Register # AP10162014				
186660	10/15/2014	COMPUTERLAND		109,388.00
186661	10/15/2014	CR&R		2,522.64
186662	10/15/2014	CR&R		1,268.47
186663	10/15/2014	DANA POINT FUEL DOCK		24.63
186664	10/15/2014	DOCTOR'S AMBULANCE SERVICE		224.00
186665	10/15/2014	DS SERVICES OF AMERICA, INC SPARKLETTS		32.98
186666	10/15/2014	SPARKLETTS		3,557.79
186667	10/15/2014	EBSCO INFORMATION SERVICES PAYMENT PROCESSING CENTER		8,726.71
186668	10/15/2014	ECONOMIC ALTERNATIVES, INC.		376.25
186669	10/15/2014	EDUCATIONAL GLOBAL TECHNOLOGIES, INC. (EDGT)		200.00
186670	10/15/2014	EXCELSIOR ELEVATOR CORPORATION		3,470.00
186671	10/15/2014	FACILITIES PLANNING & PROGRAM SERVICES, INC		15,465.00
186672	10/15/2014	FINGERPRINT AMERICA		385.70
		Unpaid Sales Tax	28.78	
		Expensed Amount	414.48	
186673	10/15/2014	FISHER SCIENTIFIC		1,596.59
186674	10/15/2014	FROMUTH TENNIS		131.35

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Check Number	Check Date	Pay to the Order of	Check Amount
186675	10/15/2014	GKKWORKS	14,167.30
186676	10/15/2014	GOODWILL INDUSTRIES OF ORANGE COUNTY	120.00
186677	10/15/2014	ISABEL GUTIERREZ	762.84
186678	10/15/2014	HALO	1,448.79
186679	10/15/2014	HARDY DIAGNOSTICS	378.73
186680	10/15/2014	JENNIFER HIGGINSON	903.65
186681	10/15/2014	HIGHER ONE INC.	427.20
186682	10/15/2014	HIGH-TECH BATTERY SOLUTIONS	847.02
186683	10/15/2014	HOME DEPOT CREDIT SERVICES	1,896.51
186684	10/15/2014	HORIZON	156.34
186685	10/15/2014	HYATT LEGAL	7,719.00
186686	10/15/2014	DENICE INCIONG	16.00
186687	10/15/2014	INGARDIA BROTHERS PRODUCE,INC.	532.70
186688	10/15/2014	JA SEXAUER	8.10
186689	10/15/2014	INTERMOUNTAIN LOCK & SECURITY SUPPLY, INC.	2,629.16
186690	10/15/2014	IRVINE UNIFIED SCHOOL DISTRICT ASST SUP BUSINESS SERVICES	366.97
186691	10/15/2014	FHEG IVC BOOKSTORE STORE NO 895 MA	3,949.00 *
Reissued on 10/17/2014, Cancel Register # AP10172014			
186692	10/15/2014	EFAX CORPORATE c/o J2 GLOBAL, INC.	150.00
186693	10/15/2014	JACC TREASURER	500.00
186694	10/15/2014	MARC JACKSON	17.27
186695	10/15/2014	MICHAEL JAMES	15.12
186696	10/15/2014	SANDY JEFFRIES	102.95
186697	10/15/2014	JOHNSTONE SUPPLY	313.02
186698	10/15/2014	J.W. PEPPER & SON, INC.	182.37
186699	10/15/2014	K 5600 LIGHTING, INC.	136.67
186700	10/15/2014	KELLEY, KAREN	17.15
186701	10/15/2014	KELLY PAPER	2,602.95
186702	10/15/2014	JAYNE KLUNDER	105.79
186703	10/15/2014	KRATOS HBE	620.15
186704	10/15/2014	KUSUNOKI, GARY I.	130.00
186705	10/15/2014	LAERDAL MEDICAL CORP.	1,212.62
186706	10/15/2014	LAGUNA GRAPHIC ARTS, INC.	84.78
186707	10/15/2014	LEARNING BY DESIGN	14,781.25
186708	10/15/2014	RONI LEBAUER	108.42
186709	10/15/2014	MONROE BRUCE LEE	2,050.00
186710	10/15/2014	KENNETH LEE	45.92
186711	10/15/2014	LEWIS, DIANE	601.41
186712	10/15/2014	LIGHTING SUPPLY, INC.	245.20
186713	10/15/2014	CHARISSE LYSEIGHT	315.00
186714	10/15/2014	MARCO MADARIAGA	44.25
186715	10/15/2014	MAIN GRAPHICS	7,503.25
186716	10/15/2014	RYAN MALIGIE	70.00
186717	10/15/2014	MAQUINSAL SEWING MACHINE CO.	1,027.28
186718	10/15/2014	COURTYARD	660.39 *
Cancelled on 10/22/2014, Cancel Register # AP10222014B			
186719	10/15/2014	MICHAEL LOWELL MC CORMICK	36.68
186720	10/15/2014	MC KESSON MEDICAL SURGICAL	3,374.14

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186721	10/15/2014	McMASTER CARR SUPPLY CO.		28.51
186722	10/15/2014	MENDOZA, HEATHER		18.17
186723	10/15/2014	MERIT SOFTWARE		3,743.00
186724	10/15/2014	ROXANNE METZ		646.14
186725	10/15/2014	MICRO CENTER A/R		156.46
186726	10/15/2014	MIKE BROWN GRANDSTANDS, INC.		750.00
186727	10/15/2014	KATHRYN MILOSTAN-EGUS		85.32
186728	10/15/2014	ANNA MINNIECE		5.31 *
Cancelled on 10/17/2014, Cancel Register # AP10172014				
186729	10/15/2014	MONOPRICE, INC.		21.61
186730	10/15/2014	MONSTERSLAYER, INC.		342.35
		Unpaid Sales Tax	25.77	
		Expensed Amount	368.12	
186731	10/15/2014	MONTGOMERY HARDWARE		12,055.03
186732	10/15/2014	MOORE MEDICAL, LLC		226.80
186733	10/15/2014	RICHARD MORLEY		651.47
186734	10/15/2014	MOUNTAIN MEASUREMENT, INC. NCLEX PROGRAM REPORTS		375.00
186735	10/15/2014	MYERS TIRE SUPPLY		899.11
186736	10/15/2014	NEUDESIC, LLC		38,602.00
186737	10/15/2014	NATIONAL KITCHEN & BATH ASSOCIATION (NKBA)		1,100.00
186738	10/15/2014	NORTH STATE ENVIRONMENTAL		6,223.53
186739	10/15/2014	JANINE O'BUCHON		231.95
186740	10/15/2014	SHAWN O'ROURKE		1,120.00
186741	10/15/2014	OAK HILL PUBLISHING COMPANY		1,000.00
		Unpaid Sales Tax	72.00	
		Expensed Amount	1,072.00	
186742	10/15/2014	DIANE OAKS		9.30
186743	10/15/2014	ORANGE CO. DEPT. OF EDUCATION		3,700.00
186744	10/15/2014	ORANGE COUNTY REGISTER		2,438.00
186745	10/15/2014	OPTICAL PERSPECTIVES GROUP LLC		5,216.74
		Unpaid Sales Tax	400.00	
		Expensed Amount	5,616.74	
186746	10/15/2014	ANGELA OROZCO-MAHANEY		7.19
186747	10/15/2014	NICOLE ORTEGA		25.65
186748	10/15/2014	PACIFIC COACHWAYS CHARTER SERVICES, INC.		1,758.52
186749	10/15/2014	PARKWAY LAWNMOWER SHOP		2,675.15
186750	10/15/2014	PASADENA CITY COLLEGE FORENSICS T/A		705.00
186751	10/15/2014	LA NELL PEEBLES		15.12
186752	10/15/2014	DAWN PICKERING		703.36
186753	10/15/2014	PRACTISING LAW INSTITUTE		1,359.30
186754	10/15/2014	POWERTRON BATTERY CO.		108.89
186755	10/15/2014	NEW VISION CONSTRUCTION DAVID PUFAHL		4,895.75
186756	10/15/2014	SISC III HEALTH BENEFITS ACCOUNTS RECEIVABLE		1,535,975.00
186757	10/15/2014	TIM SOHN		15.46
186758	10/15/2014	PARISA SOLTANI		757.64
186759	10/15/2014	FAWN TANRIVERDI		771.42
186760	10/15/2014	NORMAN A TRAUB NORMAN A. TRAUB ASSOCIATES		5,911.83
186761	10/15/2014	UNUM LIFE INSURANCE COMPANY		1,519.40

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Checks Dated 10/07/2014 through 10/26/2014

Check Number	Check Date	Pay to the Order of	Check Amount
186762	10/15/2014	UNUM LIFE INSURANCE COMPANY	3,044.10
186763	10/15/2014	UNITED BEHAVIORAL HEALTH U.S. BEHAVIORAL HEALTH PLAN	3,320.10
186764	10/15/2014	MARY WILLIAMS	7,500.72
186765	10/15/2014	ERIK JENSEN WIRED PLANET	75.00
186766	10/15/2014	HOME DEPOT CREDIT SERVICES	128.52
186767	10/15/2014	PATTERSON MEDICAL SUPPLY DBA MEDCO SUPPLY CO	150.44
186768	10/15/2014	CITY OF TUSTIN ATTN: ACCOUNTS RECEIVABLE	550.00
186769	10/15/2014	COLLEGESOURCE, INC.	1,925.00
186770	10/15/2014	CRI ELECTRIC, INC	26,960.00
186771	10/15/2014	C.W. DRIVER CONTRACTORS INC.	1,049,997.00
186772	10/15/2014	ENAMIX, INC.	14,400.00
186773	10/15/2014	ENVIRON INTERNATIONAL CORP.	4,817.70
186774	10/15/2014	FACILITIES PLANNING & PROGRAM SERVICES, INC	3,300.00
186775	10/15/2014	GKKWORKS	25,045.00
186776	10/15/2014	MONTY MORRIS INSPECTIONS	19,116.00
186777	10/15/2014	NATIONAL OFFICE FURNITURE	4,961.09
186778	10/15/2014	NEUDESIC, LLC	58,721.00
186779	10/15/2014	NEWPORT COMPUTER SOLUTIONS	7,209.00
186780	10/15/2014	ORANGE COUNTY REGISTER	3,244.00
186781	10/15/2014	SIERRA-CEDAR, INC.	74,949.36
186782	10/15/2014	STUTZ ARTIANO SHINOFF & HOLTZ A.P.C.	662.50
186783	10/15/2014	ACSIG/EDGE	22,873.40
186784	10/15/2014	ACSIG/EDGE	5,411.50
186785	10/15/2014	SISC III HEALTH BENEFITS ACCOUNTS RECEIVABLE	331,591.00
186786	10/16/2014	BUTLER CHEMICALS, INC.	111.02
186787	10/16/2014	RENAISSANCE SEATTLE HOTEL	789.46
186788	10/16/2014	KAY RYALS	23.59
186789	10/16/2014	WEST COAST LIGHTS & SIRENS	12,000.78
186790	10/17/2014	GREEN TECHNOLOGY	427.50
186791	10/17/2014	GUARANTY CHEVROLET	157.65
186792	10/17/2014	HILTON PASADENA	171.45
186793	10/17/2014	HILTON PASADENA	171.45
186794	10/17/2014	FHEG IVC BOOKSTORE STORE NO 895 MA	3,549.00
186795	10/17/2014	NICOLE ORTEGA	89.89
186796	10/17/2014	ALLANA BUICK & BERS, INC.	656.25
186797	10/17/2014	ALVAREZ & MARSAL REAL ESTATE ADVISORY SERV.	32,603.43
186798	10/17/2014	C.E.M. LAB CORP. CIVIL ENGINEERING MATERIAL LAB	53,288.00
186799	10/17/2014	DOUGHERTY + DOUGHERTY ARCHITECTS LLP	25,597.69
186800	10/17/2014	DVV ASSOCIATES, INC.	3,600.00
186801	10/17/2014	ENAMIX, INC.	13,680.00
186802	10/17/2014	GKKWORKS	42,706.35
186803	10/17/2014	SAN FRANCISCO MARRIOTT MARQUIS	1,067.88
186804	10/17/2014	NIMBLE CONSULTING	11,004.00
186805	10/17/2014	NINYO & MOORE	991.50
186806	10/17/2014	PUBLIC ECONOMICS, INC.	10,741.25

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Checks Dated 10/07/2014 through 10/26/2014

Check Number	Check Date	Pay to the Order of	Check Amount
186807	10/17/2014	R2A ARCHITECTURE	140.00
186808	10/17/2014	REDISQ TECHNOLOGIES	4,800.00
186809	10/17/2014	S & B FOODS CATERING DIVISION	413.54
186810	10/17/2014	SYNERGY SOFTWARE SOLUTIONS C/O PRATIK MODI	8,976.00
186811	10/20/2014	ADCLUB ADVERTISING SERVICE	353.00
186812	10/20/2014	ADRENALIN SPORTS APPAREL DBA JOANN MARIE HYDER	335.34
186813	10/20/2014	AUTOMOTIVE ELECTRONIC SERVICES	3,916.09
186814	10/20/2014	ALLIEDBARTON SECURITY SERVICES	2,128.64
186815	10/20/2014	ARAMARK UNIFORM SERVICES, INC	220.51
186816	10/20/2014	AT & T	94.38
186817	10/20/2014	AT&T	3.29
186818	10/20/2014	AT&T	6,156.89
186819	10/20/2014	AT&T	12.72
186820	10/20/2014	AT&T	12.70
186821	10/20/2014	ANTHONY M. BALTIERRA,	750.00
186822	10/20/2014	PATRICIA BASTIS	160.00
186823	10/20/2014	CALIFORNIA STAGE/LIGHTING, INC	666.95
186824	10/20/2014	CANON SOLUTIONS AMERICA, INC.	85.59
186825	10/20/2014	CINTAS CORPORATION	65.10
186826	10/20/2014	ELIZABETH CIPRES	487.20
186827	10/20/2014	CLARK SECURITY PRODUCTS	85.82
186828	10/20/2014	SCOTT A. COKELY	1,040.00
186829	10/20/2014	EDUCATION 4 WORK SUSAN M. COLEMAN	15,000.00
186830	10/20/2014	MIKE COLLINS	385.08
186831	10/20/2014	COUNCIL OF CHIEF LIBRARIANS OF CALIFORNIA CMTY COLLEGES	150.00
186832	10/20/2014	DEPARTMENT OF JUSTICE ACCOUNTING OFFICE, CASHIERING	104.00
186833	10/20/2014	DISCOUNT DANCE SUPPLY CO.	427.12
186834	10/20/2014	DISH NETWORK	205.60
186835	10/20/2014	TAM DO	102.48
186836	10/20/2014	EASTBAY, INC DEPT 978835	5,003.73
186837	10/20/2014	ARNETTE EDWARDS	120.00
186838	10/20/2014	ARLEEN ELSEROAD	45.00
186839	10/20/2014	JERALD R. ENOS	900.00
186840	10/20/2014	ESSENCE ENTERTAINMENT	1,540.00
186841	10/20/2014	FEDERAL EXPRESS	26.32
186842	10/20/2014	FISHER SCIENTIFIC	684.30
186843	10/20/2014	FLEWELLING & MOODY	2,351.25
186844	10/20/2014	FREEWAY AUTO SUPPLY	232.52
186845	10/20/2014	FRY'S ELECTRONICS	255.21
186846	10/20/2014	GALE SUPPLY COMPANY	134.46
186847	10/20/2014	JIM GASTON	2,984.25
186848	10/20/2014	GEORGINA GUY	400.51
186849	10/20/2014	HARDY DIAGNOSTICS	337.49
186850	10/20/2014	KENNETH HARER	550.50
186851	10/20/2014	CRAIG HAYWARD	539.44
186852	10/20/2014	IRVINE PIPE & SUPPLY	38.92

Checks Dated 10/07/2014 through 10/26/2014

Check Number	Check Date	Pay to the Order of		Check Amount
186853	10/20/2014	MARC JACKSON		58.84
186854	10/20/2014	JACOBSEN WEST		90.74
186855	10/20/2014	JERRY'S ARTARAMA		299.58
		Unpaid Sales Tax	23.97	
		Expensed Amount	323.55	
186856	10/20/2014	DR. CRAIG JUSTICE		987.07
186857	10/20/2014	KAP7 INTERNATIONAL INC		3,132.00
186858	10/20/2014	KERLEY CORPORATION		864.67
186859	10/20/2014	MORITAKA KINA		240.00
186860	10/20/2014	JAYNE KLUNDER		111.30
186861	10/20/2014	KRATOS HBE		620.15
186862	10/20/2014	LAURA'S INT PLANTSCAPE SERV		222.68
186863	10/20/2014	RAUL LEAL		27.86
186864	10/20/2014	ALEXANDER LEIGH		2,540.00
186865	10/20/2014	LEWIS, DIANE		410.70
186866	10/20/2014	TEDDI LORCH		88.71
186867	10/20/2014	KENT S. MC FANN		228.43
186868	10/20/2014	DAYLE McINTOSH CENTER FOR THE		128.00
186869	10/20/2014	ROXANNE METZ		447.44
186870	10/20/2014	MARCIA MILCHIKER		48.99
186871	10/20/2014	MILLENNIUM BUSINESS SERVICES Marty Cohn		3,373.65
186872	10/20/2014	SALLIE MILLER		120.00
186873	10/20/2014	MARK MINKLER		121.06
186874	10/20/2014	MONTGOMERY HARDWARE		1,545.92
186875	10/20/2014	MOORE MEDICAL, LLC		609.25
186876	10/20/2014	NATIONAL BUSINESS FURNITURE		1,185.03
186877	10/20/2014	ORLANTHA NIN		192.53
186878	10/20/2014	NORTH STATE ENVIRONMENTAL		3,685.00
186879	10/20/2014	O'REILLY AUTO PARTS		96.30
186880	10/20/2014	OFFICE MAX INCORPORATED		3,962.07
186881	10/20/2014	ONE SOURCE INDUSTRIES PROMOTIONS		3,147.18
186882	10/20/2014	PACIFIC CLIPPINGS		59.00
186883	10/20/2014	PARADISE BAKERY & CAFE		284.05
186884	10/20/2014	LORI PARRA		410.96
186885	10/20/2014	PETE'S ROAD SERVICE		177.60
186886	10/20/2014	ROBERT PLATZ		1,240.00
186887	10/20/2014	SAN DIEGO GAS & ELECTRIC		113,705.55
186888	10/20/2014	JOYCE SEMANIK		58.20
186889	10/20/2014	SHELL FLEET CARD SERVICES PROCESSING CENTER		4,656.20
186890	10/20/2014	LISA SILVEIRA		39.04
186891	10/20/2014	SMART & FINAL		52.59
186892	10/20/2014	JEANNE SMITH		427.65
186893	10/20/2014	SOUTHERN CALIFORNIA EDISON CO.		102.25
186894	10/20/2014	SOUTHERN CALIFORNIA GAS CO.		2,484.29
186895	10/20/2014	SOUTHERN CALIFORNIA GAS CO.		14.83
186896	10/20/2014	SOUTHERN CALIFORNIA GAS CO.		40.62
186897	10/20/2014	SO. ORANGE CO. COMM. COL.DIST		4,457.00
186898	10/20/2014	SYMPLICITY CORPORATION		3,307.50

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Check Number	Check Date	Pay to the Order of	Check Amount
186899	10/20/2014	STEVE WEIBEL	550.50
186900	10/20/2014	WEST-LITE SUPPLY CO.	245.14
186901	10/20/2014	DOUGLAS WESTLAKE	1,375.00
186902	10/20/2014	OFFICE MAX INCORPORATED	570.66
186903	10/20/2014	SMART & FINAL	863.78
186904	10/20/2014	DLR GROUP	10,595.00
186905	10/20/2014	ENAMIX, INC.	6,400.00
186906	10/20/2014	JACKSON, DE MARCO, TIDUS, & PECKENPAUGH	27,881.40
186907	10/20/2014	SAN FRANCISCO MARRIOTT MARQUIS	1,060.29
186908	10/20/2014	MC KENNA LONG & ALDRIDGE, LLP	241.50
186909	10/20/2014	OCLC, INC. DEPT #34299	7,207.09
186910	10/20/2014	OFFICE MAX INCORPORATED	297.05
186911	10/20/2014	PENN CORPORATE RELOCATION SERVICES, INC.	336.00
186912	10/20/2014	S & B FOODS CATERING DIVISION	481.04
186913	10/21/2014	APPLE COMPUTER INC.	74.52
186914	10/21/2014	SHERRI J. BANES	53.32
186915	10/21/2014	BEST WESTERN PLUS CARRIAGE INN	1,259.70
186916	10/21/2014	ROBERT G. BOSANKO	16.42
186917	10/21/2014	CAPITOL ADVOCACY PARTNERS LLC	4,041.65 *
Cancelled on 10/22/2014, Cancel Register # AP10222014			
186918	10/21/2014	SHERYL HERCHENROEDER CCPRO TREASURER	300.00
186919	10/21/2014	CERRITOS COLLEGE	1,200.00 *
Cancelled on 10/22/2014, Cancel Register # AP10222014A			
186920	10/21/2014	CHAFFEY COLLEGE ATHLETICS CHAFFEY COLLEGE ATHLETICS DEPT	425.00
186921	10/21/2014	COOPER, VINCENT	7.92
186922	10/21/2014	COSTCO WHOLESALE c/o RON HANSTEIN	312.00 *
Reissued on 10/21/2014, Cancel Register # AP10212014A			
186923	10/21/2014	CASHIER DEPT. OF PESTICIDE REGULATION	60.00
186924	10/21/2014	EAST LOS ANGELES COLLEGE WOMEN'S BASKETBALL	400.00
186925	10/21/2014	EDUCATIONAL MUSIC SERVICE	167.10
186926	10/21/2014	ARNETTE EDWARDS	120.00
186927	10/21/2014	BLANCHE ELLIS	45.36
186928	10/21/2014	SMITH-SHARPE FIRE BRICK SUPPLY	13,535.00
		Unpaid Sales Tax 1,060.80	
		Expensed Amount 14,595.80	
186929	10/21/2014	GALE SUPPLY COMPANY	448.20
186930	10/21/2014	KIRILL GLIADKOVSKY	122.83
186931	10/21/2014	HOSPITAL ASSOCIATES	2,270.44
186932	10/21/2014	GOLDEN WEST COLLEGE	780.00
186933	10/21/2014	W. W. GRAINGER	434.61
186934	10/21/2014	GRANICUS, INC.	1,075.00
186935	10/21/2014	GRAYBAR ELECTRIC CO.	10,118.22
186936	10/21/2014	MARLYS GRODT	1,000.00
186937	10/21/2014	HOLIDAY INN EXPRESS & SUITES CATHEDRAL CITY	3,036.00
186938	10/21/2014	LISA A. HOLMES	12.90
186939	10/21/2014	HSACCC ALLAN HANCOCK COMM. COLLEGE	150.00
186940	10/21/2014	LAGUNA GRAPHIC ARTS, INC.	46.62

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Check Number	Check Date	Pay to the Order of	Check Amount
186941	10/21/2014	CHARISSE LYSEIGHT	210.00
186942	10/21/2014	LOS ANGELES MARRIOTT BURBANK AIRPORT	1,152.49
186943	10/21/2014	MC KESSON MEDICAL SURGICAL	805.93
186944	10/21/2014	MILLENNIUM BUSINESS SERVICES Marty Cohn	587.60
186945	10/21/2014	ANNA MINNIECE	5.26
186946	10/21/2014	MISSION AUTO EQUIP & LIFTS	2,200.00
186947	10/21/2014	BRIAN MONACELLI	6.47
186948	10/21/2014	MT. SAN ANTONIO COLLEGE WOMEN'S BASKETBALL	400.00
186949	10/21/2014	NAT'L CNCL FOR SCI AND ENVIR ATTN: CCAP	3,000.00
186950	10/21/2014	MEGAN NEWTON	6.37
186951	10/21/2014	NUVENTIVE, LLC	4,826.00
186952	10/21/2014	ORANGE COAST COLLEGE WOMEN'S BASKETBALL	500.00
186953	10/21/2014	OCTMA IRVINE POLICE DEPT	100.00
186954	10/21/2014	OFFICE MAX INCORPORATED	5,765.79
186955	10/21/2014	JENNIFER PENNER	120.00
186956	10/21/2014	PITNEY BOWES GLOBAL FINANCIAL SERVICES LLC	791.00
186957	10/21/2014	DANIEL J. PREDOEHL	116.76
186958	10/21/2014	PRENDERGAST, T. J.	73.99
186959	10/21/2014	PRO RAILING METAL WORKS, INC.	2,304.00
186960	10/21/2014	PURETEC	135.25
186961	10/21/2014	PYRO-COMM SYSTEMS	4,864.09
186962	10/21/2014	QUICK CAPTION	577.50
186963	10/21/2014	RAWLINGS SPORTING GOODS CO, INC	2,411.95
		Unpaid Sales Tax 187.20	
		Expensed Amount 2,599.15	
186964	10/21/2014	REFRIGERATION UNLIMTED, INC	2,576.44
186965	10/21/2014	RICOH USA, INC.	2,555.84
186966	10/21/2014	S & B FOODS CATERING DIVISION	197.38
186967	10/21/2014	SAFELITE AUTO GLASS	207.69
186968	10/21/2014	SOUTHERN COUNTIES OIL CO.	4,898.50
186969	10/21/2014	GUISELLE SCOTT	70.00
186970	10/21/2014	SEHI PROCOMP COMPUTER PRODUCTS	3,432.72
186971	10/21/2014	MATTHEW SHERMAN	648.00
186972	10/21/2014	MATTHEW SHERMAN	648.00
186973	10/21/2014	SMARDAN SUPPLY - EL MONTE	212.77
186974	10/21/2014	SOUTHERN CALIFORNIA GAS CO.	14,621.03
186975	10/21/2014	FARNOOSH SORAYA	240.00
186976	10/21/2014	SPOK, INC	131.24
186977	10/21/2014	LINDSAY STEINRIEDE	342.00
186978	10/21/2014	LISA ANH H WANG	15.17
186979	10/21/2014	W A X I E	393.68
186980	10/21/2014	XEROX CORPORATION	9,075.48
186981	10/21/2014	OFFICE MAX INCORPORATED	64.64
186982	10/21/2014	ANTIMITE TERMITE & PEST CNTRL	65.00
186983	10/21/2014	DENNIS GORDON	6.72 *
	Cancelled on 10/22/2014, Cancel Register # AP10222014		
186984	10/22/2014	CHRISTIAN ALVARADO	56.54
186985	10/22/2014	DAVID E. ANDERSON, JR.	40.00
186986	10/22/2014	AT & T	27.92

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186987	10/22/2014	CALWORKS COLLEGE	LOS ANGELES MISSION	95.00
186988	10/22/2014	CALWORKS COLLEGE	LOS ANGELES MISSION	95.00
186989	10/22/2014	CCCCIO	C/O CLAIRE BIANCALANA	40.00
186990	10/22/2014	CCCCIO	C/O CLAIRE BIANCALANA	375.00
186991	10/22/2014	RON HANSTEIN		312.00
186992	10/22/2014	TERESA FLUEGEMAN		43.93
186993	10/22/2014	HOLIDAY INN EXPRESS VISTA	SAN DIEGO SOUTH-CHULA	412.50
186994	10/22/2014	HOLIDAY INN EXPRESS VISTA	SAN DIEGO SOUTH-CHULA	412.50
186995	10/22/2014	HOME DEPOT CREDIT SERVICES		833.76
186996	10/22/2014	DENICE INCIONG		54.50
186997	10/22/2014	LISA INLOW		61.34
186998	10/22/2014	JA SEXAUER		83.20
186999	10/22/2014	IRVINE RANCH WATER DIST.		2,535.09
187000	10/22/2014	CAROLINA KUSSOY		768.32
187001	10/22/2014	GARY I. KUSUNOKI		420.00
187002	10/22/2014	LA SIGNS & BANNERS		156.96
187003	10/22/2014	NASCO MODESTO		2,364.55
187004	10/22/2014	O'REILLY AUTO PARTS		166.27
187005	10/22/2014	ORACLE AMERICA, INC.		688.74
187006	10/22/2014	RANDY W. PEEBLES		606.54
187007	10/22/2014	JAMES ROGERS		578.89
187008	10/22/2014	HENRY SCHEIN, INC.		40.08
187009	10/22/2014	PENNY SKAFF		516.00
187010	10/22/2014	SOUTHERN CALIFORNIA EDISON CO.		3,613.57
187011	10/22/2014	SOUTHERN CALIFORNIA EDISON CO.		15,034.79
187012	10/22/2014	SOUTHERN CALIFORNIA EDISON CO.		35,687.58
187013	10/22/2014	SO. ORANGE CO. COMM. COL.DIST		2,006.00
187014	10/22/2014	BLAKE STEPHENS		453.15 *
Reissued on 10/23/2014, Cancel Register # AP10232014				
187015	10/22/2014	JAVIER WILLIAMS		416.00
187016	10/22/2014	YCCD FOR CCC REGISTRY JOB FAIRATTEN: NANCY HOLMES		2,780.00
187017	10/22/2014	SMART & FINAL		101.31
187018	10/22/2014	ALTAWARE INC		288,000.00
187019	10/22/2014	DIV. OF THE STATE ARCHITECT	STATE OF CALIFORNIA	500.00
187020	10/22/2014	QUEZADA PRO LANDSCAPE, INC.		2,000.00
187021	10/22/2014	S & B FOODS	CATERING DIVISION	430.55
187022	10/22/2014	SO. ORANGE CO. COMM. COL. DIST		3,424.63
187023	10/23/2014	CALIFORNIA STAGE/LIGHTING, INC		1,382.23
187024	10/23/2014	CAPITOL ADVOCACY PARTNERS LLC		4,041.88
187025	10/23/2014	CDW GOVERNMENT, INC.		496.79
187026	10/23/2014	CERRITOS COLLEGE FOUNDATION		120.00 *
Cancelled on 10/23/2014, Cancel Register # AP10232014C				
187027	10/23/2014	COMPUTER PROTECTION TECHNOLOGY		2,320.00
187028	10/23/2014	CCL	COUNCIL OF CHIEF LIBRARIANS	150.00
187029	10/23/2014	RAJANPAL DHILLON		50.00

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187030	10/23/2014	EASTBAY, INC DEPT 978835	822.17
187031	10/23/2014	GKKWORKS	8,950.00
187032	10/23/2014	W. W. GRAINGER	95.85
187033	10/23/2014	INTERMOUNTAIN LOCK & SECURITY SUPPLY, INC.	10.00
187034	10/23/2014	LAGUNA CLAY CO.	2,749.68
187035	10/23/2014	MC KESSON MEDICAL SURGICAL	747.98
187036	10/23/2014	NORTH STATE ENVIRONMENTAL	20,366.40
187037	10/23/2014	ORANGE COUNTY REGISTER	1,746.00
187038	10/23/2014	ORKIN PEST CONTROL 711	2,759.00
187039	10/23/2014	PEOPLE ADMIN, INC.	69,676.58
187040	10/23/2014	PHILIP STEPHEN PINES	1,666.67
187041	10/23/2014	PYRO-COMM SYSTEMS	240.00
187042	10/23/2014	REGENCY ENTERPRISES INC DBA REGENCY LIGHTING	3,694.06
187043	10/23/2014	ROGERS ATHLETIC CO.	3,922.33
187044	10/23/2014	SAMY'S CAMERA ATTN: ACCOUNTS RECEIVABLES	133.70
187045	10/23/2014	SARGENT WELCH	53.45
187046	10/23/2014	SCANTRON CORPORATION	76.03
187047	10/23/2014	GUISELLE SCOTT	35.00
187048	10/23/2014	CHARLES C. STILL SECURE LIVE SCAN	20.00
187049	10/23/2014	SEHI COMPUTER PRODUCTS, INC.	1,460.25
187050	10/23/2014	BARBARA SENDABA	45.36
187051	10/23/2014	SHRED-IT USA -LA	317.73
187052	10/23/2014	BRIAN SKIDMORE	70.00
187053	10/23/2014	SMART LEVELS MEDIA	818.41
187054	10/23/2014	JENNIFER SNIDER	210.00
187055	10/23/2014	SOUTHERN 30 C/O TEDDI LORCH	300.00
187056	10/23/2014	SO. ORANGE CO. COMM. COL.DIST	530.00
187057	10/23/2014	ST. MARY'S SCHOOL c/o JEFF HAWORTH, CONTROLLER	188.00
187058	10/23/2014	BLAKE STEPHENS	452.85
187059	10/23/2014	TNR TECHNICAL, INC.	346.05
187060	10/23/2014	TOWN & COUNTRY GLASS	2,450.00
187061	10/23/2014	TRAFFIC MANAGEMENT INC.	28,208.41
187062	10/23/2014	ARACELI TRUJILLO	35.00
187063	10/23/2014	U.S. DATA TRUST CORPORATION	5,000.00
187064	10/23/2014	ULINE, INC. ATTN: ACCOUNTS RECEIVABLE	642.54
187065	10/23/2014	UNISOURCE WORLDWIDE INC.	22,044.96
187066	10/23/2014	UNITED SITE SERVICES OF CALIFORNIA, INC.	275.32
187067	10/23/2014	UNIVERSITY PRODUCTS	580.76
		Unpaid Sales Tax 35.18	
		Expensed Amount 615.94	
187068	10/23/2014	USA SCIENTIFIC ACCOUNTS RECEIVABLES	2,413.69
187069	10/23/2014	VENTEK INTERNATIONAL	1,050.00
187070	10/23/2014	VERIZON	58.96
187071	10/23/2014	VERIZON	75.06
187072	10/23/2014	VERIZON	375.76
187073	10/23/2014	VILLAGE NURSERIES LANDSCAPE CENTERS	861.11

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

Checks Dated 10/07/2014 through 10/26/2014

Check Number	Check Date	Pay to the Order of		Check Amount
187074	10/23/2014	VITAL LINK EDUCATION AND BUSINESS CONSORTIUM		5,000.00
187075	10/23/2014	VMI BROADCAST & PROFESNL VIDEO		12,042.00
187076	10/23/2014	VOCATIONAL BIOGRAPHIES, INC.		300.00
187077	10/23/2014	WARD'S SCIENCE		333.66
187078	10/23/2014	SAFEWAY, INC.		481.18
187079	10/23/2014	ESCONDIDO UNION HIGH SCHOOL DISRICT		354.00
187080	10/24/2014	AARDVARK CLAY AND SUPPLIES		173.28
187081	10/24/2014	ADRENALIN SPORTS APPAREL DBA JOANN MARIE HYDER		2,070.90
187082	10/24/2014	ALL SEASON SOCCER		725.16
187083	10/24/2014	ARAMARK UNIFORM SERVICES, INC		769.45
187084	10/24/2014	BARNEY'S BLENDS		615.00
187085	10/24/2014	BUDDY'S ALL STARS		807.84
187086	10/24/2014	BUTLER CHEMICALS, INC.		287.24
187087	10/24/2014	CALIFORNIA STAGE/LIGHTING, INC		1,463.26
187088	10/24/2014	CANON SOLUTIONS AMERICA, INC.		39.93
187089	10/24/2014	CERRITOS COLLEGE		1,200.00 *
Cancelled on 10/24/2014, Cancel Register # AP10242014A				
187090	10/24/2014	CINTAS CORPORATION		65.10
187091	10/24/2014	CLARK SECURITY PRODUCTS		487.20
187092	10/24/2014	COLLEGE BOARD ATTN: ACCTS. RECEIVABLE		27,651.20
187093	10/24/2014	EASTBAY, INC DEPT 978835		964.60
187094	10/24/2014	EBERHARD EQUIPMENT		88.95
187095	10/24/2014	EWING IRRIGATION PRODUCTS		17.14
187096	10/24/2014	FEDERAL EXPRESS		24.98
187097	10/24/2014	FISHER SCIENTIFIC		1,643.16
187098	10/24/2014	FREESTYLE		150.40
187099	10/24/2014	MARTHA FRUICHANTIE		120.00
187100	10/24/2014	GLAXOSMITHKLINE PHARMACEUTICAL		1,408.80 *
Cancelled on 10/27/2014, Cancel Register # AP10272014				
187101	10/24/2014	LISA JANE GORE		1,000.00
187102	10/24/2014	A. M. LEONARD, INC.		5,667.08
		Unpaid Sales Tax	453.36	
		Expensed Amount	6,120.44	
187103	10/24/2014	PACIFIC COLOR PRINTING		291.60
187104	10/24/2014	PARKWAY LAWNMOWER SHOP		528.89
187105	10/24/2014	SKY PHILLIPS		46.24
187106	10/24/2014	RESERVE ACCOUNT 13631908 PITNEY BOWES		30,000.00
187107	10/24/2014	HENRY RUBIN		596.19
187108	10/24/2014	SAFEWAY, INC.		40.23
187109	10/24/2014	SMARDAN SUPPLY - EL MONTE		14,744.88
187110	10/24/2014	SMART VEND CORP.		4,337.01
187111	10/24/2014	TECHSMITH CORP SOFTWARE ORDER		89.85
187112	10/24/2014	UNIVERSITY PRODUCTS, INC.		1,035.72
		Unpaid Sales Tax	82.86	
		Expensed Amount	1,118.58	
187113	10/24/2014	LUIS MAURICIO VASQUEZ		875.00
187114	10/24/2014	DAIRY DEPOT		62.79
187115	10/24/2014	SAFEWAY, INC.		237.27

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

Checks Dated 10/07/2014 through 10/26/2014

Check Number	Check Date	Pay to the Order of		Check Amount
		Total Number of Checks	698	6,015,865.45

Includes checks for only Bank Account COUNTY

	Count	Amount
Cancel	12	9,628.52
Reissue	3	4,714.15
Net Issue		6,001,522.78

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	General Fund	598	3,364,415.67
12	Child Development Fund	13	2,942.84
40	Capital Outlay Fund	64	2,272,160.30
68	Self-Insurance Fund	5	4,738.22
71	Retiree Benefit Fund	3	359,875.90
	Total Number of Checks	683	6,004,132.93
	Less Unpaid Sales Tax Liability		2,610.15
	Net (Check Amount)		**6,001,522.78**

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

Checks Dated 10/07/2014 through 10/26/2014

Check Number	Check Date	Pay to the Order of	Check Amount
011291	10/10/2014	AUGUSOFT, INC.	4,500.00
011292	10/10/2014	GOOD TIMES TRAVEL, INC.	1,824.00
011293	10/10/2014	XEROX CORPORATION	1,244.33
011294	10/17/2014	COHEN-NAGLESTAD ENTERPRISES LLC	282.00
011295	10/17/2014	KAYLAA FOX	585.05
011296	10/17/2014	TGA OF SOUTH ORANGE COUNTY C/O ANTHONY LEONE	1,018.08
011297	10/17/2014	INSIGHT SYSTEMS GROUP, INC.	797.26
		Total Number of Checks 7	**10,250.72**

Includes checks for only Bank Account SC-CMED

Fund Summary

Fund	Description	Check Count	Expensed Amount
09	SC Community Education Fund	7	10,250.72
	Total Number of Checks	7	10,250.72
	Less Unpaid Sales Tax Liability		.00
	Net (Check Amount)		**10,250.72**

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

Checks Dated 10/07/2014 through 10/26/2014

Check Number	Check Date	Pay to the Order of	Check Amount
009323	10/10/2014	GOVCONNECTION	79.05
009324	10/10/2014	NR COMPUTER LEARNING CENTER	6,569.40
009325	10/10/2014	VISION STRIKE, INC	787.50
009326	10/10/2014	DARLENE BACUS	45.00
009327	10/10/2014	JACQUELINE GLASS	50.00
009328	10/17/2014	NR COMPUTER LEARNING CENTER	15,187.20
009329	10/23/2014	CAROLYN HUGHES	50.00
		Total Number of Checks 7	**22,768.15**

Includes checks for only Bank Account IVC-CMED

Fund Summary

Fund	Description	Check Count	Expensed Amount
07	IVC Community Education Fund	7	22,768.15
	Total Number of Checks	7	22,768.15
	Less Unpaid Sales Tax Liability		.00
	Net (Check Amount)		**22,768.15**

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT **ITEM: 5.14**
DATE: 11/17/14

TO: Board of Trustees

FROM: Gary L. Poertner, Chancellor

RE: SOCCCD: October 2014 Contracts

ACTION: Ratification

BACKGROUND

On January 16, 2007, the board authorized the Chancellor/designee to approve individual business contracts up to a maximum limit of $100,000, with the following exceptions: contracts involving bid limits, the Chancellor/designee shall be limited to less than $15,000 for public works projects and $83,400 for equipment, supplies and maintenance projects. During October 2014, the following contracts were reviewed and approved by the Vice Chancellor of Business Services, following review by legal counsel, when appropriate.

CONTRACTOR NAME	CONTRACT AMOUNT
Medical Billing Technologies Service Agreement – To provide billing services on behalf of IVC Health Center for Medi-Cal student programs. Irvine Valley College	$80,000.00
PeopleAdmin Amendment – For additional integration services to the existing HR management software in the amount of $5,000 for a new contract total of .$69,676.58 FY 2014-2015. District Services	$69,676.58
Industrial Technical Services Independent Contractor Agreement – For annual maintenance service of HVAC variable frequency drive, including repairs campus-wide October 20, 2014 through June 30, 2017. Saddleback College	$48,000.00
Quezada Pro Landscape, Inc. Change Order – To augment original contract by $20,000 for a total of $40,000 for additional preventative maintenance on trees campus-wide. Saddleback College	$40,000.00
AG Construction & Contracting Construction Agreement – For Performing Arts Center flood damage repairs with a start date of October 20, 2014. Irvine Valley College	$38,023.65

Item Submitted By: *Dr. Debra L. Fitzsimons, Vice Chancellor, Business Services*

University of Central Florida Research Subaward Agreement – For year 9 funding from the Center for Research and Education in Optics and Lasers at the University of Central Florida. Irvine Valley College	$25,000.00
Floortech Group Change Order – To augment original contract by $1,734 for a total of $19,990 for floor installation in Health Center. Irvine Valley College	$19,990.00
ViaTron Systems Independent Contractor Agreement – To provide document scanning and data conversion services FY 2014-2015. Saddleback College	$13,793.00
Southland Industries Agreement – To conduct an engineering review of the existing ejector system at PE. Saddleback College	$11,320.00
Yosemite Community College District Agreement – For participation in the Child Development Training Consortium FY 2014-2015. Approval of this agreement will provide services to students, including reimbursement of tuition, tutoring, childcare expenses and textbooks. Saddleback College	$11,250.00 (Revenue)
Schools First Federal Credit Union Site License Agreement – For placement of automated teller machines on Irvine Valley College and Saddleback College campuses.	$10,800.00 (Estimated Revenue)
Barr Commercial Door Agreement – To replace roll up gate behind library. Irvine Valley College	$9,583.50
In-N-Out Burger Mobile Unit Agreement – To provide food for Senior Day on March 19, 2015. Saddleback College (ASG)	$7,440.00
AG Construction Agreement – For interior painting at the Health Center with a start date of October 15, 2014. Irvine Valley College	$6,813.00
At Last Window Coverings Independent Contractor Agreement – To repair and/or replace window coverings campus-wide October 24, 2014 through June 30, 2017. Saddleback College	$6,000.00

Item Submitted By: *Dr. Debra L. Fitzsimons, Vice Chancellor, Business Services*

Norman A. Traub Associates Independent Contractor Agreement – For investigative service for the police department. Saddleback College	$5,911.83
University of California Facility Use Agreement – For use of Saddleback College premises for summer youth programs held July 21-24, 2014, July 28-31, 2014 and August 4-7, 2014. Saddleback College	$5,616.00 (Revenue)
Southern California Edison License to Use Agreement – For IVC's use of Southern California Edison's easement along Jeffrey Road from July 2014 through June 2019. Irvine Valley College	$5,310.00
Nancy Carritte Independent Contractor Agreement – For professional communication coaching workshop on October 17, 2014. Saddleback College	$5,000.00
Pyro-Comm Systems Agreement – To install intelligent smoke detectors to conduit and boxes at SM building fire alarm system. Saddleback College	$4,864.09
Parsons Brinkerhoff, Inc. Agreement – To ensure labor compliance for duration of the Health Science wet seal project. Saddleback College	$4,500.00
Johnson Brothers License to Use Agreement – For use of IVC property to conduct a pumpkin and Christmas tree resale business. Irvine Valley College	$4,500.00 (Revenue)
Haitbrink Asphalt Paving, Inc. Agreement – To build curb by Fine Arts building and Learning Resource Center with a start date of October 24, 2014. Saddleback College	$4,500.00
Montgomery Hardware Co. Agreement – To install automatic door opener for SSC-208 with a start day of October 26, 2014. Saddleback College	$4,132.09
Orkin Exterminating Amendment – To augment original contract by $500 for a total of $4,100 for emergency bee hive removal. Saddleback College	$4,100.00

Item Submitted By: *Dr. Debra L. Fitzsimons, Vice Chancellor, Business Services*

Harlem Globetrotters International, Inc. Performance Rental Agreement – For the use of Saddleback College gymnasium for Harlem Globetrotters' performance on February 9, 2015. Saddleback College	$3,500.00 (Revenue)
Audio Visual Integration Systems, Inc. Independent Contractor Agreement – To repair projection and room control system in BST 104 FY 2014-2015. Irvine Valley College	$3,000.00
Lightening Tools Online Agreement – To renew support maintenance for SharePoint management software. Irvine Valley College	$3,000.00
BPC, Inc. Agreement – To extend existing wall to ceiling in SSC-224 with a start date of October 1, 2014. Saddleback College	$2,690.00
Laura's Interior Plant Service Independent Contractor Agreement – For plant maintenance for the Performing Arts Center FY 2014-2015. Irvine Valley College	$2,400.00
Eagle Communications Independent Contractor Agreement – To service the campus police call boxes October 20, 2014 through December 31, 2014. Saddleback College	$2,100.00
Pacific Clinics Agreement – To provide mental health related summer courses June 16, 2014 through August 8, 2014. Saddleback College	$2,070.00 (Revenue)
Pacific Coast Entertainment Independent Contractor Agreement – For an assessment of Performing Arts Center theater technical and audio systems. Irvine Valley College	$2,000.00
Scott Johnson Independent Contractor Agreement – To provide technical theatre support for the production of "25th Annual Spelling Bee" September 30, 2014 through October 28, 2014. Irvine Valley College	$2,000.00
Patricia Bastis Amendment – To augment original contract by $160 for a total of $1,660 for substitute performances as rehearsal musician for the production of "25th Annual Putnam County Spelling bee" October 13, 2014 and October 22, 2014. Saddleback College	$1,660.00

Item Submitted By: *Dr. Debra L. Fitzsimons, Vice Chancellor, Business Services*

Elite Sheet Metal, Inc. Independent Contractor Agreement – For expansion joint repair to support HVAC changes. Irvine Valley College	$1,646.00
United Site Services Rental Agreement – For wheelchair accessible portable toilet rental for the baseball field. Irvine Valley College	$1,600.00
Efren Islas Independent Contractor Agreement – For video services for the Women's Soccer Program FY 2014-2015. Irvine Valley College (Foundation)	$1,500.00
Dana Conley Educational Services Agreement – To provide personal enrichment classes for community education FY 2014-2015. Irvine Valley College	$1,380.00 (Estimated based upon anticipated attendance)
CDW-G Agreement – For a server to work along with SARS Messaging for automated messaging services to email and mobile devices. Irvine Valley College	$1,294.69
Monjaras & Wismeyer Group, Inc. Independent Contractor Agreement – For job functions analysis and development for the office of human resources. District Services	$1,221.00
Junior's Golf Carts Independent Contractor Agreement – For repair and maintenance of the Police Department's golf carts FY 2014-2015. Irvine Valley College	$1,200.00
West Coast Lights & Sirens Independent Contractor Agreement – To install accessories on police utility vehicle. Saddleback College	$1,170.00
Francisco Gella Independent Contractor Agreement – To perform as a guest choreographer for the Performing Arts Dance Ensemble October 10-12, 2014. Irvine Valley College	$1,150.00
Lisa Jane Gore Independent Contractor Agreement – To provide technical theatre support for the productions of "Frankenstein" and "25th Annual Spelling Bee" September 30, 2014 through October 28, 2014. Irvine Valley College	$1,000.00

Item Submitted By: *Dr. Debra L. Fitzsimons, Vice Chancellor, Business Services*

Emcor Services/Mesa Energy Systems Independent Contractor Agreement – To replace existing float valve and install reducing valve in PH 2 cooling tower October 15, 2014 through November 30, 2014. Irvine Valley College	$985.00
YPB Library Services Independent Contractor Agreement – To provide online library database access FY 2014-2015. Irvine Valley College	$835.00
Michelle Mock Independent Contractor Agreement – To assist in developing a new common standard for college and career readiness. Saddleback College	$758.00
Robin Satterlee Independent Contractor Agreement – To assist in developing a new common standard for college and career readiness. Saddleback College	$758.00
Scantron Agreement – For test scoring machine and annual forms purchase commitment for counseling division. Saddleback College	$750.00
Cal Building Systems Independent Contractor Agreement – For fire backflow repair at ATEP October 15-30, 2014. Irvine Valley College	$692.00
Kent Helwig Independent Contractor Agreement – To play keyboards for the Christmas Show events November 24, 2014 through December 19, 2014. Irvine Valley College	$600.00
Jeanne Gormick Educational Services Agreement – To provide personal enrichment classes for community education FY 2014-2015. Irvine Valley College	$500.00 (Estimated based upon anticipated attendance)

Item Submitted By: *Dr. Debra L. Fitzsimons, Vice Chancellor, Business Services*

American Filing Systems Independent Contractor Agreement – To repair filing cabinet unit in the Health and Wellness Center. Irvine Valley College	$500.00
CI Solutions Service Agreement – To renew agreement for preventative maintenance for the ID card printer in District IT. District Services	$500.00
Haroutune Bedelian Independent Contractor Agreement – To perform as a guest artist for a piano recital on October 11, 2014. Saddleback College (ASG Funds)	$500.00
Neil Hamamura Independent Contractor Agreement – To record jazz ensembles and provide sound checks December 13, 2014 through March 7, 2015. Irvine Valley College	$500.00
Springshare LLC Online Agreement – For software to store and analyze library data and usage. Irvine Valley College	$499.00
Kartar Diamond Educational Services Agreement – To provide personal enrichment classes for community education FY 2014-2015. Irvine Valley College	$490.00 (Estimated based upon anticipated attendance)
Ross Garren Independent Contractor Agreement – To perform as guest artist for the music department on November 13, 2014. Saddleback College	$400.00
Andrew Park Independent Contractor Agreement – To present a guest artist Masterclass for the piano department on October 18, 2014. Irvine Valley College	$200.00
Better World Books Online Agreement – For the sale of library surplus books previously authorized by the Board of Trustees on April 25, 2011, item 5.2 for the amount up to $5,000 per year. Irvine Valley College	$200.00 (Revenue)
West Coast Lights & Sirens Independent Contractor Agreement – To install tow hitches on police utility vehicles. Saddleback College	$195.00

Item Submitted By: *Dr. Debra L. Fitzsimons, Vice Chancellor, Business Services*

RDA Toolkit Online Agreement – To renew subscription for digital library management software. Irvine Valley College	$180.00
Dmitri Matheny Independent Contractor Agreement – To perform as guest artist for the music department on November 3, 2014. Saddleback College (ASG)	$150.00
Laguna Beach County Water District Amendment – To renew the KSBR antenna license agreement for the first of two successive five year terms from July 1, 2014 to June 30, 2019 for an annual fee of $5 per year. Saddleback College	$25.00
Brenda Crawford Independent Contractor Agreement – To participate as a guest artist for the music department FY 2014-2015. Saddleback College	$0.00
Keith Ransons Independent Contractor Agreement – To participate as a guest artist for the music department FY 2014-2015. Saddleback College	$0.00
Lyuba Kovaleva Independent Contractor Agreement – To participate as a guest artist for the music department FY 2014-2015. Saddleback College	$0.00
Western Medical Center-Anaheim Agreement – To provide clinical/internship experience to enhance student experiences in the Health Sciences program. Saddleback College	$0.00
Athenix Agreement – To provide clinical/internship experience to enhance student experiences in the Health Sciences program. Saddleback College	$0.00
Sonoma County Junior College District Agreement – To provide IVC with a summary report of CTE Employment Outcomes survey results, its data set, and a report on aggregated results for all participating institutions. Irvine Valley College	$0.00
Saddleback Valley Unified School District Memorandum of Understanding – For early college program partnership with El Toro high school FY 2014-2015. Irvine Valley College	$0.00

Item Submitted By: *Dr. Debra L. Fitzsimons, Vice Chancellor, Business Services*

MDRC Sub-Contractor Agreement – To provide technical assistance to evaluate the development of a new counseling advisement system from August 1, 2014 through July 31, 2014. This is a part of the California College to Career (CCC) REL West Project. District Services	$0.00
Coastal Communities Hospital Agreement – To establish partnership for student clinical internship program. Saddleback College	$0.00

Item Submitted By: *Dr. Debra L. Fitzsimons, Vice Chancellor, Business Services*

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT **ITEM: 6.1**
DATE: 11/17/14

TO: Board of Trustees

FROM: Gary L. Poertner, Chancellor

RE: SOCCCD: Acceptance of District Annual Audit Report: FY 2013-2014

ACTION: Review

BACKGROUND

California Education Code Section 84040 requires that an annual audit of all District funds be made by a Certified Public Accountant or a Public Accountant licensed by the State Board of Accounting. Title 5, California Code of Regulations, Section 59104, further requires that the governing board of each community college district review the annual audit at a regularly scheduled public meeting.

STATUS

The Board of Trustees employed the firm of Christy White Associates, Certified Public Accountants, to conduct the audit of all District funds for FY 2013-2014. The general purpose financial statements with accompanying audit report have been completed and are being submitted to all agencies the law requires, as well as to the members of the Board of Trustees.

The auditors issued an unmodified opinion for the FY 2013-2014 financial statements with no financial findings.

The Audit Committee, which includes Trustees Lang, Padberg, and Jemal, as well as district and college staff had an opportunity to meet with the auditors before the final version of the report was printed. The audit committee was able to question the auditors in depth about the notes to the financials.

RECOMMENDATION

The Chancellor recommends that the Board of Trustees accept the FY 2013-2014 audit report in EXHIBIT A.

Item Submitted By: *Dr. Debra L. Fitzsimons*, *Vice Chancellor, Business Services*

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

AUDIT REPORT

JUNE 30, 2014

San Diego

Los Angeles

San Francisco Bay Area

christy white associates
A PROFESSIONAL ACCOUNTANCY CORPORATION

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
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FINANCIAL SECTION

christy white associates
A PROFESSIONAL ACCOUNTANCY CORPORATION

Christy White, CPA
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Licensed by the California State Board of Accountancy

INDEPENDENT AUDITORS' REPORT

The Board of Trustees
South Orange County Community College District
Mission Viejo, California

Report on the Financial Statements

We have audited the accompanying basic financial statements of the business-type activity, aggregate discretely presented component units and fiduciary funds of the South Orange County Community College District, as of and for the year ended June 30, 2014, and the related notes to the financial statements, which collectively comprise the South Orange County Community College District's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the business-type activity, the aggregate discretely presented component units and the fiduciary funds of South Orange County Community College District, as of June 30, 2014, and the respective changes in financial position and, where applicable, cash flows thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the required supplementary information, such as management's discussion and analysis on pages 4 through 12 and the schedule of funding progress on page 46 be presented to supplement the basic financial statements. Such information, although not part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Supplementary Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the South Orange County Community College District's basic financial statements. The supplementary information listed in the table of contents, including the schedule of expenditures of Federal awards, which is required by the U.S. Office of Management and Budget Circular A-133, *Audits of State, Local Governments, and Non-Profit Organizations*, is presented for purposes of additional analysis and is not a required part of the basic financial statements.

The supplementary information listed in the table of contents is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the supplementary information is fairly stated, in all material respects, in relation to the basic financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated October 2, 2014 on our consideration of South Orange County Community College District's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering South Orange County Community College District's internal control over financial reporting and compliance.

Christy White Associates

San Diego, California
October 2, 2014

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
MANAGEMENT'S DISCUSSION AND ANALYSIS
FOR THE YEAR ENDED JUNE 30, 2014

INTRODUCTION TO THE BASIC FINANCIAL STATEMENTS

The South Orange County Community College District serves over 40,000 students who attend Saddleback College in Mission Viejo, Irvine Valley College in Irvine, and the Advanced Technology & Education Park (ATEP) in Tustin. Due to the prudent management and conservative fiscal policies, our District has prepared for the challenging budget times by creating reserves, retiring debt, fully funding the retiree liability, and implementing efficiencies throughout all operations. Strategic planning, investments in technology and increasing online services to students ensure we can meet the current and growing demands of transfer to four-year colleges, workforce training, career technical preparation, and basic skills. Over 3,000 employees in the South Orange County Community College District are committed to providing the best educational foundation possible for our students with respect for taxpayers. We invite you to learn more about us and our services to students and the community at www.socccd.edu.

ACCOUNTING STANDARDS

In June 1999, the Governmental Accounting Standards' Board (GASB) released Statement No. 34, "Basic Financial Statement and Management's Discussion and Analysis for State and Local Governments," which changed the reporting format for annual financial statements. In November 1999, GASB released Statement No. 35, "Basic Financial Statement and Management's Discussion and Analysis for Public Colleges and Universities," which applies these reporting standards to public colleges and universities. The South Orange County Community College District continues to present its financial statements in this reporting format.

The following management's discussion and analysis provides an overview of the financial position and activities of the South Orange County Community College District's Financial Report for the year ended June 30, 2014. The previous year's financial statements that provide information on the District as a whole:

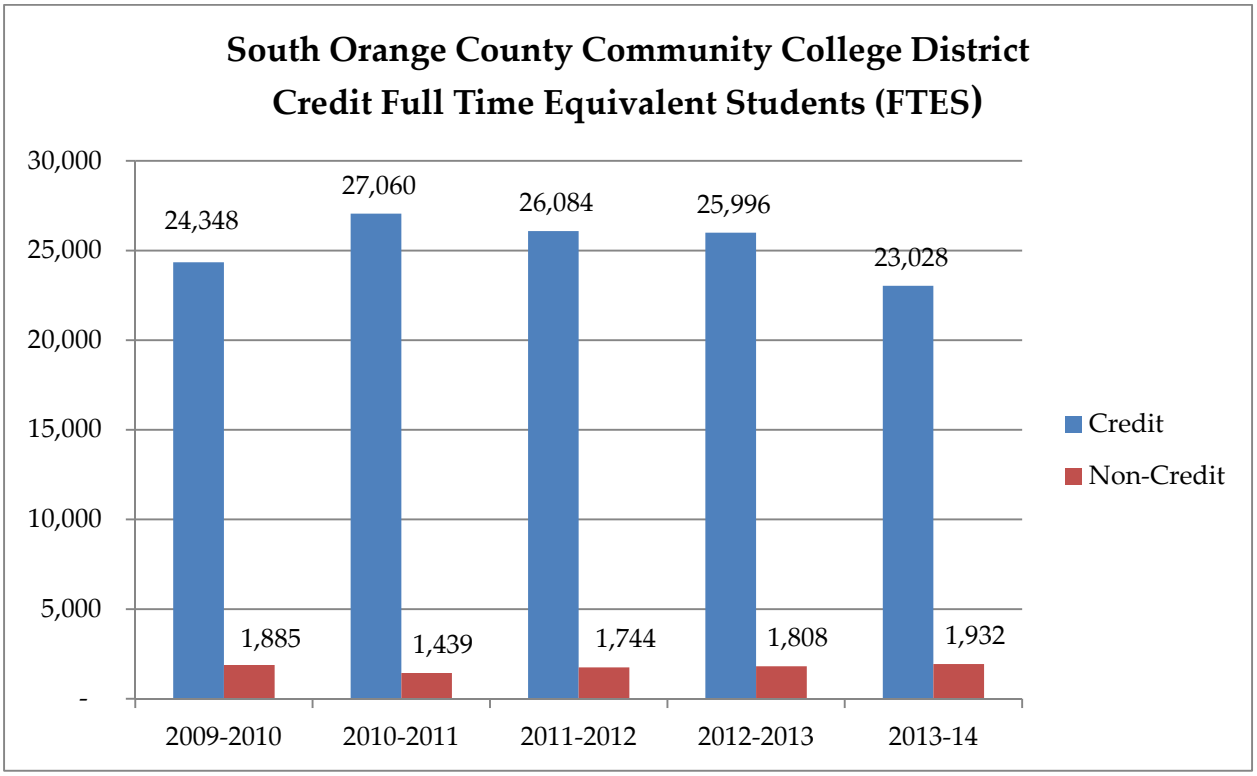
The Statement of Net Position
The Statement of Revenues, Expenses and Changes in Net Position
The Statement of Cash Flows

Each of these statements will be reviewed and significant events discussed.

FINANCIAL AND ENROLLMENT HIGHLIGHTS

The District ended the year with a strong fund balance. The ability to maintain a prudent reserve of 7.5% affords cash flow stability for the District without external borrowing. Property taxes continue to provide a reliable revenue source that allows the District some protection from state budget cuts and forced workload reductions.

Reported resident enrollments at the colleges decreased in FY 2013-2014 by 10.2% from the prior year. This is primarily the result of the timing of reporting FTES (full-time equivalent students) for strategic planning rather than an actual decrease in students served. A history of resident student enrollments is provided below.



Non-resident enrollment continues to rise. In FY 2012-2013 the District reported 1,389 FTES and in FY 2013-2014 it increased to 1,517 FTES, a 10% increase.

STATEMENT OF NET POSITION

The Statement of Net Position presents information on the District's assets, deferred outflows of resources, liabilities, deferred inflows of resources and net position. Over time, increases or decreases in net position may serve as a useful indicator of whether the financial position of the District is improving or deteriorating.

STATEMENT OF NET POSITION (continued)

	2014	2013	Net Change
ASSETS			
Current assets	$ 297,998,318	$ 289,659,492	$ 8,338,826
Non-current assets	272,410,136	251,840,557	20,569,579
Total Assets	570,408,454	541,500,049	28,908,405
LIABILITIES			
Current liabilities	23,864,444	31,939,074	(8,074,630)
Non-current liabilities	3,716,594	6,017,550	(2,300,956)
Total Liabilities	27,581,038	37,956,624	(10,375,586)
NET POSITION			
Net investment in capital assets	272,362,270	249,735,056	22,627,214
Restricted	28,524,832	25,968,959	2,555,873
Unrestricted	245,116,489	227,839,410	17,277,079
Total Net Position	$ 546,003,591	$ 503,543,425	$ 42,460,166

Assets

Total Assets increased approximately $28.9 million, a percentage increase of 5.3%. The major changes affecting total assets are listed below:

- Current assets increased approximately $8.3 million. This was due primarily to an increase in cash for excess property taxes to be used to fund capital outlay projects.

- Non-current assets increased $20.6 million over the prior year primarily due to increases in capital assets such as continued ATEP site development, Irvine Valley College (IVC) A-400 renovation, completion of the IVC Life Sciences building, construction for the Saddleback College Library remodel and new Science building, and District technology projects.

Liabilities

Total liabilities decreased by approximately $10.4 million; a decrease of 27.3%. The major changes affecting total liabilities are listed below:

- Current liabilities decreased approximately $8.1 million. This was primarily a decrease in accounts payable due to the timing of payments to fund the OPEB Trust in the prior year.

- Non-current liabilities decreased by $2.3 million as a result of paying off two IVC energy financing loans.

STATEMENT OF REVENUES, EXPENSES, AND CHANGES IN NET POSITION

The Statement of Revenues, Expenses and Changes in Net Position present information showing how the District's net position changed during the most recent fiscal year. All changes in net position are reported when the underlying event giving rise to the change occurs, regardless of the timing of related cash flows. Thus, revenues and expenses are reported in this statement for some items that will result in cash flows in future fiscal periods, such as revenues pertaining to receivables and expenses pertaining to earned, but unused, compensated balances.

OPERATING REVENUES	2014	2013	$ Change	% Change
Student Tuition and Fees	$ 45,526,759	$ 43,451,045	$ 2,075,714	4.8%
Less: Scholarship discount & allowance	(12,630,385)	(11,697,700)	(932,685)	8.0%
Net tuition & fees	32,896,374	31,753,345	1,143,029	3.6%
Grants and Contracts, noncapital:				
Federal	1,514,722	2,073,069	(558,347)	-26.9%
State	9,754,679	6,508,428	3,246,251	49.9%
Local	2,743,502	2,686,016	57,486	2.1%
Internal Service Sales and Charges	626,538	914,220	(287,682)	-31.5%
Subtotal	14,639,441	12,181,733	2,457,708	20.2%
Total Operating Revenues	47,535,815	43,935,078	3,600,737	8.2%
OPERATING EXPENSES				
Salaries	109,230,200	105,025,110	4,205,090	4.0%
Benefits	41,045,899	54,385,247	(13,339,348)	-24.5%
Financial aid	26,734,682	24,487,322	2,247,360	9.2%
Supplies, materials, & other operating expenses	19,524,252	19,124,220	400,032	2.1%
Utilities	3,100,022	2,670,023	429,999	16.1%
Depreciation	12,084,998	11,035,076	1,049,922	9.5%
Total Operating Expenses	211,720,053	216,726,998	(5,006,945)	-2.3%
OPERATING LOSS	(164,184,238)	(172,791,920)	8,607,682	-5.0%
NONOPERATING REVENUES/(EXPENSES)				
State apportionments, non-capital	689,832	717,277	(27,445)	-3.8%
Local property taxes	160,508,591	156,348,702	4,159,889	2.7%
Federal grants and contracts, noncapital	24,921,480	23,393,436	1,528,044	6.5%
State taxes & other revenues	12,560,520	10,063,633	2,496,887	24.8%
Investment income/(loss) - noncapital	718,180	744,581	(26,401)	-3.5%
Interest expense	-	(105,112)	105,112	-100.0%
Total Nonoperating Revenues (Expenses)	199,398,603	191,162,517	8,236,086	4.3%
GAIN BEFORE OTHER REVENUES AND LOSSES	35,214,365	18,370,597	16,843,768	91.7%
OTHER REVENUES AND (LOSSES)				
State apportionments, capital	725,000	5,781,862	(5,056,862)	-87.5%
Local revenues, grants and gifts, capital	7,432,563	10,235,926	(2,803,363)	-27.4%
Loss on disposal of equipment	(212,390)	(10,417)	(201,973)	1938.9%
Total Other Revenues and Losses	7,945,173	16,007,371	(8,062,198)	-50.4%
CHANGE IN NET POSITION	43,159,538	34,377,968	8,781,570	25.5%
NET POSITION - BEGINNING, AS RESTATED*	499,667,878	469,165,457	30,502,421	6.5%
NET POSITION - ENDING	$ 542,827,416	503,543,425	39,283,991	7.8%

** Restatement to Beginning Net Position relates to the 2014 year only*

STATEMENT OF REVENUES, EXPENSES, AND CHANGES IN NET POSITION (continued)

Operating Revenues

Total Operating Revenues increased approximately $3.6 million, a percentage increase of 8.2%.

- Net tuition and fees experienced an increase of $1.1 million, approximately 3.6%. Fee revenue increased by $2.1 million primarily as a result of higher non-resident tuition. This revenue was offset by a $933 thousand increase in scholarship discounts and allowances from the increased demand for student financial aid including BOGG fee waivers.

- Non capital grants and contracts increased $2.8 million, an increase of 24.4%. Factors contributing to this include Prop 39 Clean Energy revenue of $1.0 million, increased state funding for DSPS $574 thousand, CalWorks $340 thousand, and other categorical programs $423 thousand.

- Internal Service Sales and Charges decreased by $288 thousand, a decrease of 31.5% due to a restructuring of community education at Irvine Valley College.

Operating Expenses

Total Operating Expenses decreased by 2.3%, approximately $5 million. Items of significance affecting the changes include:

- Salaries and benefits decreased by approximately $9.1 million, a decrease of 5.7%. Salaries increased by $4.2 million due to pay increases and filling vacant positions. Benefits decreased by $13.3 million; the largest portion $15 million, represents the decrease for the retiree benefits liability which was fully funded in FY 2012-13. Current benefit expenses increased by $1.7 million as a result of market increases in benefit plans.

- Financial Aid increased by $2.2 million. This was due primarily to more Pell grants being awarded in FY 2013-2014.

- Depreciation expense increased by $1.0 million, a 9.5% increase, as a result of several site improvements that were capitalized at the end of FY 2012-2013.

Non-Operating Revenues (Expenses)

Non-Operating Revenues increased by $7.5 million, a 3.9% increase, mainly due to the following:

- The increase of $4.2 million, 2.7%, in local property tax reflects the moderate growth trend of the local property tax base.

- Federal grants and contracts increased by $1.5 million, 6.5%, primarily as a result of increased Pell grant awards at both colleges.

- State taxes and other revenues increased $2.5 million, 24.8%, which represents the amount the state contributes to the STRS retirement system on behalf of the District.

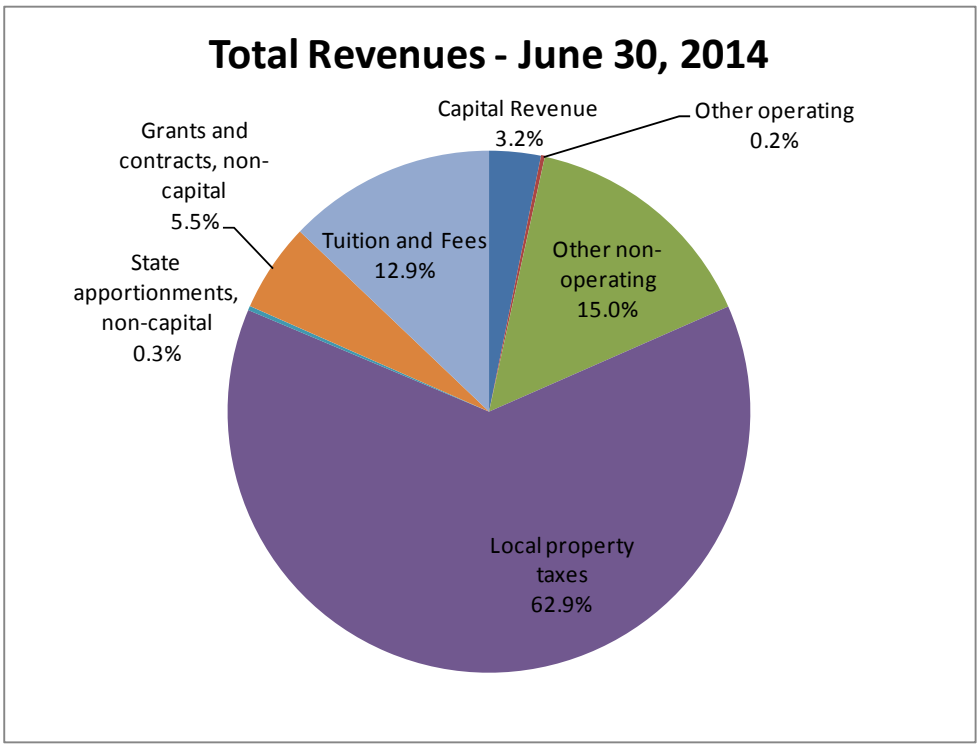
STATEMENT OF REVENUES, EXPENSES, AND CHANGES IN NET POSITION (continued)

Capital contributions

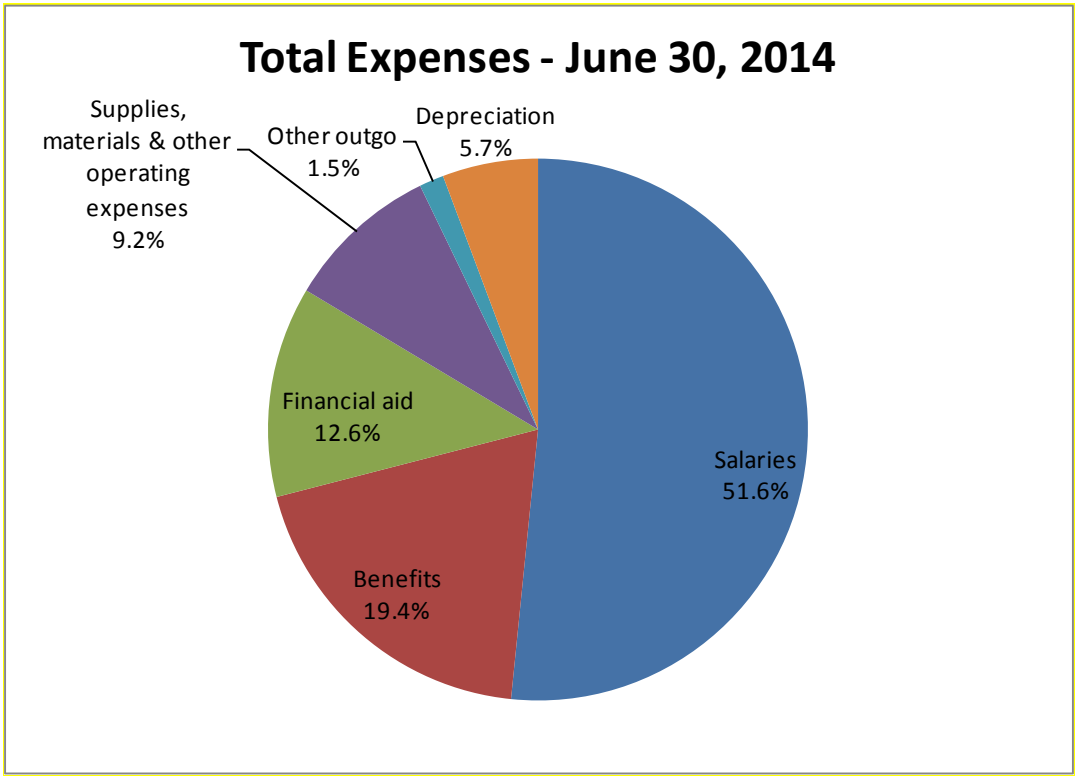
Capital contributions decreased by 50.4%, approximately $8.1 million.

- State capital apportionments decreased $5.1 million. This revenue is received from the state as a match for capital projects. The IVC Life Sciences building was completed and the District received the final payment in FY 2013-2014.

- Local capital revenues decreased $2.8 million, a 27.4% decrease. The majority of this decrease pertains to the additional revenue received in the prior year from the elimination of redevelopment agencies imposed by the state.



STATEMENT OF REVENUES, EXPENSES, AND CHANGES IN NET POSITION (continued)



District's Fiduciary Responsibility

The District is the trustee, or fiduciary, for certain amounts held on behalf of students, clubs, and donors for student loans and scholarships. The District's fiduciary activities are reported in a separate statement of fiduciary net position. These activities are excluded from the District's other financial statements because these assets cannot be used to finance operations. The District is responsible for ensuring that the assets reported in these funds are used for their intended purposes.

CAPITAL ASSETS AND DEBT ADMINISTRATION

Capital Assets

As of June 30, 2014, the District had approximately $272.4 million invested in net capital assets. Total capital assets of $415.0 million consist of land, construction in progress, buildings and improvements, vehicles, data processing equipment, and other office equipment. These assets have accumulated depreciation of $142.6 million. In FY 2013-2014, there were capital asset additions in the amount of $49.7 million. Deletions of $17.3 million include $16.8 million of completed construction in progress moved to building assets and $439.9 thousand of disposals. Depreciation expense of $12.1 million was recorded for FY 2013-2014.

Note 5 to the financial statements provides additional information on capital assets. A comparison of capital assets net of depreciation is summarized below:

	2014	2013	Net Change
Land and construction in progress	$ 110,103,028	$ 96,668,326	$ 13,434,702
Buildings and equipment	304,905,536	285,917,499	18,988,037
Accumulated depreciation	(142,646,294)	(130,788,827)	(11,857,467)
Total Capital Assets	272,362,270	251,796,998	20,565,272

Debt

At June 30, 2014, the District had $5.3 million in debt. Energy loans of $2.2 million were paid in full in FY 2013-2014 bringing the financing lease agreements debt to zero. Note 9 provides additional information on long-term liabilities. A comparison is summarized below:

	2014	2013	Net Change
Financing lease agreements	$ -	$ 2,167,054	$ (2,167,054)
Compensated absences	3,939,375	3,949,364	(9,989)
Claims liability	281,500	382,222	(100,722)
Net OPEB obligation	1,059,378	1,681,598	(622,220)
Total Long-term Liabilities	$ 5,280,253	$ 8,180,238	$ (2,899,985)

ECONOMIC OUTLOOK AND FACTORS AFFECTING NEXT YEAR'S BUDGET

The FY 2014-2015 state budget for community colleges included a cost of living adjustment (COLA) of .85% on general purpose apportionments and 2.75% for growth funding statewide. While the District does not receive these funds from the state, these amounts were funded in the allocation model with property tax revenues. The colleges are prepared to earn the additional growth funds while containing enrollments to available funding levels.

The District has been identified as a "locally funded" district since 1999-2000, meaning its primary source of revenue comes from local property taxes, not state apportionment. The FY 2014-2015 adopted budget assumes an increase in property tax revenue of 1% from FY 2013-2014 actual receipts. This assumption is based on prior years' history and conservative estimations provided by the county auditor/controller's office. Property tax receipts have been a stable revenue source with moderate growth in recent years. The District continues to experience sufficient revenue to maintain funding of the colleges and allow for future capital projects. Excess funds over what would be received from the state funding formula are used to pay for long-term debt, one time expenditures, and capital outlay needs.

The most recent actuarial study was completed for the OPEB liability in January 2014. Due to prior year funding and improved healthcare costs, the trust is adequately funded to meet future obligations and does not require a contribution for FY 2014-2015. The next actuarial study will be completed in January 2015.

The state provided a large increase in funding for instructional equipment and scheduled maintenance in its FY 2014-2015 budget. The District allocation of $3.3 million will greatly assist with the colleges' backlog of scheduled maintenance and instructional equipment needs.

For the first time, the legislature approved an increase in the employer STRS contribution rate from 8.25% to 8.88% for FY 2014-2015 in order to address the large unfunded liability. Projected rate increases for STRS and PERS over the next six years are significant. The District will be planning a funding strategy for these new costs as well as anticipated increases in medical benefits that will outpace new revenue sources.

REQUEST FOR INFORMATION

The financial report is designed to provide a general overview of the District's finances. Questions concerning this report or requests for additional financial information should be addressed to the South Orange County Community College District, Office of the Executive Director of Fiscal Services, 28000 Marquerite Parkway, Mission Viejo, CA 92692-3635.

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
STATEMENT OF NET POSITION – PRIMARY GOVERNMENT
JUNE 30, 2014

	Business-Type Activity Primary Government
ASSETS	
CURRENT ASSETS	
Cash and cash equivalents	$ 1,026,220
Investments	288,139,217
Accounts receivable	7,817,822
Prepaid expenses	967,984
Inventory	47,075
Total Current Assets	297,998,318
NONCURRENT ASSETS	
Restricted cash and cash equivalents	16,873
Restricted student loan receivable	30,993
Capital assets, net of accumulated depreciation	272,362,270
Total Noncurrent Assets	272,410,136
TOTAL ASSETS	570,408,454
LIABILITIES	
CURRENT LIABILITIES	
Accounts payable and accrued liabilities	15,205,873
Unearned revenue	7,094,912
Current portion - long-term liabilities	1,563,659
Total Current Liabilities	23,864,444
NONCURRENT LIABILITIES	
Noncurrent portion - long-term liabliities	3,716,594
TOTAL LIABILITIES	27,581,038
NET POSITION	
Net investment in capital assets	272,362,270
Restricted for:	
Capital projects	24,292,212
Educational programs	1,056,445
Other purposes	3,176,175
Unrestricted	245,116,489
TOTAL NET POSITION	$ 542,827,416

See accompanying notes to the financial statements.

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
STATEMENT OF REVENUES, EXPENSES AND CHANGES IN NET POSITION - PRIMARY GOVERNMENT
FOR THE YEAR ENDED JUNE 30, 2014

	Business-Type Activity Primary Government
OPERATING REVENUES	
Student Tuition and Fees	$ 45,526,759
Less: scholarship discount & allowance	(12,630,385)
Net tuition & fees	32,896,374
Grants and Contracts, noncapital:	
Federal	1,514,722
State	9,754,679
Local	2,743,502
Internal Service Sales and Charges	626,538
Subtotal	14,639,441
TOTAL OPERATING REVENUES	47,535,815
OPERATING EXPENSES	
Salaries	109,230,200
Benefits	41,045,899
Financial aid	26,734,682
Supplies, materials, & other operating expenses	19,524,252
Utilities	3,100,022
Depreciation	12,084,998
TOTAL OPERATING EXPENSES	211,720,053
OPERATING LOSS	(164,184,238)
NONOPERATING REVENUES/(EXPENSES)	
State apportionments, non-capital	689,832
Local property taxes	160,508,591
Federal grants and contracts, non-capital	24,921,480
State taxes & other revenues	12,560,520
Investment income, non-capital	718,180
TOTAL NONOPERATING REVENUES (EXPENSES)	199,398,603
GAIN BEFORE OTHER REVENUES AND LOSSES	35,214,365
OTHER REVENUES AND (LOSSES)	
State apportionments, capital	725,000
Local revenues, grants and gifts, capital	7,432,563
Loss on disposal of equipment	(212,390)
TOTAL OTHER REVENUES AND GAINS	7,945,173
CHANGE IN NET POSITION	43,159,538
NET POSITION - BEGINNING, AS RESTATED	499,667,878
NET POSITION - ENDING	$ 542,827,416

See accompanying notes to the financial statements.

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
STATEMENT OF CASH FLOWS - PRIMARY GOVERNMENT
FOR THE YEAR ENDED JUNE 30, 2014

	Business-Type Activity Primary Government
CASH FLOWS FROM OPERATING ACTIVITIES	
Tuition and fees	$ 33,385,662
Federal grants and contracts	1,514,722
State grants and contracts	11,305,009
Local grants and contracts	2,743,502
Payments to or on behalf of employees	(149,264,176)
Payments to vendors for supplies and services	(22,456,975)
Payments to students for scholarships and grants	(26,579,242)
Net Cash Used by Operating Activities	(149,351,498)
CASH FLOWS FROM NON-CAPITAL FINANCING ACTIVITIES	
State apportionments	689,832
Property taxes	159,257,969
State taxes and other revenues	9,779,763
Federal grants and contracts	24,921,480
Net Cash Provided by Non-capital Financing Activities	194,649,044
CASH FLOWS FROM CAPITAL FINANCING ACTIVITIES	
Acquisition and construction of capital assets	(32,862,660)
Principal and interest paid on capital debt	(2,167,054)
State apportionments, capital projects	725,000
Local revenues, grants and gifts, capital	7,432,563
Net Cash Used by Capital Financing Activities	(26,872,151)
CASH FLOWS FROM INVESTING ACTIVITIES	
Investment income	718,180
Net Cash Provided by Investing Activities	718,180
NET INCREASE IN CASH & CASH EQUIVALENTS	19,143,575
CASH AND CASH EQUIVALENTS - BEGINNING OF YEAR	270,038,735
CASH AND CASH EQUIVALENTS - END OF YEAR	$ 289,182,310

See accompanying notes to the financial statements.

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
STATEMENT OF CASH FLOWS - PRIMARY GOVERNMENT, continued
FOR THE YEAR ENDED JUNE 30, 2014

		Business-Type Activity
		Primary Government
RECONCILIATION OF OPERATING LOSS TO NET CASH USED BY OPERATING ACTIVITIES		
Operating loss	$	(164,184,238)
Adjustments to Reconcile Operating Loss to Net Cash Used by Operating Activities:		
Depreciation expense		12,084,998
Changes in Assets and Liabilities:		
Accounts receivable		10,061,229
Inventory		28,141
Prepaid expense		766,182
Accounts payable and accrued liabilities		(7,629,888)
Unearned revenue		154,287
Compensated absences		(9,989)
Net OPEB obligation		(622,220)
Total Adjustments		14,832,740
Net Cash Flows From Operating Activities	$	(149,351,498)
CASH AND CASH EQUIVALENTS CONSISTS OF THE FOLLOWING:		
Cash on hand and in banks	$	1,043,093
Cash in county treasury		262,119,705
Cash in Local Agency Investment Fund (LAIF)		26,019,512
Total Cash and Cash Equivalents	$	289,182,310
NONCASH TRANSACTIONS		
On behalf payments for benefits	$	2,626,816

See accompanying notes to the financial statements.

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
STATEMENT OF FIDUCIARY NET POSITION
JUNE 30, 2014

	Associated Student Government Trust Funds	Retiree (OPEB) Trust	Agency Fund
ASSETS			
Cash and cash equivalents	$ 205,633	$ -	$ 4,153,411
Investments	78,084	95,689,395	-
Accounts receivable	95,373	-	569
Prepaid expenses	7,000	-	-
Total Assets	386,090	95,689,395	4,153,980
LIABILITIES			
Agency obligations	-	-	4,153,980
Accounts payable	178,535	152,150	-
Unearned revenue	12,307	-	-
Total Liabilities	190,842	152,150	$ 4,153,980
NET POSITION			
Restricted	195,248	95,537,245	
Total Net Position	$ 195,248	$ 95,537,245	

See accompanying notes to the financial statements.

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
STATEMENT OF CHANGES IN FIDUCIARY NET POSITION
FOR THE YEAR ENDED JUNE 30, 2014

	Associated Student Government Trust Funds	Retiree (OPEB) Trust
Additions		
Contributions	$ -	$ 3,520,000
Interest and investment income	317	11,550,448
Less: Investement operating expenses	-	(321,387)
Sales and other local revenues	814,963	-
Total Additions	815,280	14,749,061
Deductions		
Salaries	114,482	-
Benefits	12,895	3,640,168
Supplies and materials	42,444	-
Other operating expenses and services	523,936	-
Capital outlay	16,681	-
Student financial aid	156,693	-
Total Deductions	867,131	3,640,168
CHANGE IN NET POSITION	(51,851)	11,108,893
NET POSITION - BEGINNING	247,099	84,428,352
NET POSITION - ENDING	$ 195,248	$ 95,537,245

See accompanying notes to the financial statements.

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
DISCRETELY PRESENTED COMPONENT UNITS – STATEMENT OF FINANCIAL POSITION
JUNE 30, 2014

	Component Units
ASSETS	
CURRENT ASSETS	
Cash and cash equivalents	$ 778,188
Investments	8,059,401
Contributions receivable	250,848
Prepaid expense	5,051
Total Current Assets	9,093,488
NONCURRENT ASSETS	
Gift annuity receivable	39,862
Long-term contributions receivable	38,978
Investments with the Foundation for California Community Colleges	1,404,927
Total Noncurrent Assets	1,483,767
TOTAL ASSETS	10,577,255
LIABILITIES AND NET ASSETS	
CURRENT LIABILITIES	
Accounts payable	$ 810,906
Accrued liabilities	3,467
Trust account liability	4,878
Total Current Liabilities	819,251
TOTAL LIABILITIES	819,251
NET ASSETS	
Unrestricted	702,417
Temporarily restricted	6,254,049
Permanently restricted	2,801,538
TOTAL NET ASSETS	9,758,004
TOTAL LIABILITIES AND NET ASSETS	$ 10,577,255

See accompanying notes to the financial statements.

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
DISCRETELY PRESENTED COMPONENT UNITS – STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED JUNE 30, 2014

	Component Units			
	Unrestricted	Temporarily Restricted	Permanently Restricted	Total
SUPPORT AND REVENUES				
Contributions	$ 71,737	$ 1,712,665	$ 145,586	$ 1,929,988
Special events income- fundraisers (net of costs of direct benefits to donors of $129,631)	125,359	190,476	-	315,835
In-Kind Donations	525,596	-	-	525,596
Donated services	830,777	-	-	830,777
Donated professional fees	7,473	-	-	7,473
Investment income	296,329	911,871	-	1,208,200
Sales & commission	58,383	130,978	-	189,361
Other contract services	26,348	69,074	-	95,422
Other revenue	11,450	399	-	11,849
Net assets released from restrictions				
Purpose restrictions satisfied	2,112,425	(2,112,425)	-	-
Total Support and Revenues	4,065,877	903,038	145,586	5,114,501
EXPENSES				
Program services	3,078,225	-	-	3,078,225
Supporting services				
Management and general activities	378,404	-	-	378,404
Fundraising	343,725	-	-	343,725
Total Expenses	3,800,354	-	-	3,800,354
CHANGE IN NET ASSETS	265,523	903,038	145,586	1,314,147
NET ASSETS - BEGINNING, AS RESTATED	436,894	5,351,011	2,655,952	8,443,857
NET ASSETS - ENDING	$ 702,417	$ 6,254,049	$ 2,801,538	$ 9,758,004

See accompanying notes to the financial statements.

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

A. Reporting Entity

The South Orange County Community College District (District) is the level of government primarily accountable for activities related to public education. The governing authority consists of elected officials who, together, constitute the Board of Trustees.

Component units are legally separate organizations for which the District is financially accountable. Component units may also include organizations that are fiscally dependent on the District, in that the District approves their budget, the issuance of their debt or the levying of their taxes. In addition, component units are other legally separate organizations for which the District is not financially accountable but the nature and significance of the organization's relationship with the District is such that exclusion would cause the District's financial statements to be misleading or incomplete. For financial reporting purposes, the component units have a financial and operational relationship which meets the reporting entity definition criteria of the Governmental Accounting Standards Board (GASB) Statement No. 14, as amended by GASB Statement No. 39, *Determining Whether Certain Organizations Are Component Units* and GASB Statement No. 61, *The Financial Reporting Entity: Omnibus,* and thus are included in the financial statements of the District.

Based upon the application of the criteria listed above, the Facilities Corporation 2011 of the South Orange County Community College District (Corporation) has been included in the District's reporting entity as a blended component unit. Separate financial information may be obtained through the District.

Based upon the application of the criteria listed above, the following component units have been included through discrete presentation:

The Foundation for the South Orange County Community College District, the Foundation for Advanced Technology and Education Park (ATEP), Saddleback College Foundation and Irvine Valley College Foundation – Each Foundation is a separate not-for-profit corporation. The Foundation's Board of Governors are appointed independent of any District Board of Trustee's elections. The Boards are responsible for approving their own budgets and accounting and finance related activities, however, the District's governing board has fiscal responsibility over each Foundation.

Separate financial information for the Foundations may be obtained through the District.

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

A. Reporting Entity (continued)

In addition, the District maintains fiduciary funds which are composed of two trust funds and one agency fund as follows:

Associated Student Government Funds – These funds are held on behalf of students of the District under a formal trust agreement between the associated student government and the District.

South Orange County CCD Retiree (OPEB) Trust – The Trust is an irrevocable government trust pursuant to Section 115 of the Internal Revenue Code for the purpose of funding certain post-employment benefits. The Trust Board of Authority comprised of the Vice Chancellor of Business Services, Vice Chancellor of Human Resources and Employer/Employee Relations, District Executive Director of Fiscal Services/Comptroller, Vice President of Administrative Services, Saddleback College, and the Director of Fiscal Services, Irvine Valley College, provide oversight over Trust investments and plan administration. As such, the District acts as the fiduciary of the Trust.

Agency Fund – Funds are held by the District on behalf of students, clubs and donors for student loans and scholarships.

Separate financial statements are not prepared for trust and agency funds.

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

B. Measurement Focus

For financial reporting purposes, the District is considered a special-purpose government engaged only in business-type activities as defined by GASB Statements No. 34 and No. 35 as amended by GASB Statements No. 37 and No. 38. This presentation provides a comprehensive entity-wide perspective of the District's assets, liabilities, activities, and cash flows and replaces the fund group perspective previously required. Accordingly the District's financial statements have been presented using the economic resources measurement focus and the accrual basis of accounting. The significant accounting policies followed by the District in preparing these financial statements are in accordance with accounting principles generally accepted in the United States of America as prescribed by GASB. Additionally, the District's policies comply with the California Community Colleges Chancellor's Office *Budget and Accounting Manual*. Under the accrual basis, revenues are recognized when earned, and expenses are recorded when an obligation has been incurred. All material intra-agency and intra-fund transactions have been eliminated.

C. Basis of Accounting

Revenues resulting from exchange transactions, in which each party gives and receives essentially equal value, are classified as operating revenues. These transactions are recorded on the accrual basis when the exchange takes place. Available means that the resources will be collected within the current fiscal year or are expected to be collected soon enough thereafter to be used to pay liabilities of the current fiscal year. For the District, operating revenues consist primarily of student fees.

Non-exchange transactions, in which the District receives value without directly giving equal value in return, include State apportionments, property taxes, certain Federal and State grants, entitlements, and donations. Property tax revenue is recognized in the fiscal year received. State apportionment revenue is earned based upon criteria set forth from the Community Colleges Chancellor's Office and includes reporting of full-time equivalent students (FTES) attendance. The corresponding apportionment revenue is recognized in the period the FTES are generated. Revenue from Federal and State grants and entitlements are recognized in the fiscal year in which all eligibility requirements have been satisfied. Eligibility requirements may include time and/or purpose requirements.

Operating expenses are costs incurred to provide instructional services including support costs, auxiliary services, and depreciation of capital assets. All other expenses not meeting this definition are reported as nonoperating. Expenses are recorded on the accrual basis as they are incurred, when goods are received, or services are rendered.

The District reports are based on all applicable GASB pronouncements, as well as applicable Financial Accounting Standards Board (FASB) pronouncements issued on or before November 30, 1989, unless those pronouncements conflict or contradict.

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

D. Financial Statement Presentation

The financial statements are presented in accordance with the reporting model as prescribed in GASB Statement No. 34, *Basic Financial Statements and Management's Discussion and Analysis for State and Local Governments*, and GASB Statement No. 35, *Basic Financial Statements and Management's Discussion and Analysis for Public Colleges and Universities*, as amended by GASB Statements No. 37 and No. 38. The business-type activities model followed by the District requires the following components of the District's financial statements:

- Management's Discussion and Analysis
- Basic Financial Statements for the District as a whole including:
  - Statements of Net Position - Primary Government
  - Statements of Revenues, Expenses, and Changes in Net Position - Primary Government
  - Statements of Cash Flows - Primary Government
  - Financial Statements for the Fiduciary Funds including:
    - Statements of Fiduciary Net Position
    - Statements of Changes in Fiduciary Net Position
- Notes to the Financial Statements

E. Cash and Cash Equivalents

The District's cash and cash equivalents are considered to be cash on hand, demand deposits and short-term investments with original maturities of three months or less from the date of acquisition. Cash in the Orange County Treasury and investments in the Local Agency Investment fund are recorded at fair value in accordance with the requirements of GASB Statement No. 31, *Accounting and Financial Reporting for Certain Investments and for External Investments Pools.*

F. Accounts Receivable

Accounts receivable consists primarily of amounts due from the federal government, state, and local governments, or private sources, in connection with reimbursement of allowable expenses made pursuant to the District's grant and contracts.

G. Inventory

Inventories are presented at the lower of cost or market using the average cost method and are expensed when used. Inventory consists of expandable instructional, custodial, health and other supplies held for consumption.

H. Prepaid Expenses

Payments made to vendors for goods or services that will benefit periods beyond June 30, 2014, are recorded as prepaid items using the consumption method. A current asset for the prepaid amount is recorded at the time of the purchase and an expense is reported in the year in which goods or services are consumed.

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

I. Restricted Cash and Cash Equivalents

Restricted cash and cash equivalents are those amounts externally restricted as to use pursuant to the requirements of the District's grants, contracts, and debt service requirements.

J. Capital Assets

Capital assets are recorded at cost at the date of acquisition. Donated capital assets are recorded at their estimated fair value at the date of donation. For equipment, the District's capitalization policy includes all items with a unit cost of $5,000 or more and an estimated useful life of greater than one year. Buildings as well as renovations to buildings, infrastructure, and land improvements that significantly increase the value or extend the useful life of the structure are capitalized.

The cost of normal maintenance and repairs that does not add to the value of the asset or materially extend the asset's life is recorded in operating expense in the year in which the expense was incurred. Depreciation is computed using the straight-line method over the estimated useful lives of the assets, generally 50 years for buildings, 10 years for site improvements, 8 years for equipment and vehicle, and 3 years for technology.

K. Accounts Payable

Accounts payable consists of amounts due to vendors.

L. Accrued Liabilities

Accrued liabilities consist of salaries and benefits payable, deferred summer pay and load banking. Load banking hours consist of hours worked by instructors in excess of a full-time load which they may carryover for future paid time off.

M. Unearned Revenue

Tuition and fees received prior to June 30 for classes and programs offered in the subsequent fiscal year are reported as unearned revenue.

Cash received for federal and state special projects and programs is recognized as revenue to the extent that qualified expenses have been incurred. Unearned revenue is recorded to the extent cash received on specific projects and programs exceed qualified expenses.

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

N. Deferred Outflows/Deferred Inflows of Resources

In addition to assets, the District will sometimes report a separate section for deferred outflows of resources. This separate financial statement element, deferred outflows of resources, represents a consumption of net position that applies to a future period and so will not be recognized as an outflow of resources (expense/expenditure) until then.

In addition to liabilities, the District will sometimes report a separate section for deferred inflows of resources. This separate financial statement element, deferred inflows of resources, represents an acquisition of net position that applies to a future period and so will not be recognized as an inflow of resources (revenue) until that time.

O. Compensated Absences

In accordance with GASB Statement No. 16, *Accounting for Compensated Absences,* accumulated unpaid employee vacation benefits are recognized as a liability of the District as compensated absences in the Statement of Net Position.

Sick leave benefits are accumulated without limit for each employee. Accumulated employee sick leave benefits are not recognized as a liability of the District. The District's policy is to record sick leave as an operating expense in the period taken; however, unused sick leave is added to the creditable service period for calculation of retirement benefits when the employee retires and within the constraints of the appropriate retirement systems.

P. Net Position

GASB Statements No. 34 and No. 35 report equity as "Net Position" and represent the difference between assets and liabilities. The net position is classified according to imposed restrictions or availability of assets for satisfaction of District obligations according to the following net asset categories:

Net Investment in Capital Assets**:** Consists of capital assets, net of accumulated depreciation and outstanding principal balances of debt attributable to the acquisition, construction, or improvement of those assets. To the extent debt has been incurred, but not yet expended for capital assets, such accounts are not included as a component of net investment in capital assets.

Restricted: Net position is reported as restricted when there are limitations imposed on their use, either through enabling legislation adopted by the District, or through external restrictions imposed by creditors, grantors, or laws or regulations of other governments. The District first applies restricted resources when an expense is incurred for purposes for which both restricted and unrestricted resources are available.

Unrestricted: Net position that is not subject to externally imposed constraints. Unrestricted net position may be designated for specific purposes by action of the Board of Trustees or may otherwise be limited by contractual agreements with outside parties.

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

Q. State Apportionments

The District does not receive state apportionments for the base calculation because it receives more than sufficient revenues from enrollment fees and property taxes. The excess property taxes above the base revenue calculations is referred to as basic aid funds.

The District does receive state apportionments for categorical programs. These allocations are based upon various financial and statistical information from the current and previous years.

R. Property Taxes

Property taxes are assessed and levied by the County of Orange. Secured property taxes attach as an enforceable lien on property as of January 1. These taxes are payable in two installments on November 1 and February 1. Secured property taxes are considered delinquent after December 10 for the 1st installment and April 10 for the 2nd installment. Unsecured property taxes are payable in one installment on or before August 31 and are delinquent after August 31.

The District reports real and personal property tax on an accrual basis. A receivable has been accrued in these financial statements to reflect the amount of property taxes receivable as of June 30, 2014.

S. On-Behalf Payments

GASB Statement No. 24, Accounting and Financial Reporting for Certain Grants and Other Financial Assistance, requires that direct on-behalf payments for fringe benefits and salaries made by one entity to a third party recipient for the employees of another, legally separate entity be recognized as revenue and expenditure by the employer government. The State of California makes direct on-behalf payments for retirement benefits to the State Teachers Retirement Systems (STRS) on behalf of all Community Colleges in California. The amount of on-behalf payments made for the District is estimated at $2,626,816 for STRS for the year ended June 30, 2014. This amount has been reflected in the basic financial statements as a component of non-operating revenue and employee benefit expense.

T. Classification of Revenues

The District has classified its revenues as either operating or nonoperating revenues according to the following criteria:

Operating revenues: Operating revenues include activities that have the characteristics of exchange transactions, such as student fees, net of scholarship discounts and allowances, and most federal, state and local grants and contracts.

Nonoperating revenues: Nonoperating revenues include activities that have the characteristics of nonexchange transactions, such as state apportionment, property taxes, state taxes, non-capital federal grants and contracts investment income, and other revenue sources.

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

U. Scholarship Discount and Allowances

Student tuition and fee revenues, and certain other revenues from students, are reported net of scholarship discounts and allowances in the statement of revenues, expenses, and changes in net position. Scholarship discounts and allowances are the difference between the stated charge for goods and services provided by the District, and the amount that is paid by students and/or third parties making payments on the students' behalf. Certain governmental grants and other federal, state or nongovernmental programs are recorded as operating revenues in the District's financial statements. To the extent that revenues from such programs are used to satisfy tuition and fees and other student charges, the District has recorded a scholarship discount and allowance, included in the Board of Governors Grants (BOG) waivers.

V. Estimates

The preparation of the financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the amounts reported in the financial statements and accompanying notes. Actual results may differ from those estimates.

W. Foundation Financial Statement Presentation

The South Orange County Community College District, Advanced Technology and Education Park (ATEP) Foundation, Saddleback College Foundation and Irvine Valley College Foundation present their financial statements in accordance with Statement of Financial Accounting Codifications. Under these reporting requirements, the Foundations are required to report information regarding their financial position and activities according to three classes of net assets: unrestricted net assets, temporarily restricted net assets, and permanently restricted net assets. As permitted by the codification, the Foundations do not use fund accounting.

Permanently Restricted Net Assets: Net assets subject to donor-imposed stipulations that they be maintained permanently by the Foundation. Generally, the donors of these assets permit the Foundation to use all or part of the income earned on related investments for general or specific purposes.

Temporarily Restricted Net Assets: Net assets subject to donor-imposed stipulations that will be met by actions of the Foundation and/or the passage of time.

Unrestricted Net Assets: Net assets not subject to donor-imposed restrictions.

Revenues and expenses are recorded when incurred in accordance with the accrual basis of accounting. Revenues are reported as increases in the unrestricted net assets classification unless use of the related assets is limited by donor-imposed restrictions. Contributions, including unconditional promises to give, are recognized as revenue in the period received. Conditional promises to give are not recognized as revenue until the conditions on which they depend are substantially met. Contributions for in-kind gifts from outside sources are recorded at their fair market value on the date of the donation.

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

W. Foundation Financial Statement Presentation (continued)

Expenses are reported as decreases in unrestricted net assets. Gains and losses on investments and other assets or liabilities are reported as increases or decreases in unrestricted net assets unless their use is restricted by explicit donor stipulation or by law.

Investments are reported at fair value in accordance with FASB Accounting Standards Codification (ASC) 820, Fair Value Measurements and Disclosures.

NOTE 2 – CASH AND INVESTMENTS

A. Summary of Cash and Investments

Cash and investments as of June 30, 2014, consist of the following:

Primary government	$	289,182,310
Fiduciary funds		100,126,523
Total Cash and Investments	$	389,308,833

Cash on hand and in banks	$	5,301,237
Cash in revolving		100,900
Investments		383,906,696
Total Cash and Investments	$	389,308,833

The District is authorized under California Government Code to make direct investments in local agency bonds, notes, or warrants within the State; U.S. Treasury instruments; registered State warrants or treasury notes; securities of the U.S. Government, or its agencies; bankers acceptances; commercial paper; certificates of deposit placed with commercial banks and/or savings and loan companies; repurchase or reverse repurchase agreements; medium term corporate notes; shares of beneficial interest issued by diversified management companies, certificates of participation, obligations with first priority security; and collateralized mortgage obligations.

NOTE 2 – CASH AND INVESTMENTS (continued)

B. Investments

Pooled Investments

	Carrying Value	Fair Value	Maturity Date*
Orange County Treasury Investment Pool	$ 262,197,789	261,935,591	519 Days
Local Agency Investment Fund (LAIF)	26,019,512	26,027,285	232 Days
Total	$ 288,217,301	$ 287,962,876	

**Weighted average days to maturity*

Investment in County Treasury

The District is considered to be an involuntary participant in an external investment pool as the District is required to deposit all receipts and collections of monies with their County Treasurer (*Education Code* Section (ECS) 41001). The fair value of the District's investment in the pool is reported in the accompanying financial statements at amounts based upon the District's pro-rata share of the fair value provided by the County Treasurer for the entire portfolio (in relation to the amortized cost of that portfolio). The balance available for withdrawal is based on the accounting records maintained by the County Treasurer, which is recorded on the amortized cost basis.

Investment in State Investment Pool

The District is a voluntary participant in the Local Agency Investment Fund (LAIF) that is regulated by California Government Code Section 16429 under the oversight of the Treasurer of the State of California. The fair value of the District's investment in the pool is reported in the accompanying financial statements at amounts based upon the District's pro-rata share of the fair value provided by LAIF for the entire LAIF portfolio (in relation to the amortized cost of that portfolio). The balance available for withdrawal is based on the accounting records maintained by LAIF, which is recorded on the amortized cost basis.

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OPEB Trust

The Board of Authority of the Retiree Benefit (OPEB) Trust has established an investment policy under provisions of California Government Code Sections 53216.1, 53216.5, and 53216.6 which allows investment in any form or type of investment deemed prudent by the Board of Authority and not otherwise expressly restricted by law.

The investment policy authorizes the Trust to invest funds in certain types of investments including publicly traded common stocks, American Depository Receipts (ADRs), SEC-registered open-end mutual funds and Bank, Insurance Company or Trust Company commingled funds, closed-end SEC-registered mutual funds, Exchange Traded Funds (ETF), obligations of the U.S. Government and its agencies bonds issued by U.S. corporations or U.S. Corporations or U.S. subsidiaries of foreign companies that are incorporated within the U.S., certificates of deposit, money market funds, foreign bonds, asset-back securities, and U.S. Agency mortgage-backed pass-through securities.

NOTE 2 – CASH AND INVESTMENTS (continued)

B. Investments (continued)

OPEB Trust (continued)

Investments held by the Retiree Benefit (OPEB) Trust at June 30, 2014 are presented below:

Investment Type	Fair Value	Credit Rating	Weighted Average Maturity (Years)
OPEB Trust			
Equity mutual funds	$ 48,645,293	N/A	N/A
Fixed income mutual funds	47,044,102	BB-BBB	2.51 - 8.66
Total for OPEB Trust	$ 95,689,395		

Interest Rate Risk

Interest rate risk is the risk that changes in interest rates will adversely affect the fair value of an investment. Equity mutual funds are not subject to interest rate risk. The Retirement Board of Authority has adopted an internally developed investments policy that authorized the use of a broad range of investment choices that have distinctly different risks and return characteristics.

Credit Risk

Credit risk is the risk that an issuer or other counterparty to an investment will not fulfill its obligations. Equity mutual funds are not subject to credit risk. The Trust investment policy establishes minimum acceptable credit ratings for investments from any Nationally Recognized Statistical Rating Organization (NRSROs).

Custodial Credit Risk

This is the risk that in the event of a bank failure, the District's deposits may not be returned to it. The District does not have a policy for custodial credit risk. However, the California Government Code requires that a financial institution secure deposits made by State or local governmental units by pledging securities in an undivided collateral pool held by a depository regulated under State law (unless so waived by the governmental unit). The market value of the pledged securities in the collateral pool must equal at least 110 percent of the total amount deposited by the public agency. As of June 30, 2014, the District's bank balance was exposed to custodial credit risk because it was uninsured and collateralized with securities held by the pledging financial institution, but not in the name of the District.

NOTE 2 – CASH AND INVESTMENTS (continued)

B. Investments (continued)

Concentration of Credit Risk

Concentration of credit risk is the risk of loss attributed to the magnitude of an investment in a single user. The Trust and component units' investment policies limit investments to no more than 5% of assets invested in any single equity security, any single debt security or investment in any mutual fund that holds more than 5% of its portfolio in any single issue or issuer. The foregoing limitation is not intended to apply to the percentage of assets invested in a single diversified mutual fund, obligations of the U.S Government and its agencies, U.S. agency mortgage-backed pass-through securities, or to a mutual fund that invests in such obligations or securities. The Trust accounts did not violate any provisions of the California Government Code or its investment policy during the year ended June 30, 2014.

NOTE 3 – INTERFUND TRANSACTIONS

Interfund receivables and payables result when the interfund transfer is transacted after the close of the fiscal year. Inferfund activity within the funds has been eliminated in the basic financial statements, except for balances that are reflected between the business-type activity and fiduciary funds.

NOTE 4 – ACCOUNTS RECEIVABLE

Accounts receivable as of June 30, 2014 are as follows:

	Primary Government	Fiduciary Funds
Federal	$ 764,768	$ -
State	414,404	-
Local	6,638,650	95,942
Total	$ 7,817,822	$ 95,942

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2014

NOTE 5 – CAPITAL ASSETS

The following provides a summary of changes in capital assets for the year ended June 30, 2014:

	Balance July 01, 2013	Additions	Deductions	Balance June 30, 2014
Capital Assets not being Depreciated				
Land	$ 41,762,154	$ -	$ -	$ 41,762,154
Construction in progress	54,906,172	30,265,889	16,831,187	68,340,874
Total Capital Assets not being Depreciated	96,668,326	30,265,889	16,831,187	110,103,028
Capital Assets being Depreciated				
Site improvements	97,064,485	-	-	97,064,485
Buildings and improvements	169,613,478	16,831,187	-	186,444,665
Furniture & equipment	19,239,536	2,596,771	439,921	21,396,386
Total Capital Assets being Depreciated	285,917,499	19,427,958	439,921	304,905,536
Total Capital Assets	382,585,825	49,693,847	17,271,108	415,008,564
Less Accumulated Depreciation				
Site improvements	52,921,061	6,964,192	-	59,885,253
Buildings & improvements	63,773,175	3,504,637	-	67,277,812
Furniture & equipment	14,094,591	1,616,169	227,531	15,483,229
Total Accumulated Depreciation	130,788,827	12,084,998	227,531	142,646,294
Net Capital Assets	$ 251,796,998	$ 37,608,849	$ 17,043,577	$ 272,362,270

Depreciation expense for the year was $12,084,998.

NOTE 6 – ACCOUNTS PAYABLE

Accounts payable as of June 30, 2014 are as follows:

	Primary Government	Fiduciary Funds
Payroll	$ 7,588,323	$ -
Construction	4,932,637	-
Other	2,684,913	330,685
Total	$ 15,205,873	$ 330,685

NOTE 7 – UNEARNED REVENUES

Unearned revenues as of June 30, 2014 are as follows:

	Primary Government	Fiduciary Funds
Federal sources	$ 113,947	$ -
State categorical sources	1,168,598	-
Other state sources	66,447	-
Promenade ground lease	2,109,935	-
Student enrollment fees	3,468,025	-
Other local sources	167,960	12,307
Total	$ 7,094,912	$ 12,307

NOTE 8 - LEASES

A. Operating Leases

The District has entered into various operating leases for the rental of facilities and equipment with lease terms in excess of one year. None of these agreements contain purchase options. Future minimum lease payments under these agreements are as follows:

For the Year Ended June 30,	Lease Payment
2015	$ 299,927
2016	290,227
2017	290,229
Total	$ 880,383

The District will receive no sublease rental revenues nor pay any contingent rentals for these facilities or equipment.

NOTE 8 - LEASES (continued)

B. Sublease

In March 2004, the District entered into a sublease with the City of Tustin for lease of 30.71 acres of former Marine Corps Air Station (MCAS) Tustin. The property is being used for the Advanced Technology Educational Campus. The lease will end on the earlier of December 31, 2050 or the effective date of conveyance of the portion of the leased property to the District. Future minimum lease payments under this agreement to the City of Tustin are currently anticipated to be as follows:

For the Year Ended June 30,	Lease Payment
2015	$ 6,600
2016	6,600
2017	6,600
Total	$ 19,800

The rent for this property consists of payment for all protection and maintenance for the leased premises as well as the reimbursement of operating expenses. For the year ended June 30, 2014 the District incurred reimbursement of operating expenses to the City of Tustin for the property in the amount of $6,600.

NOTE 9 – LONG TERM OBLIGATIONS

A schedule of changes in long-term obligations for the year ended June 30, 2014 is shown below:

	Balance July 01, 2013	Additions	Deductions	Balance June 30, 2014	Due Within One Year
Financing lease agreement	$ 2,167,054	$ -	$ 2,167,054	$ -	$ -
Compensated absences	3,949,364	3,215,993	3,225,982	3,939,375	1,339,338
Claims liability	382,222	140,862	241,584	281,500	224,321
Net OPEB obligation	1,681,598	2,895,781	3,518,001	1,059,378	-
Totals	$ 8,180,238	$ 6,252,636	$ 9,152,621	$ 5,280,253	$ 1,563,659

NOTE 10 - RENTAL INCOME

The District entered into a 55-year operating lease contract during 1985 to lease land owned by the District to a construction partnership for the purpose of building apartments. Annual lease payments through 2013 shall be adjusted by adding to the prior year's payment an increase of four and three-quarters percent. Thereafter, commencing with the payment due 2013, the prior payment shall be adjusted annually based upon the percentage change for the preceding calendar year as contained in the "Consumer Price Index For All Urban Consumers Los Angeles, Long Beach, Anaheim, Metropolitan Area" published by the Bureau of Labor Statistics of the United States of the United States Department of Labor, provided however, that there shall be a minimum increase of three percent over the preceding annual rent and not more than six percent over such preceding year. Minimum annual lease receipts for the next five years and afterward are as follows:

For the Year Ended June 30,	Lease Payment
2015	$ 2,494,435
2016	2,569,268
2017	2,646,346
2018	2,725,736
2019	2,807,508
2020-2024	15,352,607
2025-2029	17,797,878
2030-2034	20,632,617
2035-2039	23,918,857
2040	5,222,792
Total	$ 96,168,045

NOTE 11 – EMPLOYEE RETIREMENT PLANS

Qualified employees are covered under multiple-employer defined benefit pension plans maintained by agencies of the State of California. Academic employees are members of the State Teachers' Retirement System (STRS) and classified employees are members of the Public Employees' Retirement System (PERS).

State Teachers' Retirement System (STRS)

Plan Description

The District contributes to the State Teacher's Retirement System (STRS), a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by STRS. The plan provides retirement, disability and survivor benefits to beneficiaries. Benefit provisions are established by State statutes, as legislatively amended, within the State Teachers' Retirement Law. STRS issues a separate comprehensive annual financial report that includes financial statements and required supplementary information. Copies of the STRS annual financial report may be obtained from STRS, 100 Waterfront Place, West Sacramento, CA 95605.

Funding Policy

Active plan members are required to contribute 8.0% of their salary and the District is required to contribute a statutorily determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by the STRS Teachers' Retirement Board. The required employer contribution rate for fiscal year 2013-2014 was 8.25% of annual payroll. The contribution requirements of the plan members are established and may be amended by State statute.

Public Employees' Retirement Systems (PERS)

Plan Description

The District contributes to the School Employer Pool under the California Public Employees' Retirement System (CalPERS), a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by CalPERS. The plan provides retirement and disability benefits, annual cost-of-living adjustments, and death benefits to plan members and beneficiaries. Benefit provisions are established by State statutes, as legislatively amended, within the Public Employees' Retirement Law.

CalPERS issues a separate comprehensive annual financial report that includes required supplementary information. Copies of the CalPERS' annual financial report maybe be obtained from the CalPERS Executive Office, 400 P Street, Sacramento, CA 95814.

Funding Policy

Active plan members hired prior to January 1, 2013, are required to contribute 7% of their salary. The California Public Employees' Pension Reform Act (PEPRA), specifies that new members entering into the plan on or after January 1, 2013, shall pay the higher of fifty percent of normal costs or 6.0% of their salary. Additionally, for new members entering the plan on or after January 1, 2013, the employer is prohibited from paying any of the employee contribution to CalPERS unless the employer payment of the member's contribution is specified in an employment agreement or collective bargaining agreement that expires after January 1, 2013.

NOTE 11 – EMPLOYEE RETIREMENT PLANS (continued)

Public Employees' Retirement Systems (PERS) (continued)

Funding Policy (continued)

The District is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by the CalPERS Board of Administration. The required employer contribution for fiscal year 2013-2014 was 11.442% of annual payroll. The contribution requirements of the plan members are established and may be amended by the State statute.

Contribution to STRS and PERS

The District's contributes to STRS and PERS for each of the last three fiscal years are as follows:

	STRS		PERS	
For the Year Ended	Required Contribution	Percent Contributed	Required Contribution	Percent Contributed
2012	$ 4,164,341	100%	$ 4,143,173	100%
2013	$ 4,397,401	100%	$ 4,382,671	100%
2014	$ 4,581,108	100%	$ 4,595,546	100%

On Behalf Payments

The State of California makes contributions to CalSTRS and CalPERS on behalf of the District. These payments consist of State General Fund contributions to CalSTRS for the year ended June 30, 2014, which amounted to $2,626,816 (5.204 percent for 2013-14) of salaries subject to CalSTRS. Contributions are no longer appropriated in the annual Budget Act for the legislatively mandated benefits to CalPERS. Therefore, there is no on behalf contribution rate for CalPERS. No contributions were made for CalPERS for the year ended June 30, 2014. Under accounting principles generally accepted in the United States of America, these amounts are to be reported as revenues and expenditures. These amounts have been reflected in the basic financial statements as a component of nonoperating revenue and employee benefit expense.

NOTE 12 – POSTEMPLOYMENT HEALTHCARE BENEFITS

Plan Description

The District administers a single-employer defined benefit healthcare plan (the Retiree Health Plan). The plan provides health, dental, and vision benefits to eligible retirees and their dependents in accordance with provisions established through negotiations between the District and the bargaining unions representing employees. Plan provisions are renegotiated each three-year bargaining period. The District reports the financial activity of the plan as a trust fund in these financial statements and no separate financial report is prepared.

Eligibility

The District currently provides retiree and dependent health benefits to eligible academic, classified, classified leadership and administrators until retirees reach age 65. Eligibility requirements vary by employee classification. All participants must have a minimum service of 10 years and minimum required hours of 75% FTE. In addition, classified employees must be at least 60 years of age; and classified leadership, administrators and academic employees must retire under PERS or STRS. The District also pays for retiree only Medicare supplemental coverage for academic, classified leadership and administrative retirees beyond age 65.

Retirees and beneficiaries receiving benefits	305
Active plan members	825
Total	1130

Funding Policy

The contribution requirements are established and may be amended by the District. The required contribution is based on projected pay-as-you-go financing requirements, with an annual adjustment to fully fund the actuarially determined annual required contribution. For fiscal year 2013-2014, the District contributed $3,518,001 to the plan for current year premiums. The District pays for 100% of coverage.

NOTE 12 – POSTEMPLOYMENT HEALTHCARE BENEFITS (continued)

Annual OPEB Cost and Net OPEB Obligation

The District's annual other postemployment benefit (OPEB) cost (expense) is calculated based on the annual required contribution of the employer (ARC), an amount actuarially determined in accordance with the parameters of GASB Statement 45, *Accounting and Financial Reporting by Employers for Postemployment Benefits Other Than Pensions*. The ARC represents a level of funding that, if paid on an ongoing basis, is projected to cover the normal cost each year and amortize an unfunded actuarial liabilities (or funding excess) over a period not to exceed thirty years. The following table shows the components of the District's annual OPEB cost for the year, the amount actually contributed, and changes in the District's net OPEB obligation:

Annual required contribution (ARC)	$ 2,876,821
Interest on net OPEB obligation	117,712
Adjustment to annual required contribution	(98,752)
Annual OPEB cost	2,895,781
Contributions made	(3,518,001)
Changes in net OPEB obligation	(622,220)
Net OPEB obligation, beginning of year	1,681,598
Net OPEB obligation, end of year	$ 1,059,378

The District's annual OPEB cost, the percentage of annual OPEB cost contributed, and the net OPEB obligation was as follows:

For the Year Ended	Annual OPEB Cost	Percentage of Annual OPEB Cost Contributed	Net OPEB Obligation
June 30, 2014	$ 2,895,781	-121.49%	$ 1,059,378
June 30, 2013	$ 4,445,937	95.68%	$ 1,681,598
June 30, 2012	$ 4,072,506	63.42%	$ 1,489,523

NOTE 12 – POSTEMPLOYMENT HEALTHCARE BENEFITS (continued)

Funding Status and Funding Progress

The funded status of the OPEB Plan as of June 30, 2014, is as follows:

Actuarial Accrued Liability (AAL)	$	80,371,743
Actuarial Value of Plan Assets		90,697,726
Unfunded Actuarial Accrued Liability/(Surplus) (UAAL)	$	(10,325,983)
Funded Ratio (Actuarial Value of Plan Assets/AAL)		112.85%
Covered Payroll	$	71,115,000

The above noted actuarial accrued liability was based on the January 1, 2014, actuarial valuation. Actuarial valuations of an ongoing benefit plan involve estimates of the value of reported amounts and assumptions about the probability of occurrence of events far into the future. Examples include assumptions about future employment, mortality, and the healthcare cost trend. Amounts determined regarding the funded status of the plan and the annual required contributions of the employer are subject to continual revision as actual results are compared with past expectations and new estimates are made about the future. The schedule of funding progress, presented as required supplementary information following the notes to the financial statements, presents multiyear trend information about whether the actuarial value of plan assets, if any, is increasing or decreasing over time relative to the actuarial accrued liabilities for benefits. The schedule of employer contribution also presented as required supplementary information, presents trend information about the amounts contributed to the plan by employers in comparison to the annual required contribution (ARC).

Actuarial Methods and Assumptions

Projections of benefits for financial reporting purposes are based on the substantive plan (the plan as understood by the employer and the plan members) and include the types of benefits provided at the time of each valuation and the historical pattern of sharing of benefits costs between the employer and plan members to that point. The actuarial methods and assumptions used include techniques that are designed to reduce the effects of short-term volatility in actuarial accrued liabilities and the actuarial value of assets, if any, consistent with the long-term perspective of the calculations.

The actuarial cost method used in determining the benefit obligations is the Entry Age Normal Cost method. The actuarial assumptions included a 7.0 percent investment rate of return (net of administrative expenses) which is a blended rate of the expected long-term investment returns on plan assets and on the employer's own investments calculated based on the funded level of the plan at the valuation date, and an annual healthcare cost trend rate of 4.0 percent which included a 3.0 percent inflation assumption.

NOTE 13 – JOINT POWERS AGREEMENT

The District participates in five joint powers agreement (JPA) entities: the Statewide Association of Community Colleges (SWACC), the Schools Excess Liability Fund (SELF), the Protected Insurance Programs for Schools (PIPS), the Self-Insured Schools of California (SISC), and the Alameda County School Insurance Group (ACSIG). The relationship between the District and the JPAs is such that none of the JPAs are a component unit of the District for financial reporting purposes.

SWACC provides liability and property insurance for its member colleges. SWACC's membership consists of two joint power authority (JPA) members (which represent 21 districts) and 25 individual member districts for a total of 46 community college districts. A full Board of Directors comprised of one representative from each member governs SWACC. Each Board Member is allocated a number of votes determined by a weighted system that is based on the lottery full-time equivalent students (FTES) of each member. The Board elects from its members a President, Vice-President, Secretary and Treasurer. Each member shares surpluses and deficits proportionately to its participation in SWACC.

SELF arranges for and provides a self-funded or additional insurance for excess liability fund for members, elected alternates, and two ex-officio members. The board controls the operations of SELF, including selection of management and approval of operating budgets, independent of any influence by the members beyond their representation on the board. Each member pays an annual contribution based upon that calculated by SELF's board of directors and shares surpluses and deficits proportionately to its participation in SELF.

PIPS provides workers' compensation reinsurance protection to its membership for public schools and community colleges throughout California. SISC, Self-Insured Schools of California, is a Joint Powers Agreement administered by the Kern County Superintendent of Schools Office. SISC's focus is on pooling resources to provide schools with a more stable long term health insurance solution rather than purchasing from commercial carriers. South Orange County College District has been a member since August 2003.

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2014

NOTE 13 – JOINT POWERS AGREEMENT (continued)

South Orange County Community College District's dental and vision coverage is administered through ACSIG, Alameda County School Insurance Group, which the District joined in July 2003. The program offers both a fixed rate as well as a self-funded option for individual school districts or school JPAs throughout California. There are presently over 300 school districts covering 70,000 employees participating in the program. The large size of the group allows ACSIG to enjoy a very low administration rate with Delta Dental which results in reduced costs for all members.

Condensed financial information for each JPA for the most current information available is as follows:

	SWACC	SELF	PIPS	SISC	ACSIG
	6/30/2013	6/30/2013	6/30/2013	9/30/2013	6/30/2013
	(Audited)	(Audited)	(Audited)	(Audited)	(Audited)
Total assets	$ 52,337,870	$ 166,243,000	$ 93,631,244	$ 307,006,834	$ 36,481,667
Total liabilities	21,094,905	129,963,000	77,229,529	139,744,058	41,481,473
Retained earnings	$ 31,242,965	$ 36,280,000	$ 16,401,715	$ 167,262,776	$ (4,999,806)
Total revenues	$ 10,051,708	$ 11,589,000	$ (19,392,414)	$ 1,395,304,821	$ 133,028,088
Total expenses	6,417,336	14,165,000	(12,800,520)	1,386,741,291	126,807,961
Net increase/(decrease) in retained earnings	$ 3,634,372	$ (2,576,000)	$ (6,591,894)	$ 8,563,530	$ 6,220,127

NOTE 14 – FUNCTIONAL EXPENSES

The functional expenses for the year ended June 30, 2014 were as follows:

	Salaries	Employee Benefits	Supplies Materials and other Expenses and Services	Student Financial Aid	Depreciation	Total
Instructional Activities	$ 57,676,037	$ 18,798,181	$ 4,787,663	$ -	$ -	$ 81,261,881
Academic Support	9,340,907	3,376,075	893,616	-	-	13,610,598
Student Services	13,188,410	4,543,083	1,555,265	-	-	19,286,758
Operation and Maintenance of Plant	6,201,240	3,277,072	5,062,204	-	-	14,540,516
Institutional Support Services	14,932,766	8,229,512	7,140,348	-	-	30,302,626
Community Services and Economic Development	2,660,275	786,727	1,688,854	-	-	5,135,856
Ancillary Services and Auxiliary Operations	5,008,932	1,944,382	1,034,512	-	-	7,987,826
Student Aid	-	-	-	26,734,682	-	26,734,682
Other Outgo	221,633	90,867	461,812	-	-	774,312
Depreciation Expense	-	-	-	-	12,084,998	12,084,998
Total	$ 109,230,200	$ 41,045,899	$ 22,624,274	$ 26,734,682	$ 12,084,998	$ 211,720,053

NOTE 15 – SELF-INSURANCE

The District is exposed to various risks of loss related to torts; theft of, damage to and destruction of assets; errors and omissions; injuries to employees; natural disasters; and medical claims. The District is self-insured for coverage up to a maximum of $25,000 for each general liability claim and $5,000 for each property damage claim. In 1995, the District became fully insured for workers' compensation benefits. The ending claims liabilities balance for workers compensation at June 30, 2014, represents estimated liabilities incurred prior to 1995, both reported and unreported, which are actuarially determined. The District participates in JPAs to provide excess insurance coverage above the self-insured retention level for workers compensation and property and liability claims. Settled claims have not exceeded the coverage provided by the JPA in any of the past three fiscal years.

At June 30, 2014, the District accrued the claims liability in accordance with GASB Statements No. 10 and No. 30, which requires that a liability for claims be reported if information prior to the issuance of the financial statements indicates that it is probable that a liability has been incurred at the date of the financial statements and the amount of the loss can be reasonably estimated. The amount of liability is estimated at $224,321. Changes in the reported liability for the years ended June 30, 2014 and June 30, 2013 are shown below:

June 30, 2013	Beginning Fiscal Year Liability	Current Year Claims and Changes in Estimates	Claim Payments	Ending Fiscal Year Liability	Amount Due in One Year
Workers' Compensation	$ 100,473	$ 190,803	$ (163,430)	$ 127,846	$ 127,846
Property and Liability	263,943	50,450	(117,196)	197,197	197,197
Total	$ 364,416	$ 241,253	$ (280,626)	$ 325,043	$ 325,043

June 30, 2014	Beginning Fiscal Year Liability	Current Year Claims and Changes in Estimates	Claim Payments	Ending Fiscal Year Liability	Amount Due in One Year
Workers' Compensation	$ 127,846	$ -	$ (39,734)	$ 88,112	$ 88,112
Property and Liability	197,197	140,862	(201,850)	136,209	136,209
Total	$ 325,043	$ 140,862	$ (241,584)	$ 224,321	$ 224,321

NOTE 16- COMMITMENTS AND CONTINGENCIES

A. State and Federal Allowances, Awards, and Grants

The District has received state and federal funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate expenditure disallowances under terms of the grants, it is believed that any required reimbursement will not be material.

B. Purchase Commitments

As of June 30, 2014, the District was committed under various capital expenditure purchase agreements for construction and modernization projects totaling approximately $76,913,480. Projects will be funded by State funds and Basic Aid funds.

C. Litigation

The District is a defendant in various pending liability lawsuits arising in the ordinary course of business. The outcome of the litigation is unknown at the present time, however, in the opinion of management, the ultimate disposition of these matters will not have a material adverse effect on the District's financial statements.

NOTE 17 – RESTATEMENT OF NET POSITION

The beginning net position of the Primary Government has been restated in order to adjust an incorrect journal entry recorded in the prior year for accrued property taxes.

	Primary Government
Net Position - Beginning, as Previously Reported	$ 503,543,425
Restatement	(3,875,547)
Net Position - Beginning, as Restated	$ 499,667,878

REQUIRED SUPPLEMENTARY INFORMATION

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
SCHEDULE OF POSTEMPLOYMENT HEALTHCARE BENEFITS FUNDING PROGRESS
FOR THE YEAR ENDED JUNE 30, 2014

Actuarial Valuation Date	Actuarial Value of Assets (AVA)	Actuarial Accrued Liability (Entry Age Normal Cost Method) (AAL)	Unfunded Actuarial Accrued Liability (UAAL)/(Surplus)	Funding Ratio	Covered Payroll	UAAL/(Surplus) as a Percentage of Covered Payroll
1/1/2014	$ 90,697,726	$ 80,371,743	$ (10,325,983)	112.9%	$ 71,115,000	(14.5%)
2/1/2013	$ 73,602,685	$ 89,492,430	$ 15,889,745	82.2%	$ 68,971,000	23.0%
2/1/2012	$ 69,037,662	$ 84,858,604	$ 15,820,942	81.4%	$ 72,475,138	21.8%

See accompanying note to required supplementary information.

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
NOTES TO REQUIRED SUPPLEMENTARY INFORMATION
FOR THE YEAR ENDED JUNE 30, 2014

NOTE 1 - PURPOSE OF SCHEDULE

A. Schedule of Postemployment Healthcare Benefits Funding Progress

This schedule is prepared to show information for the most recent actuarial valuation and from the three most recent actuarial valuations in accordance with Statement No. 45 of the Governmental Accounting Standards Board, *Accounting and Financial Reporting by Employers for Postemployment Benefits Other Than Pensions*. The schedule is intended to show trends about the funding progress of the District's actuarially determined liability for post-employment benefits other than pensions.

SUPPLEMENTARY INFORMATION

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
HISTORY AND ORGANIZATION
JUNE 30, 2014

The South Orange County Community College District was established in 1967. The District currently operates two colleges, Saddleback College located in Mission Viejo and Irvine Valley College located in Irvine; and a satellite location, Advanced Technology and Educated Park (ATEP), located in Tustin.

BOARD OF TRUSTEES

Member	Office	Term Expires
Mr. T.J. Prendergast, III	President	2014
Ms. Nancy M. Padberg	Vice President	2014
Ms. Marcia Milchiker	Clerk	2014
Dr. William O. Jay	Trustee	2016
Mr. David B. Lang	Trustee	2016
Mr. Timothy Jemal	Trustee	2016
Dr. James R. Wright	Trustee	2016

DISTRICT EXECUTIVE OFFICERS

Name	Title
Gary L. Poertner	Chancellor
Dr. Tod A. Burnett	President, Saddleback College
Dr. Glenn R. Roquemore	President, Irvine Valley College
Dr. Debra L. Fitzsimons	Vice Chancellor, Business Services
Dr. Robert S. Bramucci	Vice Chancellor, Technology and Learning Services
Dr. David P. Bugay	Vice Chancellor, Human Resources and Employer/Employee Relations
Dr. Randy W. Peebles	Associate Vice Chancellor, Economic & Workplace Development

See accompanying note to supplementary information.

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
FOR THE YEAR ENDED JUNE 30, 2014

FEDERAL GRANTOR/PASS-THROUGH GRANTOR/PROGRAM TITLE	Federal Catalog Number	Pass-Through Entinity Identifying Number	Total Program Expenditures
U.S. Department of Education			
Direct Program			
Federal Supplemental Educational Opportunity Grant	84.007	*	$ 461,823
Federal Work Study Program	84.033	*	371,034
Federal Pell Grant	84.063	*	20,703,097
Federal Direct Student Loans	84.268	*	3,870,856
Subtotal Student Financial Assistance Cluster			25,406,810
Passed through the California Department of Education			
Perkins Title I-C	84.048	12-C01-062	575,638
CTE Transitions - Perkins IV, Saddleback College	84.243	12-112-891	44,025
CTE Transitions - Perkins IV, Irvine Valley College	84.243	12-112-891	44,025
Subtotal 84.243			88,050
Total U.S. Department of Education			26,070,498
U.S. Department of Health and Human Services			
Passed through the California Department of Education			
Temporary Assistance for Needy Families	93.558	6870-111-0001	55,827
Total U.S. Department of Health and Human Services			55,827
U.S. Department of Labor			
Direct Program			
Trade Adjustment Assistance Community College & Career Training	17.282	*	157,443
Total U.S. Department of Labor			157,443
National Science Foundation			
Direct Program			
National Science Foundation Photonics Initiative	47.076	*	40,318
National Science Foundation S-STEM Scholars Program	47.076	*	145,020
Subtotal National Science Foundation Direct Program Cluster			185,338
Passed through the Center for Occupational Research and Development (CORD)			
Op-Tec: The National Center for Optics & Photonics Education	47.076	*	18,223
Total National Science Foundation			18,223
Total Federal Program Expenditures			$ 26,487,329

* Pass-Through number is either not available or not applicable

See accompanying note to supplementary information.

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
SCHEDULE OF STATE FINANCIAL ASSISTANCE
FOR THE YEAR ENDED JUNE 30, 2014

Program Name	Program Revenues				Total Program Expenditures
	Cash Received	Accounts Receivable	Deferred Income	Total	
State Categorical Aid Programs					
AB86 Adult Education Consortium	$ 194,235	$ -	$ 179,886	$ 14,349	$ 14,349
Basic Skills 11/12 Allocation	20,106	-	-	20,106	20,106
Basic Skills 12/13 Allocation	193,286	-	31,898	161,388	161,388
Basic Skills 13/14 Allocation	277,778	-	248,700	29,078	29,078
Board Financial Assistance Program (BFAP)	781,389	-	-	781,389	781,389
CAL-B Student Grants	1,026,864	-	-	1,026,864	1,026,864
CAL-C Student Grants	35,879	-	-	35,879	35,879
CalWORKs	339,657	-	-	339,657	339,657
Child Development Training Consortium	22,663	838	-	23,501	23,501
Common Assessment	-	33,566	-	33,566	33,566
Cooperative Agencies Resources for Education (CARE)	74,236	-	-	74,236	74,236
CTE Community Collaborative 11/12	100,483	-	-	100,483	100,483
CTE Community Collaborative 12/13	288,854	4,123	-	292,977	292,977
CTE Health Career Readiness 12/13	123,213	62,500	-	185,713	185,713
CTE Teacher Preparation Pipeline 12/13	89,511	22,679	-	112,190	112,190
CTE Work-based Learning 11/12	437,851	-	-	437,851	437,851
CTE Work-based Learning 12/13	375,014	-	228,014	147,000	147,000
Deputy Sector Navigator Energy	120,000	-	54,086	65,914	65,914
Disabled Students Programs and Services (DSPS)	1,981,137	-	-	1,981,137	1,981,137
Employment Training Panel	48,187	-	-	48,187	48,187
Enrollment Growth for Associate Degree Nursing 12/13	-	77,749	-	77,749	77,749
Enrollment Growth for Associate Degree Nursing 13/14	233,520	44,480	-	278,000	278,000
Extended Opportunity Programs and Services (EOPS)	1,188,482	-	-	1,188,482	1,188,482
Foster and Kinship Care Education (FKCE)	116,220	116,221	-	232,441	232,441
ICT Digital Media	4,000	-	4,000	-	-
ICT Digital Media	1,000	-	-	1,000	1,000
Infrastructure Program (TTIP)	29,770	-	29,770	-	-
Instructional Equipment and Library Materials	280,801	-	183,981	96,820	96,820
Orange County Digital Media	71,114	38,886	-	110,000	110,000
Small Business Sector Navigator	-	4,200	-	4,200	4,200
Staff Diversity	14,282	-	8,487	5,795	5,795
Student Success & Support Program - Credit	1,733,566	-	192,737	1,540,829	1,540,829
Student Success & Support Program - Non-credit	47,868	-	1,478	46,390	46,390
Youth Entrepreneurship Program	10,000	28,500	-	38,500	38,500
Total State Programs	$ 10,260,966	$ 433,742	$ 1,163,037	$ 9,531,671	$ 9,531,671

See accompanying note to supplementary information.

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
SCHEDULE OF WORKLOAD MEASURE FOR STATE GENERAL APPORTIONMENT ANNUAL (ACTUAL) ATTENDANCE
FOR THE YEAR ENDED JUNE 30, 2014

	Reported Data	Audit Adjustment	Revised Data
A. Summer Intersession (Summer 2013 Only)			
1. Noncredit	245	-	245
2. Credit	843	-	843
B. Summer Intersession (Summer 2014 - Prior to July 1, 2014)			
1. Noncredit	-	-	-
2. Credit	878	-	878
C. Primary Terms (Exclusive of Summer Intersession)			
1. Census Procedures Courses			
(a) Weekly Census Contact Hours	16,732	-	16,732
(b) Daily Census Contact Hours	1,213	-	1,213
2. Actual Hours of Attendance Procedure Courses			
(a) Noncredit	1,600	-	1,600
(b) Credit	1,139	-	1,139
3. Alternative Attendance Accounting Procedure			
(a) Weekly Census Procedure Courses	1,481	-	1,481
(b) Daily Census Procedure Courses	1,911	-	1,911
(c) Noncredit Independent Study/Distance Education Courses	-	-	-
D. Total FTES	26,043	-	26,043

Supplemental Information (subset of information above)	
In-service Training Courses (FTES)	-
Basic Skills Courses and Immigrant Education	
1. Noncredit	480
2. Credit	1,369

See accompanying note to supplementary information.

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
RECONCILIATION OF ANNUAL FINANCIAL AND BUDGET REPORT (CCFS-311) WITH DISTRICT ACCOUNTING RECORDS
FOR THE YEAR ENDED JUNE 30, 2014

There were no adjustments necessary to reconcile the annual CCFS-311 report with the District accounting records for the fiscal year 2013-2014.

See accompanying note to supplementary information.

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
RECONCILIATION OF THE ECS 84362 (50 PERCENT LAW) CALCULATION
FOR THE YEAR ENDED JUNE 30, 2014

		Activity (ESCA) ECS 84362 A Instructional Salary Cost AC 0100-5900 & AC 6100			Activity (ESCB) ECS 84362 B Total CEE AC 0100-6799		
	Object/ TOP Codes	Reported Data	Audit Adjustments	Revised Data	Reported Data	Audit Adjustments	Revised Data
Academic Salaries							
Instructional Salaries							
Contract or Regular	1100	$ 29,329,151	$ -	$ 29,329,151	$ 29,329,151	$ -	$ 29,329,151
Other	1300	21,877,191	-	21,877,191	21,877,191	-	21,877,191
Total Instructional Salaries		51,206,342	-	51,206,342	51,206,342	-	51,206,342
Non-Instructional Salaries							
Contract or Regular	1200	-	-	-	9,132,814	-	9,132,814
Other	1400	-	-	-	2,298,521	-	2,298,521
Total Non-Instructional Salaries		-	-	-	11,431,335	-	11,431,335
Total Academic Salaries		51,206,342	-	51,206,342	62,637,677	-	62,637,677
Classified Salaries							
Non-Instructional Salaries							
Regular Status	2100	-	-	-	25,803,388	-	25,803,388
Other	2300	-	-	-	1,815,162	-	1,815,162
Total Non-Instructional Salaries		-	-	-	27,618,550	-	27,618,550
Instructional Aides							
Regular Status	2200	2,765,625	-	2,765,625	2,765,625	-	2,765,625
Other	2400	1,031,992	-	1,031,992	1,031,992	-	1,031,992
Total Instructional Aides		3,797,617	-	3,797,617	3,797,617	-	3,797,617
Total Classified Salaries		3,797,617	-	3,797,617	31,416,167	-	31,416,167
Employee Benefits	3000	13,610,033	-	13,610,033	30,271,566	-	30,271,566
Supplies and Materials	4000	-	-	-	2,178,338	-	2,178,338
Other Operating Expenses	5000	639,231	-	639,231	12,318,933	-	12,318,933
Equipment Replacement	6420	-	-	-	-	-	-
Total Expenditures Prior to Exclusions		69,253,223	-	69,253,223	138,822,681	-	138,822,681
Exclusions							
Activities to Exclude							
Instructional Staff-Retirees' Benefits and Retirement Incentives	5900	-	-	-	-	-	-
Student Health Services Above Amount Collected	6441	-	-	-	820	-	820
Student Transportation	6491	-	-	-	457,784	-	457,784
Non-instructional Staff-Retirees' Benefits and Retirement Incent	6740	-	-	-	-	-	-
Object to Exclude							
Rents and Leases	5060	-	-	-	362,602	-	362,602
Lottery Expenditures							
Academic Salaries	1000	-	-	-	-	-	-
Classified Salaries	2000	-	-	-	62,445	-	62,445
Employee Benefits	3000	-	-	-	19,927	-	19,927
Supplies and Materials							
Software	4100	-	-	-	-	-	-
Books, Magazines & Periodicals	4200	-	-	-	-	-	-
Instructional Supplies & Materials	4300	-	-	-	-	-	-
Non-instructional Supplies & Materials	4400	-	-	-	-	-	-
Total Supplies and Materials							
Other Operating Expenses and Services	5000	-	-	-	3,370,756	-	3,370,756
Capital Outlay							
Library Books	6300	-	-	-	-	-	-
Equipment							
Equipment - Additional	6410	-	-	-	-	-	-
Equipment - Replacement	6420	-	-	-	-	-	-
Total Equipment		-	-	-	-	-	-
Total Capital Outlay		-	-	-	-	-	-
Other Outgo	7000	-	-	-	-	-	-
Total Exclusions		-	-	-	4,274,334	-	4,274,334
Total for ECS 84362, 50% Law		$ 69,253,223	$ -	$ 69,253,223	$ 134,548,347	$ -	$ 134,548,347
Percent of CEE (Instructional Salary Cost/Total CEE)		51.47%		51.47%	100.00%		100.00%
50% of Current Expense of Education					$ 67,274,174		$ 67,274,174

See accompanying note to supplementary information.

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
DETAILS OF EDUCATION PROTECTION ACCOUNT
FOR THE YEAR ENDED JUNE 30, 2014

EPA Revenue	$ 2,486,490

Activity Classification	Activity Code	Salaries and Benefits (Obj 1000-3000)	Operating Expenses (Obj 4000-5000)	Capital Outlay (Obj 6000)	Total
Instructional Activities	0100-5900	$ 2,486,490	$ -	$ -	$ 2,486,490
Total		$ 2,486,490	$ -	$ -	$ 2,486,490

See accompanying note to supplementary information.

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
SCHEDULE OF GENERAL FUND FINANCIAL TRENDS AND ANALYSIS
FOR THE YEAR ENDED JUNE 30, 2014

	(Budget) 2015		2014		2013		2012		2011	
	Amount	Percentage	Amount	Percentage	Amount	Percentage	Amount	Percentage	Amount	Percentage
General Fund:										
Revenue										
Federal	$ 4,402,878	1.95	$ 1,514,722	0.71	$ 2,073,069	1.00	$ 2,589,704	1.34	$ 2,427,180	1.26
State	24,490,086	10.87	18,029,721	8.48	16,471,837	7.96	15,128,747	7.81	15,971,652	8.28
Local	196,366,457	87.17	193,095,707	90.81	188,357,858	91.04	175,952,750	90.85	174,611,403	90.47
Total revenue	225,259,421	100.00	212,640,150	100.00	206,902,764	100.00	193,671,201	100.00	193,010,235	100.00
Expenditures										
Academic salaries	70,886,553	29.14	66,455,148	32.78	63,172,261	31.42	59,702,177	30.83	62,893,232	40.44
Classified salaries	46,086,852	18.95	40,077,558	19.77	39,106,926	19.45	38,843,931	20.06	38,704,777	24.72
Employee benefits	39,578,000	16.27	34,298,495	16.92	39,400,202	19.60	33,355,543	17.22	32,139,615	21.60
Supplies and materials	5,637,251	2.32	2,834,961	1.40	2,643,214	1.31	2,718,398	1.40	2,721,640	1.68
Other operating expenses and services	23,397,149	9.62	15,410,692	7.60	14,462,045	7.19	13,832,822	7.14	14,319,535	9.58
Capital outlay	11,856,016	4.87	3,561,863	1.76	3,363,957	1.67	4,023,472	2.08	5,918,236	1.31
Other uses (net)	45,816,099	18.83	40,084,526	19.77	38,893,768	19.35	41,198,807	21.27	41,453,288	0.67
Total expenditures	243,257,920	100.00	202,723,243	100.00	201,042,373	100.00	193,675,150	100.00	198,150,323	100.00
Change in fund balance	$ (17,998,499)	-	$ 9,916,907	-	$ 5,860,391	-	$ (3,949)	-	$ (5,140,088)	-
Ending fund balance	$ 26,238,032	-	$ 44,236,530	21.82	$ 34,319,623	17.07	$ 30,813,242	15.91	$ 30,817,191	15.55
Full-time equivalent students	27,974		26,043		27,804		27,497		27,879	
Total long-term debt	$ 3,716,594		$ 5,280,253		$ 8,180,238		$ 12,324,235		$ 12,211,648	

Important Notes:

All revenue percentages are of total revenues, all other percentages are of total expenditures.

Budget figures include adopted budget as of 6/23/2014.

See accompanying note to supplementary information.

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
NOTES TO SUPPLEMENTARY INFORMATION
FOR THE YEAR ENDED JUNE 30, 2014

NOTE 1- PURPOSE OF SCHEDULES

A. Schedules of Expenditures of Federal Awards and State Financial Assistance

The audit of the South Orange County Community College District for the year ended June 30, 2014 was conducted in accordance with OMB Circular A-133, which requires a disclosure of the financial activities of all federally funded programs. The Schedule of Federal Awards and the Schedule of State Financial Assistance is prepared on the modified accrual basis of accounting.

B. Schedule of Workload Measures for State General Apportionment

The Schedule of Workload Measures for State General Apportionment represents the basis of apportionment of the South Orange County Community College District's annual calculation of funding.

C. Reconciliation of Annual Financial and Budget Report with Audited Fund Balances

This schedule reports any audit adjustments made to the fund balances of all funds as reported on the Form CCFS-311.

D. Reconciliation of the ECS 84362 (50 percent law) Calculation

This schedule reports any audit adjustments made to the reported data to ensure that a minimum of 50 percent of the District's current expense of education is expended for salaries of classroom instructors.

E. Details of the Education Protection Account

This schedule reports the revenue and expenditures of the District Proposition 30 Education Protection Account.

F. Schedule of General Fund Financial Trends and Analysis

This report is prepared to show financial trends of the General Fund over the past three fiscal years as well as the current year budget. This report is intended to identify if the District faces potential fiscal problems and if they have met the recommended available reserve percentages.

OTHER INDEPENDENT AUDITORS' REPORTS

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REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

Independent Auditors' Report

Governing Board
South Orange County Community College District
Mission Viejo, California

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the business-type activity, aggregate discretely presented component units and fiduciary funds of South Orange County Community College District, as of and for the year ended June 30, 2014, and the related notes to the financial statements, which collectively comprise the South Orange County Community College District's basic financial statements, and have issued our report thereon dated October 2, 2014.

Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered South Orange County Community College District's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of South Orange County Community College District's internal control. Accordingly, we do not express an opinion on the effectiveness of South Orange County Community College District's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether South Orange County Community College District's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Christy White Associates

San Diego, California
October 2, 2014

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REPORT ON COMPLIANCE FOR EACH MAJOR FEDERAL PROGRAM; AND REPORT ON INTERNAL CONTROL OVER COMPLIANCE REQUIRED BY OMB CIRCULAR A-133

Independent Auditors' Report

Governing Board
South Orange County Community College District
Mission Viejo, California

Report on Compliance for Each Major Federal Program

We have audited South Orange County Community College District's compliance with the types of compliance requirements described in the *OMB Circular A-133 Compliance Supplement* that could have a direct and material effect on each of South Orange County Community College District's major federal programs for the year ended June 30, 2014. South Orange County Community College District's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with the requirements of laws, regulations, contracts, and grants applicable to its federal programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each of South Orange County Community College District's major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Those standards and OMB Circular A-133 require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about South Orange County Community College District's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of South Orange County Community College District's compliance.

Opinion on Each Major Federal Program

In our opinion, South Orange County Community College District complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2014.

Report on Internal Control Over Compliance

Management of South Orange County Community College District is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered South Orange County Community College District's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with OMB Circular A-133, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of South Orange County Community College District's internal control over compliance.

A *deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. *A significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of OMB Circular A-133. Accordingly, this report is not suitable for any other purpose.

Christy White Associates

San Diego, California
October 2, 2014

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REPORT ON STATE COMPLIANCE

Independent Auditors' Report

Governing Board
South Orange County Community College District
Mission Viejo, California

Report on State Compliance

We have audited South Orange County Community College District's compliance with the types of compliance requirements described in the *California Community Colleges Contracted District Audit Manual (CDAM) 2013-14*, issued by the California Community Colleges Chancellor's Office for the year ended June 30, 2014.

Management's Responsibility

Management is responsible for compliance with the requirements of laws, regulations, contracts, and grants applicable to its state programs.

Auditor's Responsibility

Our responsibility is to express an opinion on South Orange County Community College District's compliance with the requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the *California Community Colleges Contracted District Audit Manual (CDAM) 2013-14*, issued by the California Community Colleges Chancellor's Office. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on the state programs noted below. An audit includes examining, on a test basis, evidence about South Orange County Community College District's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance with the requirements referred to above. However, our audit does not provide a legal determination of South Orange County Community College District's compliance with those requirements.

Opinion on State Compliance

In our opinion, South Orange County Community College District complied, in all material respects, with the types of compliance requirements referred to above that are applicable to the state programs noted in the table below for the year ended June 30, 2014.

Procedures Performed

In connection with the audit referred to above, we selected and tested transactions and records to determine South Orange County Community College District's compliance with the state laws and regulations applicable to the following items:

Section 421 – Salaries of Classroom Instructors (50 Percent Law)
Section 423 - Apportionment for Instructional Service Agreements/Contracts
Section 424 - State General Apportionment Funding System
Section 425 - Residency Determination for Credit Courses
Section 426 - Students Actively Enrolled
Section 427 - Concurrent Enrollment of K-12 Students in Community College Credit Courses
Section 430 – Scheduled Maintenance Program
Section 431 - Gann Limit Calculation
Section 435 - Open Enrollment
Section 438 - Student Fees – Health Fees and Use of Health Fee Funds
Section 439 – Proposition 39 Clean Energy
Section 474 - Extended Opportunity Programs and Services (EOPS) and Cooperative Agencies Resources for Education (CARE)
Section 475 - Disabled Student Programs and Services (DSPS)
Section 479 - To Be Arranged Hours (TBA)
Section 490 - Proposition 1D State Bond Funded Projects
Section 491- Proposition 30 Education Protection Account Funds

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing over state laws and regulations based on the requirements described in the *California Community Colleges Contracted District Audit Manual (CDAM) 2013-14.* Accordingly, this report is not suitable for any other purpose.

Christy White Associates

San Diego, California
October 2, 2014

SCHEDULE OF FINDINGS AND QUESTIONED COSTS

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
SUMMARY OF AUDITORS' RESULTS
FOR THE YEAR ENDED JUNE 30, 2014

FINANCIAL STATEMENTS

Type of auditors' report issued:	Unmodified
Internal control over financial reporting:	
Material weaknesses identified?	No
Significant deficiencies identified not considered to be material weaknesses?	None Reported
Non-compliance material to financial statements noted?	No

FEDERAL AWARDS

Internal control over major programs:	
Material weaknesses identified?	No
Significant deficiencies identified not considered to be material weaknesses?	None Reported
Type of auditors' report issued on compliance for major programs:	Unmodified
Any audit findings disclosed that are required to be reported in accordance with Circular A-133, Section .510(a)	No
Identification of major programs:	

CFDA Numbers	Name of Federal Program of Cluster
84.007, 84.033, 84.063, 84.268	Student Financial Assistance Cluster

Dollar threshold used to distinguish between Type A and Type B programs:	$ 794,620
Auditee qualified as low-risk auditee?	Yes

STATE AWARDS

Internal control over State porgrams:	
Material weaknesses identified?	No
Significant deficiencies identified not considered to be material weaknesses?	None Reported
Type of auditors' report issued on compliance for State programs:	Unmodified

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
SCHEDULE OF FINDINGS AND QUESTIONED COSTS RELATED TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2014

There were no findings or questioned costs related to the financial statements for the year ended June 30, 2014.

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
SCHEDULE OF FINDINGS AND QUESTIONED COSTS RELATED TO FEDERAL AWARDS
FOR THE YEAR ENDED JUNE 30, 2014

There were no findings or questioned costs related to the federal awards for the year ended June 30, 2014.

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
SCHEDULE OF FINDINGS AND QUESTIONED COSTS RELATED TO STATE AWARDS
FOR THE YEAR ENDED JUNE 30, 2014

There were no findings or questioned costs related to the state awards for the year ended June 30, 2014.

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
STATUS OF PRIOR YEAR FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2014

Finding #2013-1

State Compliance Test: Apportionment for Instructional Service Agreements/Contracts
State Compliance Section: 423

Criteria: California Code of Regulations, Title 5 Education, Division 6. California Community Colleges, Chapter 9 Fiscal Support, Subchapter 1 Attendance, Article 5 Attendance Accounting Standards, Section 58058 Employee of the District states that:

> (b) For the purposes of complying with the requirements of this section, a district may also contract for instruction to be provided by a public or private agency. Such contracts shall specify that the district has the primary right to control and direct the activities of the person or persons furnished by the public or private agency during the term of the contract. In addition, the district shall enter into a written contract with each person furnished by the public or private agency; and said contracts shall meet the requirements of subsection (a) (1) and (2) of this section. In this manner an individual employed will continue to be an employee of a public or private agency, while at the same time qualifying as an employee of the district.

Condition: In our testing of two of two Instructional Service Agreements (this covered all District agreements) over the verification of employee contracts/agreements, we noted that the District was unable to provide copies of written contracts/instructional agreements with individual employees under the Hair California Beauty Academy and Advanced Beauty College subcontracts with private agencies.

Cause: Clerical oversight of established procedures to ensure compliance with the requirement noted above.

Effect: Noncompliance with the requirements noted above.

Questioned Costs: As our audit covered the entire population questioned costs were 349.49 resident FTES and 3.98 non-resident FTES.

Recommendation: We recommend the District strengthen its controls to ensure that it properly maintains required documentation to support compliance with applicable rules and regulation.

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SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
STATUS OF PRIOR YEAR FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2014

Finding #2013-1, continued

District's Response: Following District procedures, Saddleback College (SC) currently has a procedure in place to secure an "Agreement for Teaching Services" from each instructor employed by the private cosmetology schools indicating the instructor understands that they are under the direction of the college but are not paid by SOCCCD directly. The procedures is that the Dean of Advanced Tech and Applied Science, supported by the program's administrative assistant, validates that agreements are submitted to District Business Services for approval and processing each time we enter into a new contract for instructional services. Additionally, the private schools are required to notify SC each time an instructor leaves or a new instructor is hired during the contract period. It is the dean's responsibility to ensure agreements are completed for each instructor. When it was discovered that the "Agreement for Teaching Services" were not available for each instructor for FY 2012-2013, the SC Office of Instruction submitted the signed agreements to the District Business Services for processing. When complete, copies were placed in the division files. The college has signed agreements for other years.

Beginning in FY 2013-2014, SC has put new procedures in place to ensure that they are in compliance. The agreements will be the responsibility of a new SC adjunct faculty position created to coordinate instructional issues with the beauty colleges. To ensure that the required documents are on file at the District Office for all individual employees at the contracted beauty schools, all agreements will be sent to the District Business Services to review and approve through the contract approval process prior to the start of each academic year. When new instructors begin during the year, it will be mandatory to sign an agreement before instruction begins. The Dean of Advanced Tech and Applied Science will continue to be responsible for adherence to this procedure.

Status: Implemented

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT **ITEM: 6.2**
DATE: 11/17/14

TO: Board of Trustees

FROM: Gary L. Poertner, Chancellor

RE: SOCCCD: Acceptance of Retiree OPEB Trust Annual Audit Report: FY 2013-2014

ACTION: Review

BACKGROUND

As part of obtaining reasonable assurance about the SOCCCD Retiree OPEB Trust financial statements, a comprehensive financial and compliance audit of the GASB 43 & 45 Trust Program was conducted for the first time for the FY 2012-2013, and was performed again in FY 2013-2014.

STATUS

The Board of Trustees employed the firm of Christy White Associates, Certified Public Accountants, to conduct the audit of the Retiree OPEB Trust Fund for FY 2013-2014. The general purpose financial statements with accompanying audit report have been completed and are being submitted to all agencies the law requires, as well as to the members of the Board of Trustees.

The auditors issued an unmodified opinion for the FY 2013-2014 financial statements with no financial findings.

A Board sub-committee on the audit, consisting of Trustees Lang, Padberg, and Jemal, had an opportunity to meet with the auditors before the final version of the report was printed.

RECOMMENDATION

The Chancellor recommends that the Board of Trustees accept the FY 2013-2014 audit report in EXHIBIT A.

Item Submitted By: *Dr. Debra L. Fitzsimons*, *Vice Chancellor, Business Services*

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

RETIREMENT FUTURIS PUBLIC ENTITY INVESTMENT TRUST FINANCIAL STATEMENTS

JUNE 30, 2014

San Diego

Los Angeles

San Francisco
Bay Area

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ACCOUNTANCY CORPORATION

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
RETIREMENT FUTURIS PUBLIC ENTITY INVESTMENT TRUST
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FOR THE YEAR ENDED JUNE 30, 2014

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FINANCIAL SECTION

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INDEPENDENT AUDITORS' REPORT

Governing Board
South Orange County Community College District
Mission Viejo, California

Report on the Financial Statements

We have audited the accompanying statement of trust net position of the South Orange County Community College District – Retirement Futuris Public Entity OPEB Trust, as of and for the year ended June 30, 2014, and the related notes to the financial statements, which collectively comprise the South Orange County Community College District – Retirement Futuris Public Entity OPEB Trust's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

As discussed in Note 1, the financial statements present only the Trust, and do not purport to, and do not, present fairly the financial position and results of operation of the South Orange County Community College District in conformity with accounting principles generally accepted in the Unites States of America.

Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the net position of South Orange County Community College District – Retirement Futuris Public Entity OPEB Trust, as of June 30, 2014, and the respective changes in financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the required supplementary information, such as management's discussion and analysis on pages 4 through 6 be presented to supplement the basic financial statements. Such information, although not part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Supplementary Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the South Orange County Community College District – Retirement Futuris Public Entity OPEB Trust's basic financial statements. The supplementary information listed in the table of contents is presented for purposes of additional analysis and is not a required part of the basic financial statements.

The supplementary information listed in the table of contents is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the supplementary information is fairly stated, in all material respects, in relation to the basic financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated October 8, 2014 on our consideration of South Orange County Community College District – Retirement Futuris Public Entity OPEB Trust's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in South Orange County Community College District – Retirement Futuris Public Entity OPEB Trust's internal control over financial reporting and compliance.

Christy White Associates

San Diego, California
September 20, 2014

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
RETIREMENT FUTURIS PUBLIC ENTITY INVESTMENT TRUST
MANAGEMENT'S DISCUSSION AND ANALYSIS

This section provides an overview and analysis of the financial activities of South Orange County Community College District - Retirement Futuris Public Entity Investment Trust (the "Trust") for the fiscal year ended June 30, 2014. The Trust establishment was authorized in April 2008 by the District's Board of Trustees. We encourage readers to consider the information presented here in conjunction with additional information that we have furnished in our financial statements.

FINANCIAL HIGHLIGHTS

The net position of South Orange County Community College District - Retirement Futuris Public Entity Investment Trust at the close of fiscal year 2014 is $95.5 million (net position held in trust for retiree medical benefits). All of the net position is available to meet the Trust's ongoing obligations to participants and beneficiaries.

The Trust's funding objective is to meet long-term benefit obligations through contributions and investments income. The Trust was initially funded by the District by a one-time transfer in 2008 of $50,791,103. For the year ended June 30, 2014 the District contributions totaled $3,520,000.

OVERVIEW OF THE FINANCIAL STATEMENTS

The following discussion and analysis are intended to serve as an introduction to the Trust's financial statements, which comprises these components:

1. Statement of Trust Net Position
2. Statement of Changes in Trust Net Position
3. Notes to the Basic Financial Statements

The Statement of Trust Net Position is a snapshot of account balances at year-end. It indicates the assets available for future payments for retiree health benefits and any current liabilities that are owed at this time.

The Statement of Changes in Trust Net Position, on the other hand, provides a view of current year additions to and deductions from the Trust. Both statements are in compliance with Governmental Accounting Standards. These Standards require certain disclosures and require the state and local governments to report using the full accrual method of accounting. The Trust complies with all material requirements of these pronouncements.

The Statement of Trust Net Position and the Statement of Changes in Trust Net Position report information about the Trust's activities. These statements include all assets and liabilities, using the full accrual basis of accounting, which is similar to the accounting used by the most private sector companies. All of the current year's revenue and expenses are taken into account regardless of when cash is received or paid. All investments gains and losses are shown at trade date. In addition, both realized and unrealized gains and losses are shown on investments.

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
RETIREMENT FUTURIS PUBLIC ENTITY INVESTMENT TRUST
MANAGEMENT'S DISCUSSION AND ANALYSIS, continued
FOR THE YEAR ENDED JUNE 30, 2014

OVERVIEW OF THE FINANCIAL STATEMENTS (continued)

These two statements report the Trust's net position held in an irrevocable trust account for retirees' medical benefits. Net position, the difference between assets and liabilities, is one way to measure the plan's financial position. Over time, increase and decrease in net position is one indicator of whether its financial health is improving or deteriorating. Other factors, such as market conditions, should also be considered in measuring the Trust's overall health.

Notes to the Basic Financial Statements provide additional information that is essential to a full understanding of the data provided in the financial statements.

OTHER INFORMATION

In addition to the financial statements and accompanying notes, this report presents certain required supplementary information concerning the Trust's progress in funding its obligations to provide retiree medical benefits to members.

FINANCIAL ANALYSIS

As previously noted, net position may serve over time as a useful indication of the Trust's financial position. Due to a $11.1 million increase in net plan assets for the year ended June 30, 2014 , the net position of the Trust increased from $84.4 million to $95.5 million (13% increase). Overall, additions increased in the year ended June 30, 2014 year largely in part to a 82% change in investments income. Deductions decreased primarily to a -4% change in benefits paid. This information is summarized below:

THE PLAN'S NET ASSETS

	2014	2013
Assets		
Investments	$ 95,689,395	$ 76,038,439
Receivables	-	9,657,778
Liabilities		
Accounts payable	152,150	1,267,865
Net Position	$ 95,537,245	$ 84,428,352

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
RETIREMENT FUTURIS PUBLIC ENTITY INVESTMENT TRUST
MANAGEMENT'S DISCUSSION AND ANALYSIS, continued
FOR THE YEAR ENDED JUNE 30, 2014

OVERVIEW OF THE FINANCIAL STATEMENTS (continued)

THE PLAN'S CHANGES IN NET ASSETS

	2014	2013	% Change
Additions			
Total contributions	$ 3,520,000	$ 18,472,728	-81%
Total investment income	11,229,060	6,179,132	82%
Total additions	14,749,060	24,651,860	-40%
Deductions			
Benefits paid	3,640,167	3,780,524	-4%
Total deductions	3,640,167	3,780,524	-4%
Increase in net plan assets	$ 11,108,893	$ 20,871,336	-47%
Net Position	$ 95,537,245	$ 84,428,352	13%

CONTACTING THE TRUST'S FINANCIAL MANAGEMENT

This financial report is designed to provide our citizens, taxpayers, students, investors and creditors with a general overview of the Trust's finances and to show the Trust's accountability for the money it receives. If you have any questions about this report or need any additional financial information, contact the District at South Orange County Community College District, Office of the Executive Director of Fiscal Services, 28000 Marguerite Parkway, Mission Viejo, CA 92692-3635.

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
RETIREMENT FUTURIS PUBLIC ENTITY INVESTMENT TRUST
STATEMENT OF TRUST NET POSITION
JUNE 30, 2014

ASSETS	
Investments, at fair value:	$ 95,689,395
Total assets	95,689,395
LIABILITIES	
Accounts payable	152,150
Total liabilities	152,150
NET POSITION	
Net position held in trust for postemployment benefits	$ 95,537,245

The accompanying notes are an integral part of these financial statements.

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
RETIREMENT FUTURIS PUBLIC ENTITY INVESTMENT TRUST
STATEMENT OF CHANGES IN TRUST NET POSITION
FOR THE YEAR ENDED JUNE 30, 2014

Additions to plan net assets:	
Contributions	
Employer	$ 3,520,000
Total contributions	3,520,000
Investment income (loss):	
Net unrealized appreciation (depreciation) in fair value of investments	5,984,926
Realized gain (loss) on sale of investments	3,402,270
Interest income	2,163,252
Total investment income (loss)	11,550,448
Less investment expense	(321,388)
Net investment income (loss)	11,229,060
Total additions	14,749,060
Deductions from plan net assets:	
Benefits paid to participants and beneficiaries	3,640,167
Total deductions	3,640,167
Net increase (decrease)	11,108,893
Net plan assets:	
Beginning of year	84,428,352
End of year	$ 95,537,245

The accompanying notes are an integral part of these financial statements.

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
RETIREMENT FUTURIS PUBLIC ENTITY INVESTMENT TRUST
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2014

NOTE 1 – DESCRIPTION OF PLAN

The following information of the South Orange County Community College District Retirement Futuris Public Entity Investment Trust (the "Trust"), a fiduciary fund of the South Orange County Community College District (the "District"), provides only general information of the Trust's provisions. Readers should refer to the Trust agreement and District financial statements for more information. These financial statements include only the reserves of the Trust and are not intended to present fairly the financial position and results of operations of the District in compliance with accounting principles generally accepted in the United States of America.

General: The District administers the Trust, a contributory single-employer defined benefit healthcare plan through a third-party. The Trust provides postemployment medical, prescription drug and employees assistance program benefits to eligible retirees and their families by paying member premiums. The Trust was established by the District and subsequent amendments are to be made by the District's Retirement Board of Authority. Provisions or policies with respect to automatic and ad hoc postretirement benefit increases. Membership consists of 305 retirees and 825 active beneficiaries.

Contributions: Contributions to the Trust are funded entirely by the employer. The District makes contributions based on its discretion. In 2008, the District made an initial contribution of $50,791,103 for the purpose of financing the District's obligation to pay certain healthcare retiree costs related to the defined benefit plan (the "Plan"). Retiree benefits and administrative expenses are funded from contributions and investment earnings.

Funded Status and Funding Progress: Actuarial valuations of an ongoing plan involve estimates of the value of reported amounts and assumptions about the probability of occurrence of events far into the future. Examples include assumptions about future employment, investment returns, mortality and the healthcare cost trend. Amounts determined regarding the funded status of the Trust and the annual required contributions of the District are subject to continual revision as actual results are compared with past expectations and new estimates are made about the future. The schedule of funding progress, presented as required supplementary information following the notes to the basic financial statements, presents multi-year trend information about whether the actuarial value of trust assets is increasing or decreasing over time relative to the actuarial accrued liabilities for benefits.

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
RETIREMENT FUTURIS PUBLIC ENTITY INVESTMENT TRUST
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2014

NOTE 1 – DESCRIPTION OF PLAN (continued)

Actuarial Methods and Assumptions: Projections of benefits for financial reporting purposes are based on the substantive plan (the plan as understood by the employer and the plan members) and include the types of benefits provided at the time of each valuation and the historical pattern of sharing of benefit costs between the employer and plan members to that point. The actuarial methods and assumptions used include techniques that are designed to reduce the effects of short-term volatility in actuarial accrued liabilities and the actuarial value of assets, consistent with the long-term perspective of the calculations.

In the January 1, 2014 actuarial valuation, the entry age normal method was used. The actuarial assumptions include a 7.0 percent investment rate of return (net of administrative expenses), based on the Plan being funded in an irrevocable employee benefit trust invested in a combined equity and fixed income portfolio. Healthcare cost trend rates ranged from 7.0 to 4.0 percent. The unfunded actuarial accrued liability (or funding excess) (UAAL) is being amortized at a level-percentage of pay method on a closed basis. The remaining amortization period at June 30, 2013 was 30 years. The actuarial value of assets is equal to the market value of assets with future gains and losses smoothed over 5 years.

Investment Options: As appointed by the Retirement Board of Authority, Benefit Trust Company, the Asset Custodian, maintains the Trust's investments in various mutual funds, and is the record keeper and Morgan Stanley is the investment advisor. Funds allocated to the Asset Custodian are invested as directed by the Retirement Board of Authority in a combination of equity and fixed income investments.

Plan Termination: In the event of Plan terminations, the net position of the Trust would be allocated as prescribed in the Trust documents, generally to pay in the order indicated below:

- District's remaining retiree medical benefit liabilities.
- Reasonable expenses of administering the Trust.

Any assets remaining in the Trust after paying off the above liabilities shall revert back to the District.

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
RETIREMENT FUTURIS PUBLIC ENTITY INVESTMENT TRUST
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2014

NOTE 2 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Basis of Accounting: The accompanying basic financial statements are presented on the accrual basis of accounting. Contributions are recognized in the period in which the contributions are due, pursuant to formal commitments as well as statutory or contractual commitments. Retiree benefits are recognized when due and payable.

The financial statements of the Trust have been prepared in accordance with accounting principles generally accepted (GAAP) in the United States of America. In the U.S., the Governmental Accounting Standards Board (GASB) is the established and recognized standard-setting body for governmental accounting and financial reporting. The financial statements have been prepared consistent with GASB Statement No. 34, Statement No. 43, and other related standards. Private sector accounting standards are established by the Financial Accounting Standards Board (FASB). FASB standards are generally followed for statements issued on or before November 30, 1989 to the extent those standards do not conflict with or contradict GASB pronouncements. The District has the option to apply all FASB pronouncements issued after November 30, 1989, unless FASB conflicts with GASB. The Trust has elected *not* to apply FASB standards issued after November 30, 1989.

Investment Valuation: Investments are reported at fair value based upon quoted market prices, when available, or estimates of fair value, and unrealized and realized gains and losses are included in the Statement of Changes in Trust Net Position.

Administrative Expenses: Certain internal costs of administering the Trust are paid by the Trust. Administrative expenses for the year ended June 30, 2014 were $321,388.

Use of Estimates: The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires the Trust to make estimates and assumptions that affect certain amounts and disclosures. Accordingly, actual results may differ from those estimates.

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
RETIREMENT FUTURIS PUBLIC ENTITY INVESTMENT TRUST
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2014

NOTE 3 – INVESTMENTS

The Retirement Board Authority has adopted an internally developed investments policy that authorized the use of a broad range of investments choices that have distinctly different risks and return characteristics. In general, investments held in the Trust Fund are for the primary purpose of meeting present and future OPEB liability obligations and may be invested in accordance with California Code Sections 53600 through 53622 that, subject to applicable legal requirements, may provide greater latitude to increase purchasing power and capital growth potential if deemed prudent to do so.

The Trust Fund's policy is to maintain two separate investments categories within the portfolio. The first is the equity holdings and the second is the fixed income. Both categories are invested with the objective of achieving a 7.48% return for the purpose of covering the plans actuarial assumptions and costs of trust administration. At June 30, 2014, 50.84% of the Trust's investment value is held in equities, with the remaining 49.16% holding fixed income securities.

As stated in the Investment Policy, the Trust will invest predominantly in open and closed-end mutual funds. The fair value of the Trust's individual equity investments at June 30, 2014 are as follows:

Equities	Balance	Percent of total Investments
BlackRock Equity Dividend Fund Institutional Shares	$ 3,858,001	7.9%
Brandes International Equity Fund Class I	3,834,850	7.9%
Brandes Emerging Markets I Fund	1,443,071	3.0%
Cohen & Steers Real Estate Securities Fund Class Institutional	3,021,063	6.2%
John Hancock Classic Value Fund Class I	4,887,734	10.0%
Hartford Capital Appreciation Fund Class Y	4,913,605	10.1%
Hartford Midcap Fund Class Y	3,081,583	6.3%
American Perspective F2 Fund	1,920,695	3.9%
American Funds New World F2 Fund	1,432,592	2.9%
Nuveen Tradewinds Value Opportunities Fund Class I	2,942,815	6.0%
Prudential Global real Estate Z Fund	2,957,856	6.1%
Royce Global Value Investment Fund	4,031,219	8.3%
Royce Special Equity Fund Institutional Class	2,791,285	5.7%
Thornburg Investment Income Builder Fund Class I	3,928,151	8.1%
Thornburg International Value Fund Class I	3,585,478	7.4%
Accrued income as of June 30, 2014	15,295	0.0%
Total equity investments	$ 48,645,293	50.84%

The accompanying notes are an integral part of these financial statements.

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
RETIREMENT FUTURIS PUBLIC ENTITY INVESTMENT TRUST
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2014

NOTE 3 – INVESTMENTS (continued)

The fair value of the Trust's individual fixed income investments at June 30, 2014 are as follows:

Fixed Income	2014	Percent of total Investments	Credit Quality Ratings	Weighted Average Maturity (Years)
Delaware Diversified Income Fund	$ 6,629,578	13.6%	BB	8.26
Hartford World Bond Fund	6,427,356	13.2%	BB	3.92
Legg Mason BW Global Opportunities Bd R	3,872,287	8.0%	BBB	6.87
Metropolitan West Total Return Bond I	6,498,624	13.4%	BBB	7.89
Prudential Total Return Bond Z	7,522,254	15.5%	BBB	6.2
Templeton Global Bond	8,470,661	17.4%	BB	2.51
Western Asset Core Plus Bond	7,532,477	15.5%	BBB	8.66
Accrued income as of June 30, 2014	90,865	0.2%		
Total fixed income investments	$ 47,044,102	49.16%		
Total investments	95,689,395	100%		

Custodial Credit Risk

The California Government Code requires California banks and savings and loan associations to secure the Trust's deposits by pledging government securities as collateral. The market value of pledged securities must equal 110 percent of an agency's deposits. California law also allows financial institutions to secure an agency's deposits by pledging first trust deed mortgage notes having a value of 150 percent of an agency's total deposits and collateral is considered to be held in the name of the Trust. All cash held by financial institutions is entirely insured or collateralized.

Credit Risk

Trust's investment policy requires all fixed income investments to be of investments grade quality or higher at purchase; that is, at the time of purchases, rated no lower than "BBB" by Standard and Poor's. The Trust Board, at their discretion, may impose a higher standard on an individual investment manager basis as circumstances or investment objectives dictate. At June 30, 2014, approximately 54% of the Trust's investment holdings have a credit rating of BBB or higher.

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
RETIREMENT FUTURIS PUBLIC ENTITY INVESTMENT TRUST
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2014

NOTE 3 – INVESTMENTS (continued)

Concentration of Credit Risk

The Trust's investment policy places a 5% limit on the amount it may invest in any one issuer. The foregoing limitation is not intended to apply to the percentage of Trust assets invested in a single diversified mutual fund. At June 30, 2014, no investments with a single equity exceeded 5%.

Interest Rate Risk

The Trust does not have a formal investment policy that limits investments maturities as a means of managing its exposure to fair value losses arising from increasing interest rates. At June 30, 2014, the Trust had no significant interest rate risk related to investments held.

NOTE 4 – RELATED PARTY TRANSACTIONS

Retiree benefit costs of the Trust are paid by South Orange County Community College District. The District recorded $3,640,167 as a transfer from the Trust fund to pay retiree benefits.

NOTE 5 – CONTINGENCIES

The Trust may be subject to various claims, legal proceedings, and investigations covering a wide range of matters that arise in the ordinary course of business. In the opinion of management all such matters are adequately covered by insurance or by accruals, and if not so covered, are without merit or are of such kind, or involve such amounts, as would not have a significant effect on the financial position or results of operations of the Foundation if disposed of unfavorably.

NOTE 6 - CONCENTRATIONS

The Trust receives all its contributions from the District and is therefore subject to risks from changes in the District's economic conditions.

REQUIRED SUPPLEMENTARY INFORMATION

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
RETIREMENT FUTURIS PUBLIC ENTITY INVESTMENT TRUST
REQUIRED SUPPLEMENTARY INFORMATION
FOR THE YEAR ENDED JUNE 30, 2014

NOTE 1 – SCHEDULE OF FUNDING PROGRESS

Actuarial Valuation Date	Actuarial Value of Assets (AVA)	Actuarial Accrued Liability (Entry Age Normal Cost Method) (AAL)	Unfunded Actuarial Accrued Liability (UAAL)	Funding Ratio	Covered Payroll	UAAL as a Percentage of Covered Payroll
2/1/2012	$ 69,037,662	$ 84,858,604	$ 15,820,942	81.4%	$ 72,475,138	21.8%
2/1/2013	$ 73,602,685	$ 89,492,430	$ 15,889,745	82.2%	$ 68,971,000	23.0%
1/1/2014	$ 90,697,726	$ 80,371,743	$ (10,325,983)	112.8%	$ 71,115,000	(14.5%)

NOTE 2 – NOTES TO REQUIRED SUPPLEMENTARY INFORMATION

A. Schedule of Postemployment Healthcare Benefits Funding Progress

This schedule is prepared to show information and trends for the most recent actuarial valuation and in future years, the information from the three most recent actuarial valuations in accordance with Statement No. 45 of the Governmental Accounting Standards Board, *Accounting and Financial Reporting by Employers for Postemployment Benefits Other Than Pensions and* Statement No. 43 of the Government Accounting Standards Board, *Financial Reporting for Postemployment Benefit Plans Other Than Pensions Plans*. The schedule is intended to show trends about the funding progress of the District's actuarially determined liability for post-employment benefits other than pensions.

OTHER INDEPENDENT AUDITORS' REPORTS

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A PROFESSIONAL ACCOUNTANCY CORPORATION

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REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

Independent Auditors'

The Board of Trustees
South Orange County Community College District
Mission Viejo, California

We have audited the financial statements of South Orange County Community College District – Retirement Futuris Public Entity OPEB Trust as of and for the year ended June 30, 2014 and have issued our report thereon dated September 20, 2014. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States.

Internal Control Over Financial Reporting

Management of South Orange County Community College District is responsible for establishing and maintaining effective internal control over financial reporting. In planning and performing our audit, we considered South Orange County Community College District's internal control over financial reporting as a basis for designing our auditing procedures for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of South Orange County Community College District's internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of South Orange County Community College District's internal control over financial reporting.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis.

Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over financial reporting that might be deficiencies, significant deficiencies or material weaknesses. We did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses, as defined above.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether South Orange County Community College District – Retirement Futuris Public Entity OPEB Trust's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance that are required to be reported under Government Auditing Standards.

This report is intended solely for the information and use of the Board of Trustees, District Management, the California Community Colleges Chancellor's Office, others within the entity, the District's federal and state awarding agencies and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.

Christy White Associates

San Diego, California
September 20, 2014

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT **ITEM: 6.3**
DATE: 11/17/14

TO: Board of Trustees

FROM: Gary L. Poertner, Chancellor

RE: SOCCCD: Acceptance of the Saddleback College Foundation, Irvine Valley College Foundation, ATEP Foundation, and SOCCCD Foundation Annual Audit Reports: FY 2013-2014

ACTION: Review

BACKGROUND

California Education Code Section 84040 requires that an annual audit of all District funds be made by a Certified Public Accountant or a Public Accountant licensed by the State Board of Accounting. Title 5, California Code of Regulations, Section 59104, further requires that the governing board of each community college district review the annual audit at a regularly scheduled public meeting.

STATUS

The Board of Trustees employed the firm of Christy White Associates, Certified Public Accountants, to conduct an audit of the Saddleback College Foundation (EXHIBIT A), the Irvine Valley College Foundation (EXHIBIT B), the ATEP Foundation (EXHIBIT C), and the SOCCCD Foundation (EXHIBIT D) funds for FY 2013-2014. The general purpose financial statements with accompanying audit report have been completed and are being submitted to the college Foundation Boards, as well as to the members of the Board of Trustees.

The auditors issued an unmodified opinion for all Foundations FY 2013-2014 financial statements.

These Foundations are considered component units of the District and are included through discrete presentation in the District's audit report. The Audit Committee as well as Foundation Directors, and Staff had the opportunity to meet with the auditors before the final version of the report was printed.

RECOMMENDATION

The Chancellor recommends that the Board of Trustees accept the Saddleback Foundation, the Irvine Valley College Foundation, the ATEP Foundation, and the SOCCCD Foundation FY 2013-2014 audit reports.

Item Submitted By: *Dr. Debra L. Fitzsimons, Vice Chancellor, Business Services*

SADDLEBACK COLLEGE FOUNDATION

AUDIT REPORT

FOR THE YEAR ENDED
JUNE 30, 2014

San Diego

Los Angeles

San Francisco
Bay Area

christy white associates
A PROFESSIONAL
ACCOUNTANCY CORPORATION

SADDLEBACK COLLEGE FOUNDATION
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FINANCIAL SECTION

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INDEPENDENT AUDITORS' REPORT

Board of Governors
Saddleback College Foundation
Mission Viejo, California

We have audited the accompanying financial statements of Saddleback College Foundation (the "Foundation"), which comprise the statement of financial position as of June 30, 2014, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Saddleback College Foundation as of June 30, 2014, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Christy White Associates

San Diego, California
October 9, 2014

SADDLEBACK COLLEGE FOUNDATION
STATEMENT OF FINANCIAL POSITION
JUNE 30, 2014

ASSETS		
Current assets		
Cash and cash equivalents (Note 2)	$	365,682
Investments (Note 3)		6,757,821
Contributions receivable (Note 4)		140,154
Prepaid expense		4,126
Total current assets		7,267,783
Other assets		
Gift annuity receivable (Note 10)		39,862
Long-term contributions receivable (Note 4)		138,978
Investments with the Foundation for California Community Colleges (Note 3)		963,418
Total other assets		1,142,258
Total Assets	$	8,410,041
LIABILITIES AND NET ASSETS		
Current liabilities		
Accounts payable	$	609,949
Accrued liabilities		218
Trust Account Liability (Note 3)		4,878
Total current liabilities		615,045
Total liabilities		615,045
Net assets		
Unrestricted		326,767
Temporarily restricted		5,603,561
Permanently restricted		1,864,668
Total net assets		7,794,996
Total Liabilities and Net Assets	$	8,410,041

The notes to financial statements are an integral part of this statement.

SADDLEBACK COLLEGE FOUNDATION
STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED JUNE 30, 2014

	Unrestricted	Temporarily Restricted	Permanently Restricted	Total
SUPPORT AND REVENUES				
Contributions	$ 52,356	$ 1,113,979	$ 48,421	$ 1,214,756
Special events income - fundraisers (net of costs of direct benefits to donors of $110,435)	87,649	190,476	-	278,125
In-Kind Donations	513,040	-	-	513,040
Donated Services (Note 6)	372,858	-	-	372,858
Donated Professional Fees (Note 6)	5,355	-	-	5,355
Investment income (Note 3)	212,047	776,634	-	988,681
Sales & Commission	44,233	94,607	-	138,840
Other Contract Services	26,348	69,074	-	95,422
Net assets released from restrictions				
Purpose restrictions satisfied	1,391,581	(1,391,581)	-	-
Total Support and Revenues	2,705,467	853,189	48,421	3,607,077
EXPENSES				
Program services	2,065,087	-	-	2,065,087
Supporting services				
Management and general activities	233,137	-	-	233,137
Fundraising (Note 9)	257,070	-	-	257,070
Total Expenses	2,555,294	-	-	2,555,294
CHANGE IN NET ASSETS	150,173	853,189	48,421	1,051,783
Net Assets - Beginning, as restated (Note 11)	176,594	4,750,372	1,816,247	6,743,213
Net Assets - Ending	$ 326,767	$ 5,603,561	$ 1,864,668	$ 7,794,996

The notes to financial statements are an integral part of this statement.

SADDLEBACK COLLEGE FOUNDATION
STATEMENT OF FUNCTIONAL EXPENSES
FOR THE YEAR ENDED JUNE 30, 2014

	Program Services	Management and General	Fundraising	Total
EXPENSES				
Salaries and benefits	$ 262,137	$ 228,182	$ 198,623	$ 688,942
Scholarship payments/Financial Aid	543,338	-	4,800	548,138
Program activities	127,193	3,677	-	130,870
Special events	-	-	53,647	53,647
Professional Fees	5,355	-	-	5,355
Contract services	243,803	196	-	243,999
Supplies and printing	119,108	193	-	119,301
Seminars and conferences	31,737	-	-	31,737
Dues and memberships	5,242	-	-	5,242
In-kind donations	578,040	-	-	578,040
Program equipment and software	88,895	-	-	88,895
General operating expenses	60,239	889	-	61,128
Total Expenses	$ 2,065,087	$ 233,137	$ 257,070	$ 2,555,294

The notes to financial statements are an integral part of this statement.

SADDLEBACK COLLEGE FOUNDATION
STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED JUNE 30, 2014

CASH FLOWS FROM OPERATING ACTIVITIES	
Change in net assets	$ 1,051,783
Adjustments to reconcile change in net assets to net cash provided by (used in) operating activities	
Realized loss/(gain) on investments	(300,616)
Unrealized loss/(gain) on investments	(464,641)
Restatement of gift annuity receivable	39,862
Restatement of pledged receivable	42,978
Changes in operating assets and liabilities	
Contributions receivable (Note 4)	133,446
Prepaid expense	(2,431)
Accounts payable	240,413
Accrued liabilities	(1,020)
Increase/(decrease) in trust accounts	(51,164)
Long-term contributions receivable (Note 4)	(138,978)
Net cash provided by (used in) operating activities	549,632
CASH FLOWS FROM INVESTING ACTIVITIES	
Purchase of investments and reinvested earnings	(4,933,099)
Proceeds on the sale of investments	4,308,510
Net cash provided by (used in) investing activities	(624,589)
NET INCREASE (DECREASE) IN CASH AND CASH EQUIVALENTS	(74,957)
Cash and cash equivalents - Beginning	440,639
Cash and cash equivalents - Ending	$ 365,682

The notes to financial statements are an integral part of this statement.

SADDLEBACK COLLEGE FOUNDATION
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2014

NOTE 1 – SIGNIFICANT ACCOUNTING POLICIES

A. Reporting Entity

Saddleback College Foundation (the "Foundation"), was formed as a California nonprofit public benefit corporation on December 5, 2003. The public and charitable purposes for which this Foundation is organized are to further the educational purposes of the South Orange County Community College District (the "District"). The principal sources of revenue for the Foundation include donor contributions and investment related income.

B. Estimates

The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect certain reported amounts and disclosures, such as depreciation expense and the net book value of capital assets. Accordingly, actual results could differ from those estimates.

C. Functional Expenses

The costs of providing services have been summarized on a functional basis in the statement of activities and detailed in the statement of functional expenses. Certain costs and expenditures have been allocated between program and supporting services based on management's estimates.

D. Basis of Accounting

The Foundation's policy is to prepare its financial statements on the accrual basis of accounting; consequently, revenues are recognized when earned rather than when cash is received and certain expenses and purchases of assets are recognized when the obligation is incurred rather than when cash is disbursed.

E. Financial Statement Presentation

The Foundation is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted net assets, temporarily restricted net assets, and permanently restricted net assets. Unrestricted net assets include all resources available for use by the Board of Governors and management's discretion in carrying out the activities of the Foundation in accordance with its Bylaws. Temporarily or permanently restricted net assets are restricted by the donor or as matter of law. Temporarily restricted net assets are only expendable for the purposes specified by the donor or through the passage of time. When a restriction expires (that is, when a stipulated time restriction ends or purpose restriction is accomplished), temporarily restricted net assets are reclassified to unrestricted net assets. Permanently restricted net assets are generally required to be held by the organization in perpetuity while the earnings on those assets are available for use by the organization to support its activities. Donors can place restrictions on the earnings from permanently restricted contributions at the time the contributions are made or pledged.

SADDLEBACK COLLEGE FOUNDATION
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2014

NOTE 1 – SIGNIFICANT ACCOUNTING POLICIES (continued)

F. Contributions

Contributions received are recorded as unrestricted, temporarily restricted, or permanently restricted depending on the existence or nature of any donor restrictions. A contribution is recognized as income at the date the contribution is received or pledged.

Non-cash contributions of goods and materials are recorded at fair value at the date of contribution. Contributed services are recorded at fair value at the date of contribution if they are used to create or enhance a non-financial asset or require specialized skills, are provided by someone who possesses those skills, and would have to be purchased by the organization if not donated.

G. Income Taxes

The Foundation is a 509(a)(1) publicly supported nonprofit organization that is exempt from income taxes under Section 501(a) and 501(c)(3) of the Internal Revenue Code and classified by the Internal Revenue Service as other than a private organization. The Foundation is also exempt from state franchise or income tax under Section 23701(d) of the California Revenue and Taxation Code and is registered with the California Attorney General as a charity.

Income that is not related to exempt purposes, less applicable deductions, is subject to federal and state income taxes. The Foundation did not have any net unrelated business income for the year ended June 30, 2014. It is management's belief that the Foundation does not hold any uncertain tax positions that would materially impact the financial statements. The organization's foundation and/or tax returns are subject to examination by the regulatory authorities for up to four years from the date of filing.

H. Capital Assets

The District has adopted a policy to capitalize purchases of $5,000 or more of property and equipment used for administrative purposes. Property and equipment acquired with grant and contract funds, or contributed assets where the asset will revert to the funding agency at its discretion will be capitalized and a liability will be amortized over the estimated useful life of the asset under the straight-line method.

Purchased property and equipment are recorded at cost. Donations of property and equipment are recorded as contributions at their estimated fair value. Such donations are reported as unrestricted contributions unless the donor has placed a time or purpose restriction on the asset. The entity does not imply an expiring time restriction if the entity receives a long-lived asset without stipulations regarding how long the asset must be used. Property and equipment are depreciated using the straight-line method. There are currently no fixed assets on the Foundation's records.

SADDLEBACK COLLEGE FOUNDATION
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2014

NOTE 1 – SIGNIFICANT ACCOUNTING POLICIES (continued)

H. Capital Assets (continued)

The Foundation depreciates its property and equipment using the straight-line method over the following estimated useful lives:

Asset	Useful Life
Buildings	50
Site improvements	10
Equipment and vehicle	8
Technology	3

I. Deferred Revenue

Deferred revenue arises when potential revenue does not meet the criteria for recognition in the current period and when resources are received by the Foundation prior to the incurrence of expenses. In subsequent periods, when both revenue recognition criteria are met or when the Foundation has a legal claim to the resources, the liability for deferred revenue is removed from the statement of financial position and revenue is recognized.

J. Cash and Cash Equivalents

The Foundation considers all highly liquid deposits and investments with an original maturity of less than ninety days to be cash equivalents.

K. Investments

The Foundation's method of accounting for most investments is the fair value method. Fair value is determined by published quotes when they are readily available. Unrealized gains and losses are included in the accompanying statement of activities.

SADDLEBACK COLLEGE FOUNDATION
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2014

NOTE 1 – SIGNIFICANT ACCOUNTING POLICIES (continued)

L. Fair Value Hierarchy

The Fair Value Measurements Topic of the FASB *Accounting Standards Codification* establishes a fair value hierarchy that prioritizes inputs to valuation techniques used to measure fair value. The hierarchy gives the highest priority to unadjusted quoted prices in active markets for identical assets or liabilities (Level 1 measurements) and the lowest priority to unobservable inputs (Level 3 measurements). The three levels of the fair value hierarchy are described below:

Level 1 Inputs to the valuation methodology are unadjusted quoted prices for identical assets or liabilities in active markets.

Level 2 Inputs to the valuation methodology include quoted prices for similar assets and liabilities in active markets, and inputs that are observable for the asset or liability, either directly or indirectly, for substantially the full term of the financial instrument.

Level 3 Inputs to the valuation methodology are unobservable and significant to the fair value measurement.

A financial instrument's level within the fair value hierarchy is based on the lowest level of any input that is significant to the fair value measurement. When significant changes in valuation techniques or inputs have taken place, the Foundation may revise an asset's or liabilities position in the hierarchy and recognize the change on the date of the event or change in circumstances that caused the transfer.

NOTE 2 – CASH AND CASH EQUIVALENTS

Cash and cash equivalents as of June 30, 2014, consist of amounts held in non-interest bearing checking, interest bearing checking, money market, and brokerage accounts totaling $365,682.

Cash in Bank

Custodial credit risk is the risk that in the event of a bank failure, the Foundation's deposits may not be returned to it. The Foundation does not have a policy for custodial credit risk of deposits. The FDIC insures up to $250,000 per depositor, per insured bank, for each account ownership category. The Foundation did not hold amounts in excess of this threshold as of June 30, 2014.

Trust Account

The Foundation acts as a fiscal agent for organizations and groups of Saddleback College. Accordingly, $4,126 of cash at June 30, 2014, belongs to other parties. The Foundation does not have discretion over the funds held on behalf of others.

SADDLEBACK COLLEGE FOUNDATION
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2014

NOTE 3 – INVESTMENTS AND INVESTMENT WITH THE FOUNDATION FOR CALIFORNIA COMMUNITY COLLEGES

Investments are presented in the financial statements at their aggregate fair value. The fair value of investments at June 30, 2014, is as follows:

	Fair Value	Quoted Prices in Active Markets for Identical Asssets (Level 1)	Significant Other Observable Inputs (Level 2)	Significant Unobservable Inputs (Level 3)
Common stocks and options	$ 3,697,472	$ 3,697,472	$ -	$ -
Mutual funds	2,905,348	2,905,348	-	-
Government and Government Sponsored Entity (GSE) bonds	155,001	-	155,001	-
Total Investments	6,757,821	6,602,820	155,001	-
Investment with FCCC	963,418	-	963,418	-
Total investments and investment with FCCC	$ 7,721,239	$ 6,602,820	$ 1,118,419	$ -

Government and government sponsored entity (GSE) bonds are considered to be measured by level 2 measurements such as using quoted market prices, recent market transactions and spread data for similar transactions. Also, the investment with the FCCC is measured using level 2 inputs including the allocable share in the market value of the underlying investments held by the FCCC.

The following Schedule summarizes the investment return and its classification in the statement of activities for the year ended June 30, 2014:

Net appreciation (depreciation)	$ 464,641
Realized gains	300,616
Interest and dividends	223,424
Total investment income	$ 988,681

SADDLEBACK COLLEGE FOUNDATION
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2014

NOTE 3 – INVESTMENTS AND INVESTMENT WITH THE FOUNDATION FOR CALIFORNIA COMMUNITY COLLEGES (continued)

Investment with the Foundation for California Community Colleges

The Foundation has entered into a partnership arrangement with the California Community Colleges Scholarship Endowment (the "Endowment") through the Foundation for California Community Colleges (FCCC). The Endowment has been set up to provide matching scholarship funds for California community colleges. The Osher Foundation's lead gift of $25 million established the California Community Colleges Scholarship Endowment. The California Community Colleges and the Foundation for California Community Colleges raised an additional $28.5 million, spurring $14.2 million in match dollars from The Osher Foundation; the result is a $67.7 million permanent scholarship fund. Scholarships from the Endowment were first distributed to students throughout the state in Fall 2009 and will continue to be dispersed every year in perpetuity. The allocation will be based on each college's Full Time Equivalent Students (FTES) and each scholarship is valued at a maximum of $1,000 per school year per student.

Investment with the Foundation for California Community Colleges (continued)

These funds are invested in a pooled investment fund held by the FCCC. At June 30, 2014, the fair value of this investment was $963,418. An additional $794,781 is held in the Foundation's name by the FCCC. This amount is comprised of the initial gift of $397,500 and matching funds by the Bernard Osher Foundation of $397,281. The additional $794,781 has not been included in these financial statements as it does not qualify as an asset of the foundation. The FCCC has assembled an investment advisory committee charged with the responsibility for directing and monitoring the investment management of the Endowment's assets.

NOTE 4 – CONTRIBUTIONS RECEIVABLE

Contributions receivable as of June 30, 2014 total $279,132. The amounts represent unconditional promises to give. A portion of the contributions are from an unconditional promise to give a specified amount each year, until the donor's death. This receivable has been discounted at rate of 6%. Accordingly, $38,978 is expected to be collected in over one year from June 30, 2014, and therefore is recorded in other assets. Total long-term contributions receivable total $138,978 and include a donor's bequest. $140,154 of contributions receivable is expected to be collected in less than one year from June 30, 2014.

The Foundation has not historically had difficulty collecting amounts due from grantor agencies; therefore, no allowance for uncollectible accounts has been recorded.

NOTE 5 – NET ASSETS

Temporarily Restricted Net Assets

Temporarily restricted net assets at June 30, 2014 amount to $5,603,561, are restricted for the use in providing scholarships and other program services to Saddleback College.

Permanently Restricted Net Assets

Permanently restricted net assets totaling $1,864,668 are restricted for investment in perpetuity, which represents the Foundation's endowment funds.

Net Assets Released from Restrictions

Net assets of $1,391,581 were released from temporarily restricted net assets during the fiscal year. The Foundation met donor imposed restrictions by incurring qualified expenses for scholarships and other program services.

NOTE 6 – RELATED PARTIES

To assist the Foundation in carrying out its purpose, the District provides administrative services to the Foundation. The District pays salaries and benefits to the executive director and the senior accounting specialist and contributed to the Foundation's audit fee. In addition, working space for employees who perform administrative services for the Foundation is provided by the District at no charge. During the year ended June 30, 2014, the District contributed $378,213 to these salaries and benefits. These donated services have been reflected in the accompanying statement of activities as revenues under donated services and donated professional fees and as expenses under salaries and benefits and contract services. The value of donated facilities has not been determined and is therefore not included in the accompanying financial statements; however, management does not believe the amount to be material.

NOTE 7 – ENDOWMENT

The Foundation's endowment consists of approximately 68 individual funds established primarily for scholarships. Net assets associated with endowment funds are classified and reported based on the existence or absence of donor-imposed restrictions.

Interpretation of Relevant Law

The Board of Governors of the Foundation has interpreted the Uniform Prudent Management of Institutional Funds Act (UPMIFA) as requiring the preservation of the fair value of the original gift as of the gift date of the donor-restricted endowment funds absent explicit donor stipulations to the contrary. As a result of this interpretation, the Foundation classifies as permanently restricted net assets (a) the original value of gifts donated to the permanent endowment, (b) the original value of subsequent gifts to the permanent endowment, and (c) accumulations to the permanent endowment made in accordance with the direction of the applicable donor gift instrument at the time the accumulation is added to the fund. The remaining portion of the donor-restricted endowment fund that is not classified in permanently restricted net assets is classified as temporarily restricted net assets until those amounts are appropriated for expenditure by the organization in a manner consistent with the standard of prudence prescribed by UPMIFA. In accordance with UPMIFA, the organization considers the following factors in making a determination to appropriate or accumulate donor-restricted endowment funds:

(1) The duration and preservation of the fund
(2) The purposes of the organization and the donor-restricted endowment fund
(3) General economic conditions
(4) The possible effect of inflation and deflation
(5) The expected total return from an income and appreciation of investments
(6) Other resources of the organization
(7) The investment policies of the organization

NOTE 7 – ENDOWMENT (continued)

Funds with Deficiencies

From time to time, the fair value of assets associated with individual donor-restricted endowment funds may fall below the level that the donor of UPMIFA requires the Foundation to retain as a fund of perpetual duration. In accordance with GAAP, deficiencies of this nature are reported in unrestricted net assets. There were no deficiencies as of June 30, 2014.

Return Objectives and Risk Parameters

The Foundation has adopted investment and spending policies for endowment assets that attempt to provide a predictable stream of funding to programs supported by its endowment while seeking to maintain the purchasing power of the endowment assets. Endowment assets include those assets of donor-restricted funds that the Foundation must hold in perpetuity or for a donor-specified period(s) as well as board-designated funds. Under this policy, as approved by the Board of Governors, the endowment assets are invested in a manner that is intended to produce results that exceed the price and yield results of the S&P 500 index while assuming a moderate level of investment risk. The Foundation expects its endowment funds, over time, to provide an average rate of return ranging from 5 to 8 percent annually. Actual returns in any given year may vary from this amount.

Strategies Employed for Achieving Objectives

To satisfy its long-term rate-of-return objectives, the Foundation relies on a total return strategy in which investment returns are achieved through both capital appreciation (realized and unrealized) and current yield (interest and dividends). The Foundation targets a diversified asset allocation that places a greater emphasis on equity-based investments to achieve its long-term return objectives within prudent risk constraints.

Spending Policy and How the Investment Objectives Relate to Spending Policy

The Foundation has a policy of appropriating for distribution each year a percentage, recommended by the Finance Committee and voted on by the Board of Governors, of its endowment fund's average fair value over the prior 12 quarters through the calendar year-end preceding the fiscal year in which the distribution was planned. It is the Foundation's goal to distribute these funds prudently. Distributions are not guaranteed, and are contingent upon current market conditions. In establishing this policy, the Foundation considered the long-term expected return on its endowment. Accordingly, over the long term, the Foundation expects the current spending policy to allow its endowment to grow at an average of 2 percent annually. This is consistent with the Foundation's objective to maintain the purchasing power of the endowment assets held in perpetuity or for a specified term as well as to provide additional real growth through new gifts and investment return.

SADDLEBACK COLLEGE FOUNDATION
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2014

NOTE 7 – ENDOWMENT (continued)

Endowment composition and changes in endowment net assets for the fiscal year ended June 30, 2014, is as follows:

	Temporarily Restricted	Permanently Restricted	Total
Endowment net assets, July 1, 2013	$ 161,134	$ 1,779,100	$ 1,940,234
Restatements	-	37,147	37,147
Endowment net assets, as restated, July 1, 2013	161,134	1,816,247	1,977,381
Contributions	9,329	48,421	57,750
Net investment income	62,174	-	62,174
Net appreciation (depreciation)	107,974	-	107,974
Amounts appropriated for expenditure	(83,409)	-	(83,409)
Endowment net assets, June 30, 2014	$ 257,202	$ 1,864,668	$ 2,121,870

NOTE 8 – CHARITABLE REMAINDER UNITRUST INTEREST

The Foundation is a 50% beneficiary of the Lycette Charitable Remainder Unitrust (the Unitrust). The Foundation's beneficiary interest was valued at approximately $210,000 at the time it was written in 2006. The Unitrust is managed by the Foundation and is not recorded in the financial statements as the donor has reserved the right to designate other beneficiaries at any time. The donor has restricted any distribution received by the Foundation to be applied equally to benefit the Landscape and Horticulture Department and the Theatre Arts Department.

SADDLEBACK COLLEGE FOUNDATION
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2014

NOTE 9 – FUNDRAISING EXPENSE

Fundraising expenses consist largely of operating special fundraising events and costs associated with communicating with potential donors. Total fundraising costs were approximately 95 % of funds raised for the year ended June 30, 2014. The schedule below presents fundraising expense costs and funds raised prior to netting the cost of direct benefits to donors. Fundraising expenses, including allocated salary and benefits not directly related to a specific event, have been shown as 'Other' in the below schedule.

Gala event	$	48,097
KSBR		82,589
Golf		18,578
Other		218,241
Total fundraising costs (A)	$	367,505
Contributions	$	82,613
Special events revenue		305,947
Total funds raised (B)	$	388,560
Fundraising expense ratio (A/B)		95%

NOTE 10 – GIFT ANNUITIES

The Foundation is a named beneficiary of charitable gift annuities administered by the Community College League of California. The Foundation is entitled to the remaining funds in the annuities designated by the donors at the end of the donors' lifetime. The balance of annuity investments at June 30, 2014, is approximately $51,698. The receivable is measured at the present value of future expected payments discounted at rates ranging from 6.6-8.6%. The receivable balance is 39,862 as of June 30, 2014.

SADDLEBACK COLLEGE FOUNDATION
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2014

NOTE 11 – RESTATEMENTS

The statement of activities contains a restatement of an increase of $43,722 of permanently restricted net assets and a decrease of $43,722. This difference from the balances as of June 30, 2013 relate to the Foundation's internal audit of endowment records and realization that there were net assets recorded as temporarily restricted where permanent restrictions were more appropriate. This balance was a continual carryover for several prior years, and it was adjusted to balance with the Foundation's accounting records. Similarly, due to written agreements with donors, the Foundation has reclassified $6,575 as temporarily restricted.

Per review a past pledge transaction, the Foundation realized that a pledged annuity should be recorded as of the prior year, as this additional pledge held no conditions. The amount of the annuity will be recorded as a receivable in the amount of $42,978.

The Foundation also recognized the Community College League of California's charitable gift annuity as described in Note 10.

See a summary of restated balances below:

	Unrestricted	Temporarily Restricted	Permanently Restricted	Total
Beginning balance, as originally stated	$ 176,908	$ 4,704,365	$ 1,779,100	$ 6,660,373
Restatement(s)				
Reclassify temporary restrictions as permanent	-	(43,722)	43,722	-
Reclassify permanent restrictions as temporary	-	6,575	(6,575)	-
Reclassify unrestricted net assets as temporary restrictions	(314)	314	-	-
Recognize pledged annuity contribution	-	42,978	-	42,978
Recognize gift annuity (Note 10)	-	39,862	-	39,862
Beginning balance, as restated	$ 176,594	$ 4,750,372	$ 1,816,247	$ 6,743,213

NOTE 12 – CONTINGENCIES

The Foundation may be subject to various claims, legal proceedings, and investigations covering a wide range of matters that arise in the ordinary course of business. In the opinion of management all such matters are adequately covered by insurance or by accruals, and if not so covered, are without merit or are of such kind, or involve such amounts, as would not have a significant effect on the financial position or results of operations of the Foundation if disposed of unfavorably.

NOTE 13 - CONCENTRATIONS

The Foundation conducts operations primarily in Southern California and, therefore, is subject to risks from changes in local economic conditions. The Foundation also receives a substantial amount of donated services from the South Orange County Community College District.

NOTE 14 – SUBSEQUENT EVENTS

The Foundation has evaluated subsequent events for the period from June 30, 2014 through the date the financial statements were available to be issued, October 9, 2014. Management did not identify any transactions that require disclosure or that would have an impact on the financial statements.

IRVINE VALLEY COLLEGE FOUNDATION

AUDIT REPORT

FOR THE YEAR ENDED
JUNE 30, 2014

San Diego

Los Angeles

San Francisco
Bay Area

christy white associates
A PROFESSIONAL
ACCOUNTANCY CORPORATION

IRVINE VALLEY COLLEGE FOUNDATION
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JUNE 30, 2014

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FINANCIAL SECTION

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A PROFESSIONAL ACCOUNTANCY CORPORATION

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INDEPENDENT AUDITORS' REPORT

Board of Governors
Irvine Valley College Foundation
Irvine, California

We have audited the accompanying financial statements of Irvine Valley College Foundation (the "Foundation"), which comprise the statement of financial position as of June 30, 2014, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Irvine Valley College Foundation as of June 30, 2014, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Christy White Associates

San Diego, California
October 9, 2014

IRVINE VALLEY COLLEGE FOUNDATION
STATEMENT OF FINANCIAL POSITION
JUNE 30, 2014

ASSETS		
Current assets		
Cash and cash equivalents (Note 2)	$	380,634
Investments (Note 3)		1,311,913
Contributions receivable (Note 4)		110,694
Prepaid expense		925
Total current assets		1,804,166
Other assets		
Investments with the Foundation for California Community Colleges (Note 3)		441,509
Total other assets		441,509
Total Assets	$	2,245,675
LIABILITIES AND NET ASSETS		
Current liabilities		
Accounts payable	$	200,873
Accrued liabilities		1,612
Total current liabilities		202,485
Total liabilities		202,485
Net assets		
Unrestricted		278,924
Temporarily restricted		727,396
Permanently restricted		1,036,870
Total net assets		2,043,190
Total Liabilities and Net Assets	$	2,245,675

The notes to financial statements are an integral part of this statement.

IRVINE VALLEY COLLEGE FOUNDATION
STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED JUNE 30, 2014

	Unrestricted	Temporarily Restricted	Permanently Restricted	Total
SUPPORT AND REVENUES				
Contributions	$ 19,381	$ 598,686	$ 97,165	$ 715,232
Special events - fundraisers (net of costs of direct benefits to donors of $19,196)	37,710	-	-	37,710
In-Kind Donations	12,556	-	-	12,556
Donated Services (Note 6)	452,919	-	-	452,919
Donated Professional Fees (Note 6)	2,118	-	-	2,118
Investment income (Note 3)	84,282	135,237	-	219,519
Sales & Commission	14,150	36,371	-	50,521
Other Revenue	11,450	399	-	11,849
Net assets released from restrictions				
Purpose restrictions satisfied	643,936	(643,936)	-	-
Total Support and Revenues	1,278,502	126,757	97,165	1,502,424
EXPENSES				
Program services	1,013,138	-	-	1,013,138
Supporting services				
Management and general activities	140,247	-	-	140,247
Fundraising (Note 8)	86,421	-	-	86,421
Total Expenses	1,239,806	-	-	1,239,806
CHANGE IN NET ASSETS	38,696	126,757	97,165	262,618
Net Assets - Beginning, as restated (Note 11)	240,228	600,639	939,705	1,780,572
Net Assets - Ending	$ 278,924	$ 727,396	$ 1,036,870	$ 2,043,190

The notes to financial statements are an integral part of this statement.

IRVINE VALLEY COLLEGE FOUNDATION
STATEMENT OF FUNCTIONAL EXPENSES
FOR THE YEAR ENDED JUNE 30, 2014

	Program Services	Management and General	Fundraising	Total
EXPENSES				
Salaries and benefits	$ 302,773	$ 96,610	$ 66,386	$ 465,769
Scholarship payments	421,890	-	-	421,890
Program activities	47,571	-	-	47,571
Special events - Fundraising	-	-	19,099	19,099
Professional fees	2,118	-	-	2,118
Contract services	83,888	-	-	83,888
Supplies and printing	32,354	-	-	32,354
Seminars and conferences	65,064	-	-	65,064
Dues and memberships	3,661	-	-	3,661
In-kind donations	12,556	-	-	12,556
Program equipment and software	41,263	-	-	41,263
General operating	-	43,637	936	44,573
Total Expenses	$ 1,013,138	$ 140,247	$ 86,421	$ 1,239,806

The notes to financial statements are an integral part of this statement.

IRVINE VALLEY COLLEGE FOUNDATION
STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED JUNE 30, 2014

CASH FLOWS FROM OPERATING ACTIVITIES	
Change in net assets	$ 262,618
Adjustments to reconcile change in net assets to net cash provided by (used in) operating activities	
Realized loss/(gain) on investments	(89,716)
Unrealized loss/(gain) on investments	(109,421)
Changes in operating assets and liabilities	
Contributions receivable (Note 4)	(109,939)
Prepaid expense	11,826
Accounts payable	26,371
Accrued liabilities	1,188
Net cash provided by (used in) operating activities	(7,073)
CASH FLOWS FROM INVESTING ACTIVITIES	
Purchase of investments and reinvested earnings	(1,422,275)
Proceeds on the sale of investments	1,417,332
Net cash provided by (used in) investing activities	(4,943)
NET INCREASE (DECREASE) IN CASH	(12,016)
Cash and cash equivalents - Beginning	402,983
Cash and cash equivalents - Ending	$ 390,967

The notes to financial statements are an integral part of this statement.

IRVINE VALLEY COLLEGE FOUNDATION
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2014

NOTE 1 – SIGNIFICANT ACCOUNTING POLICIES

A. Reporting Entity

Irvine Valley College Foundation (the "Foundation"), was formed as a California nonprofit public benefit corporation on December 5, 2003. The public and charitable purposes for which this Foundation is organized are to further the educational purposes of the South Orange County Community College District (the "District"). The principal sources of revenue for the Foundation include donor contributions and investment related income.

B. Estimates

The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect certain reported amounts and disclosures, such as depreciation expense and the net book value of capital assets. Accordingly, actual results could differ from those estimates.

C. Functional Expenses

The costs of providing services have been summarized on a functional basis in the statement of activities and detailed in the statement of functional expenses. Certain costs and expenditures have been allocated between program and supporting services based on management's estimates.

D. Basis of Accounting

The Foundation's policy is to prepare its financial statements on the accrual basis of accounting; consequently, revenues are recognized when earned rather than when cash is received and certain expenses and purchases of assets are recognized when the obligation is incurred rather than when cash is disbursed.

IRVINE VALLEY COLLEGE FOUNDATION
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2014

NOTE 1 – SIGNIFICANT ACCOUNTING POLICIES (continued)

E. Financial Statement Presentation

The Foundation is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted net assets, temporarily restricted net assets, and permanently restricted net assets. Unrestricted net assets include all resources available for use by the Board of Governors and management's discretion in carrying out the activities of the Foundation in accordance with its Bylaws. Temporarily or permanently restricted net assets are restricted by the donor or as matter of law. Temporarily restricted net assets are only expendable for the purposes specified by the donor or through the passage of time. When a restriction expires (that is, when a stipulated time restriction ends or purpose restriction is accomplished), temporarily restricted net assets are reclassified to unrestricted net assets. Permanently restricted net assets are generally required to be held by the organization in perpetuity while the earnings on those assets are available for use by the organization to support its activities. Donors can place restrictions on the earnings from permanently restricted contributions at the time the contributions are made or pledged.

F. Contributions

Contributions received are recorded as unrestricted, temporarily restricted, or permanently restricted depending on the existence or nature of any donor restrictions. A contribution is recognized as income at the date the contribution is received or pledged.

Non-cash contributions of goods and materials are recorded at fair value at the date of contribution. Contributed services are recorded at fair value at the date of contribution if they are used to create or enhance a non-financial asset or require specialized skills, are provided by someone who possesses those skills, and would have to be purchased by the organization if not donated.

G. Income Taxes

The Foundation is a 509(a)(1) publicly supported nonprofit organization that is exempt from income taxes under Section 501(a) and 501(c)(3) of the Internal Revenue Code and classified by the Internal Revenue Service as other than a private organization. The Foundation is also exempt from state franchise or income tax under Section 23701(d) of the California Revenue and Taxation Code and is registered with the California Attorney General as a charity.

Income that is not related to exempt purposes, less applicable deductions, is subject to federal and state income taxes. The Foundation did not have any net unrelated business income for the year ended June 30, 2014. It is management's belief that the Foundation does not hold any uncertain tax positions that would materially impact the financial statements. The organization's foundation and/or tax returns are subject to examination by the regulatory authorities for up to four years from the date of filing.

IRVINE VALLEY COLLEGE FOUNDATION
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2014

NOTE 1 – SIGNIFICANT ACCOUNTING POLICIES (continued)

H. Capital Assets

The SOCCCD has adopted a policy to capitalize purchases of $5,000 or more of property and equipment used for administrative purposes. Property and equipment acquired with grant and contract funds, or contributed assets where the asset will revert to the funding agency at its discretion will be capitalized and a liability will be amortized over the estimated useful life of the asset under the straight-line method.

Purchased property and equipment are recorded at cost. Donations of property and equipment are recorded as contributions at their estimated fair value. Such donations are reported as unrestricted contributions unless the donor has placed a time or purpose restriction on the asset. The entity does not imply an expiring time restriction if the entity receives a long-lived asset without stipulations regarding how long the asset must be used. Property and equipment are depreciated using the straight-line method. There are currently no fixed assets on the Foundation's records.

The Foundation depreciates its property and equipment using the straight-line method over the following estimated useful lives:

Asset	Useful Life
Buildings	50
Site improvements	10
Equipment and vehicle	8
Technology	3

I. Deferred Revenue

Deferred revenue arises when potential revenue does not meet the criteria for recognition in the current period and when resources are received by the Foundation prior to the incurrence of expenses. In subsequent periods, when both revenue recognition criteria are met or when the Foundation has a legal claim to the resources, the liability for deferred revenue is removed from the statement of financial position and revenue is recognized.

J. Cash and Cash Equivalents

The Foundation considers all highly liquid deposits and investments with an original maturity of less than ninety days to be cash equivalents.

K. Investments

The Foundation's method of accounting for most investments is the fair value method. Fair value is determined by published quotes when they are readily available. Unrealized gains and losses are included in the accompanying statement of activities.

IRVINE VALLEY COLLEGE FOUNDATION
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2014

NOTE 1 – SIGNIFICANT ACCOUNTING POLICIES (continued)

L. Fair Value Hierarchy

The Fair Value Measurements Topic of the FASB *Accounting Standards Codification* establishes a fair value hierarchy that prioritizes inputs to valuation techniques used to measure fair value. The hierarchy gives the highest priority to unadjusted quoted prices in active markets for identical assets or liabilities (Level 1 measurements) and the lowest priority to unobservable inputs (Level 3 measurements). The three levels of the fair value hierarchy are described below:

Level 1 Inputs to the valuation methodology are unadjusted quoted prices for identical assets or liabilities in active markets.

Level 2 Inputs to the valuation methodology include quoted prices for similar assets and liabilities in active markets, and inputs that are observable for the asset or liability, either directly or indirectly, for substantially the full term of the financial instrument.

Level 3 Inputs to the valuation methodology are unobservable and significant to the fair value measurement.

A financial instrument's level within the fair value hierarchy is based on the lowest level of any input that is significant to the fair value measurement. When significant changes in valuation techniques or inputs have taken place, the Foundation may revise an asset's or liabilities position in the hierarchy and recognize the change on the date of the event or change in circumstances that caused the transfer.

NOTE 2 – CASH AND CASH EQUIVALENTS

Cash and cash equivalents as of June 30, 2014, consist of amounts held in non-interest bearing checking, interest bearing checking, money market, and brokerage accounts totaling $380,634.

Cash in Bank

Custodial credit risk is the risk that in the event of a bank failure, the Foundation's deposits may not be returned to it. The Foundation does not have a policy for custodial credit risk of deposits. The FDIC insures up to $250,000 per depositor, per insured bank, for each account ownership category. Additionally some funds are held in SIPC insured institutions. SIPC insures up to $250,000 per client in the event of one of its members insolvency or liquidation. The Foundation is exposed to $182,723 of custodial credit risk as of June 30, 2014.

IRVINE VALLEY COLLEGE FOUNDATION
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2014

NOTE 3 – INVESTMENTS AND INVESTMENT WITH THE FOUNDATION FOR CALIFORNIA COMMUNITY COLLEGES

Investments are presented in the financial statements at their aggregate fair value. The fair value of investments at June 30, 2014, is as follows:

	Fair Value	Quoted Prices in Active Markets for Identical Asssets (Level 1)	Significant Other Observable Inputs (Level 2)	Significant Unobservable Inputs (Level 3)
Mutual funds	$ 1,311,913	$ 1,311,913	$ -	$ -
Total Investments	1,311,913	1,311,913	-	-
Investment with FCCC	441,509	-	441,509	-
Total investments and investment with FCCC	$ 1,753,422	$ 1,311,913	$ 441,509	$ -

The investment with the FCCC is measured using level 2 inputs including the allocable share in the market value of the underlying investments held by the FCCC.

The following Schedule summarizes the investment return and its classification in the statement of activities for the year ended June 30, 2014:

Net appreciation (depreciation)	$ 109,421
Realized gains	89,716
Interest and dividends	20,382
Total investment income	$ 219,519

<u>Investment with the Foundation for California Community Colleges</u>

The Foundation has entered into a partnership arrangement with the California Community Colleges Scholarship Endowment (the "Endowment") through the Foundation for California Community Colleges (FCCC). The Endowment has been set up to provide matching scholarship funds for California community colleges. Foundation's lead gift of $25 million established the California Community Colleges Scholarship Endowment. The California Community Colleges and the Foundation for California Community Colleges raised an additional $28.5 million, spurring $14.2 million in match dollars from The Osher Foundation; the result is a $67.7 million permanent scholarship fund. Scholarships from the Endowment were first distributed to students throughout the state in Fall 2009 and will continue to be dispersed every year in perpetuity. The allocation will be based on each college's Full Time Equivalent Students (FTES) and each scholarship is valued at a maximum of $1,000 per school year per student.

IRVINE VALLEY COLLEGE FOUNDATION
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2014

NOTE 3 – INVESTMENTS AND INVESTMENT WITH THE FOUNDATION FOR CALIFORNIA COMMUNITY COLLEGES (continued)

Investment with the Foundation for California Community Colleges (continued)

These funds are invested in a pooled investment fund held by the FCCC. At June 30, 2014, the fair value of this investment was $441,509 The FCCC has assembled an investment advisory committee charged with the responsibility for directing and monitoring the investment management of the Endowment's assets.

NOTE 4 – CONTRIBUTIONS RECEIVABLE

Pledges receivable as of June 30, 2013 total $110,694. The amounts represent unconditional promises to give. The total amount is estimated to be collected in less than one year from June 30, 2014.

The Foundation has not historically had difficulty collecting amounts due from grantor agencies; therefore, no allowance for uncollectible accounts has been recorded.

NOTE 5 – NET ASSETS

Temporarily Restricted Net Assets

Temporarily restricted net assets at June 30, 2014 amount to $727,396, are restricted for the use in providing scholarships and other program services to Irvine Valley College.

Permanently Restricted Net Assets

Permanently restricted net assets totaling $1,036,870 are restricted for investment in perpetuity, which represents the Foundation's endowment funds.

Net Assets Released from Restrictions

Net assets of $643,936 were released from temporarily restricted net assets during the fiscal year. The Foundation met donor imposed restrictions by incurring qualified expenses for scholarships and other program services.

IRVINE VALLEY COLLEGE FOUNDATION
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2014

NOTE 6 – RELATED PARTIES

To assist the Foundation in carrying out its purpose, the District provides administrative services to the Foundation. The District pays salaries and benefits to the Executive Director, Development Assistant II, and Development Associate, and contributed to the Foundation's audit fee. In addition, working space for employees who perform administrative services for the Foundation is provided by the District at no charge. During the year ended June 30, 2014, the District contributed $452,919 to these salaries and benefits. These donated services have been reflected in the accompanying statement of activities as revenues under donated services and donated professional fees and as expenses under salaries and benefits and contract services. The value of donated facilities has not been determined and is therefore not included in the accompanying financial statements; however, management does not believe the amount to be material.

NOTE 7 – ENDOWMENT

The Foundation's endowment consists of approximately 26 individual funds established primarily for scholarships. Net assets associated with endowment funds are classified and reported based on the existence or absence of donor-imposed restrictions.

Interpretation of Relevant Law

The Board of Governors of the Foundation has interpreted the Uniform Prudent Management of Institutional Funds Act (UPMIFA) as requiring the preservation of the fair value of the original gift as of the gift date of the donor-restricted endowment funds absent explicit donor stipulations to the contrary. As a result of this interpretation, the Foundation classifies as permanently restricted net assets (a) the original value of gifts donated to the permanent endowment, (b) the original value of subsequent gifts to the permanent endowment, and (c) accumulations to the permanent endowment made in accordance with the direction of the applicable donor gift instrument at the time the accumulation is added to the fund. The remaining portion of the donor-restricted endowment fund that is not classified in permanently restricted net assets is classified as temporarily restricted net assets until those amounts are appropriated for expenditure by the organization in a manner consistent with the standard of prudence prescribed by UPMIFA. In accordance with UPMIFA, the organization considers the following factors in making a determination to appropriate or accumulate donor-restricted endowment funds:

(1) The duration and preservation of the fund
(2) The purposes of the organization and the donor-restricted endowment fund
(3) General economic conditions
(4) The possible effect of inflation and deflation
(5) The expected total return from an income and appreciation of investments
(6) Other resources of the organization
(7) The investment policies of the organization

IRVINE VALLEY COLLEGE FOUNDATION
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2014

NOTE 7 – ENDOWMENT (continued)

Funds with Deficiencies

From time to time, the fair value of assets associated with individual donor-restricted endowment funds may fall below the level that the donor of UPMIFA requires the Foundation to retain as a fund of perpetual duration. In accordance with GAAP, deficiencies of this nature are reported in unrestricted net assets. There were no deficiencies as of June 30, 2014

Return Objectives and Risk Parameters

The Foundation has adopted investment and spending policies for endowment assets that attempt to provide a predictable stream of funding to programs supported by its endowment while seeking to maintain the purchasing power of the endowment assets. Endowment assets include those assets of donor-restricted funds that the Foundation must hold in perpetuity or for a donor-specified period(s) as well as board-designated funds. Under this policy, as approved by the Board of Governors, the endowment assets are invested in a manner that is intended to protect the principal, over the long term, and yet maximize the investment earnings so as to maximize the benefit provided by the endowment. Accordingly, funds are invested in a combination of fixed income funds and equity funds expected to provide an average rate of return of approximately 5 percent annually. Actual returns in any given year may vary from this amount.

Strategies Employed for Achieving Objectives

To satisfy its long-term rate-of-return objectives, the Foundation relies on a total return strategy in which investment returns are achieved through both capital appreciation (realized and unrealized) and current yield (interest and dividends). The Foundation targets a diversified asset allocation that places a greater emphasis on equity-based investments to achieve its long-term return objectives within prudent risk constraints.

Spending Policy and How the Investment Objectives Relate to Spending Policy

The Foundation has a policy of appropriating for distribution each year 3 percent of its endowment fund's average fair value over the prior 12 quarters through the calendar year-end preceding the fiscal year in which the distribution was planned. While it is the Foundation's goal to distribute 3 percent, it is not guaranteed and is contingent upon current market conditions. In establishing this policy, the Foundation considered the long-term expected return on its endowment. Accordingly, over the long term, the Foundation expects the current spending policy to allow its endowment to grow at an average of 2 percent annually. This is consistent with the Foundation's objective to maintain the purchasing power of the endowment assets held in perpetuity or for a specified term as well as to provide additional real growth through new gifts and investment return.

IRVINE VALLEY COLLEGE FOUNDATION
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2014

NOTE 7 – ENDOWMENT (continued)

Endowment composition and changes in endowment net assets for the fiscal year ended June 30, 2014, is as follows:

	Temporarily Restricted	Permanently Restricted	Total
Endowment net assets, July 1, 2013	$ 28,209	$ 896,754	$ 924,963
Contributions	-	62,169	62,169
Net investment income	57,555	-	57,555
Net appreciation (depreciation)	77,682	-	77,682
Amounts appropriated for expenditure	(78,397)	-	(78,397)
Endowment net assets, June 30, 2014	$ 85,049	$ 958,923	$ 1,043,972

NOTE 8 – FUNDRAISING EXPENSE

Fundraising expenses consist largely of operating special fundraising events and costs associated with communicating with potential donors. Total fundraising costs were approximately 244% of funds raised for the year ended June 30, 2014. The schedule below presents fundraising expense costs and funds raised prior to netting the cost of direct benefits to donors. Fundraising expenses, including allocated salary and benefits not directly related to a specific event, have been shown as 'Other' in the below schedule.

Astounding inventions event	$ 19,692
Gala event	17,701
Golf	5,152
Other	96,222
Total fundraising costs (A)	$ 138,767
Contributions	$ 28,775
Special events revenue	28,131
Total funds raised (B)	$ 56,906
Fundraising expense ratio (A/B)	244%

IRVINE VALLEY COLLEGE FOUNDATION
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2014

NOTE 9 – CONTINGENCIES

The Foundation may be subject to various claims, legal proceedings, and investigations covering a wide range of matters that arise in the ordinary course of business. In the opinion of management all such matters are adequately covered by insurance or by accruals, and if not so covered, are without merit or are of such kind, or involve such amounts, as would not have a significant effect on the financial position or results of operations of the Foundation if disposed of unfavorably.

NOTE 10 - CONCENTRATIONS

The Foundation conducts operations primarily in Southern California and, therefore, is subject to risks from changes in local economic conditions. The Foundation also receives a substantial amount of donated services from the South Orange County Community College District.

NOTE 11 – RESTATEMENT

During a review of transactions involving the net asset classification of endowed earnings, it was noted that the earnings in the prior year were recorded to unrestricted rather than temporarily restricted, as described by UPMIFA. Accordingly, the Foundation made the following restatements:

	Unrestricted	Temporarily Restricted	Permanently Restricted	Total
Beginning balance, as originally stated	$ 287,702	$ 553,165	$ 939,705	$ 1,780,572
Restatement(s)				
Reclassify endowment earnings to temporarily restricted	(47,474)	47,474	-	-
Beginning balance, as restated	$ 240,228	$ 600,639	$ 939,705	$ 1,780,572

NOTE 12 – SUBSEQUENT EVENTS

The Foundation has evaluated subsequent events for the period from June 30, 2014 through the date the financial statements were available to be issued, October 9, 2014. Management did not identify any transactions that require disclosure or that would have an impact on the financial statements.

ADVANCED TECHNOLOGY AND EDUCATION PARK (ATEP) FOUNDATION

AUDIT REPORT

FOR THE YEAR ENDED
JUNE 30, 2014

ATEP
ADVANCED TECHNOLOGY
& EDUCATION PARK | TUSTIN, CA

San Diego

Los Angeles

San Francisco
Bay Area

christy white associates
A PROFESSIONAL
ACCOUNTANCY CORPORATION

ADVANCED TECHNOLOGY AND EDUCATION PARK (ATEP) FOUNDATION
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FOR THE YEAR ENDED JUNE 30, 2014

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INDEPENDENT AUDITORS' REPORT

Board of Governors
Advanced Technology and Education Park (ATEP) Foundation
Mission Viejo, California

We have audited the accompanying financial statements of Advanced Technology and Education Park (ATEP) Foundation (the "Foundation"), which comprise the statement of financial position as of June 30, 2014, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Advanced Technology and Education Park (ATEP) Foundation as of June 30, 2014, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Christy White Associates

San Diego, California
September 20, 2014

ADVANCED TECHNOLOGY AND EDUCATION PARK (ATEP) FOUNDATION
STATEMENT OF FINANCIAL POSITION
FOR THE YEAR ENDED JUNE 30, 2014

ASSETS		
Current assets		
Cash and cash equivalents (Note 2)	$	12,489
Total current assets		12,489
Total Assets	$	12,489
LIABILITIES AND NET ASSETS		
Net assets		
Unrestricted	$	12,489
Total net assets		12,489
Total Liabilities and Net Assets	$	12,489

The notes to financial statements are an integral part of this statement.

ADVANCED TECHNOLOGY AND EDUCATION PARK (ATEP) FOUNDATION
STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED JUNE 30, 2014

	Unrestricted	Total
SUPPORT AND REVENUES		
Donated Services (Note 3)	$ 2,500	$ 2,500
Total Support and Revenues	2,500	2,500
EXPENSES		
Supporting services		
Management and general activities	2,520	2,520
Total Expenses	2,520	2,520
CHANGE IN NET ASSETS	(20)	(20)
Net Assets - Beginning	12,509	12,509
Net Assets - Ending	$ 12,489	$ 12,489

The notes to financial statements are an integral part of this statement.

ADVANCED TECHNOLOGY AND EDUCATION PARK (ATEP) FOUNDATION
STATEMENT OF FUNCTIONAL EXPENSES
FOR THE YEAR ENDED JUNE 30, 2014

	Management and General	Total
EXPENSES		
Other	$ 20	$ 20
In-kind donations	2,500	2,500
Total Expenses	$ 2,520	$ 2,520

The notes to financial statements are an integral part of this statement.

ADVANCED TECHNOLOGY AND EDUCATION PARK (ATEP) FOUNDATION
STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED JUNE 30, 2014

CASH FLOWS FROM OPERATING ACTIVITIES		
Change in net assets	$	(20)
Net cash provided by (used in) operating activities		(20)
NET INCREASE (DECREASE) IN CASH		(20)
Cash and cash equivalents - Beginning		12,509
Cash and cash equivalents - Ending	$	12,489

The notes to financial statements are an integral part of this statement.

ADVANCED TECHNOLOGY AND EDUCATION PARK (ATEP) FOUNDATION
NOTES TO FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2014

NOTE 1 – SIGNIFICANT ACCOUNTING POLICIES

A. Reporting Entity

Advanced Technology and Education Park (ATEP) Foundation (the "Foundation"), was formed as a California nonprofit public benefit corporation on October 5, 2005. The public and charitable purposes for which this Foundation is organized are to further the educational purposes of the South Orange County Community College District (the "District"). The Foundation is a discretely presented component unit of the District and has been included in the District's basic financial statements.

B. Estimates

The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect certain reported amounts and disclosures, such as depreciation expense and the net book value of capital assets. Accordingly, actual results could differ from those estimates.

C. Functional Expenses

The costs of providing services have been summarized on a functional basis in the statement of activities and detailed in the statement of functional expenses. Certain costs and expenditures have been allocated between program and supporting services based on management's estimates.

D. Basis of Accounting

The Foundation's policy is to prepare its financial statements on the accrual basis of accounting; consequently, revenues are recognized when earned rather than when cash is received and certain expenses and purchases of assets are recognized when the obligation is incurred rather than when cash is disbursed.

NOTE 1 – SIGNIFICANT ACCOUNTING POLICIES (continued)

E. Financial Statement Presentation

The Foundation is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted net assets, temporarily restricted net assets, and permanently restricted net assets. Unrestricted net assets include all resources available for use by the Board of Governors and management's discretion in carrying out the activities of the Foundation in accordance with its Bylaws. Temporarily or permanently restricted net assets are restricted by the donor or as matter of law. Temporarily restricted net assets are only expendable for the purposes specified by the donor or through the passage of time. When a restriction expires (that is, when a stipulated time restriction ends or purpose restriction is accomplished), temporarily restricted net assets are reclassified to unrestricted net assets. Permanently restricted net assets are generally required to be held by the organization in perpetuity while the earnings on those assets are available for use by the organization to support its activities. Donors can place restrictions on the earnings from permanently restricted contributions at the time the contributions are made or pledged.

F. Contributions

Contributions received are recorded as unrestricted, temporarily restricted, or permanently restricted depending on the existence or nature of any donor restrictions. A contribution is recognized as income at the date the contribution is received or pledged.

Non-cash contributions of goods and materials are recorded at fair value at the date of contribution. Contributed services are recorded at fair value at the date of contribution if they are used to create or enhance a non-financial asset or require specialized skills, are provided by someone who possesses those skills, and would have to be purchased by the organization if not donated.

G. Income Taxes

The Foundation is a 509(a)(1) publicly supported nonprofit organization that is exempt from income taxes under Section 501(a) and 501(c)(3) of the Internal Revenue Code and classified by the Internal Revenue Service as other than a private organization. The Foundation is also exempt from state franchise or income tax under Section 23701(d) of the California Revenue and Taxation Code and is registered with the California Attorney General as a charity.

Income that is not related to exempt purposes, less applicable deductions, is subject to federal and state income taxes. The Foundation did not have any net unrelated business income for the year ended June 30, 2014. It is management's belief that the Foundation does not hold any uncertain tax positions that would materially impact the financial statements. The organization's foundation and/or tax returns are subject to examination by the regulatory authorities for up to four years from the date of filing.

NOTE 1 – SIGNIFICANT ACCOUNTING POLICIES (continued)

H. Capital Assets

The District has adopted a policy to capitalize purchases of $5,000 or more of property and equipment used for administrative purposes. Property and equipment acquired with grant and contract funds, or contributed assets where the asset will revert to the funding agency at its discretion will be capitalized and a liability will be amortized over the estimated useful life of the asset under the straight-line method.

Purchased property and equipment are recorded at cost. Donations of property and equipment are recorded as contributions at their estimated fair value. Such donations are reported as unrestricted contributions unless the donor has placed a time or purpose restriction on the asset. The entity does not imply an expiring time restriction if the entity receives a long-lived asset without stipulations regarding how long the asset must be used. Property and equipment are depreciated using the straight-line method. There are currently no fixed assets on the Foundation's records.

The Foundation depreciates its property and equipment using the straight-line method over the following estimated useful lives:

Asset	Useful Life
Buildings	50
Site improvements	10
Equipment and vehicle	8
Technology	3

I. Deferred Revenue

Deferred revenue arises when potential revenue does not meet the criteria for recognition in the current period and when resources are received by the Foundation prior to the incurrence of expenses. In subsequent periods, when both revenue recognition criteria are met or when the Foundation has a legal claim to the resources, the liability for deferred revenue is removed from the statement of financial position and revenue is recognized.

J. Cash and Cash Equivalents

The Foundation considers all highly liquid deposits and investments with an original maturity of less than ninety days to be cash equivalents.

K. Investments

The Foundation's method of accounting for most investments is the fair value method. Fair value is determined by published quotes when they are readily available. Unrealized gains and losses are included in the accompanying statement of activities.

NOTE 1 – SIGNIFICANT ACCOUNTING POLICIES (continued)

L. Fair Value Hierarchy

The Fair Value Measurements Topic of the FASB *Accounting Standards Codification* establishes a fair value hierarchy that prioritizes inputs to valuation techniques used to measure fair value. The hierarchy gives the highest priority to unadjusted quoted prices in active markets for identical assets or liabilities (Level 1 measurements) and the lowest priority to unobservable inputs (Level 3 measurements). The three levels of the fair value hierarchy are described below:

Level 1 Inputs to the valuation methodology are unadjusted quoted prices for identical assets or liabilities in active markets.

Level 2 Inputs to the valuation methodology include quoted prices for similar assets and liabilities in active markets, and inputs that are observable for the asset or liability, either directly or indirectly, for substantially the full term of the financial instrument.

Level 3 Inputs to the valuation methodology are unobservable and significant to the fair value measurement.

A financial instrument's level within the fair value hierarchy is based on the lowest level of any input that is significant to the fair value measurement. When significant changes in valuation techniques or inputs have taken place, the Foundation may revise an asset's or liabilities position in the hierarchy and recognize the change on the date of the event or change in circumstances that caused the transfer.

NOTE 2 – CASH AND CASH EQUIVALENTS

Cash and cash equivalents as of June 30, 2014, consist of amounts held in non-interest bearing checking, interest bearing checking, money market, and brokerage accounts totaling $12,489.

Cash in Bank

Custodial credit risk is the risk that in the event of a bank failure, the Foundation's deposits may not be returned to it. The Foundation does not have a policy for custodial credit risk of deposits. The FDIC insures up to $250,000 per depositor, per insured bank, for each account ownership category. The Foundation is not exposed to custodial credit risk as of June 30, 2014.

ADVANCED TECHNOLOGY AND EDUCATION PARK (ATEP) FOUNDATION
NOTES TO FINANCIAL STATEMENTS, continued
FOR THE YEAR ENDED ERROR! UNKNOWN SWITCH ARGUMENT.

NOTE 3 – RELATED PARTIES

To assist the Foundation in carrying out its purpose, the District provides administrative services, including donated audit services to the Foundation. In addition, working space for employees who perform administrative services for the Foundation is provided by the District at no charge. These donated services have been reflected in the accompanying statement of activities as revenues under donated services and as expenses under in-kind donations. The value of donated facilities has not been determined and is therefore not included in the accompanying financial statements; however, management does not believe the amount to be material.

NOTE 4 – CONTINGENCIES

The Foundation may be subject to various claims, legal proceedings, and investigations covering a wide range of matters that arise in the ordinary course of business. In the opinion of management all such matters are adequately covered by insurance or by accruals, and if not so covered, are without merit or are of such kind, or involve such amounts, as would not have a significant effect on the financial position or results of operations of the Foundation if disposed of unfavorably.

NOTE 5 - CONCENTRATIONS

The Foundation conducts operations primarily in Southern California and, therefore, is subject to risks from changes in local economic conditions. The Foundation also receives a substantial amount of donated services from the South Orange County Community College District.

NOTE 6 – SUBSEQUENT EVENTS

The Foundation has evaluated subsequent events for the period from June 30, 2014 through the date the financial statements were available to be issued, September 20, 2014. Management did not identify any transactions that require disclosure or that would have an impact on the financial statement.

FOUNDATION FOR THE SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT (SOCCCD)

AUDIT REPORT

FOR THE YEAR ENDED
JUNE 30, 2014

San Diego
Los Angeles
San Francisco Bay Area

christy white associates
A PROFESSIONAL ACCOUNTANCY CORPORATION

FOUNDATION FOR THE SOCCCD
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JUNE 30, 2014

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FINANCIAL SECTION

christy white associates
A PROFESSIONAL ACCOUNTANCY CORPORATION

Christy White, CPA
Michael Ash, CPA
Tanya M. Rogers, CPA, CFE
John Whitehouse, CPA
Heather Rubio

SAN DIEGO
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Licensed by the California State Board of Accountancy

INDEPENDENT AUDITORS' REPORT

Board of Governors
Foundation for the SOCCCD
Orange, California

We have audited the accompanying financial statements of Foundation for the SOCCCD (the "Foundation"), which comprise the statement of financial position as of June 30, 2014, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Foundation for the SOCCCD as of June 30, 2014, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Christy White Associates

San Diego, California
September 20, 2014

FOUNDATION FOR THE SOCCCD
STATEMENT OF FINANCIAL POSITION
JUNE 30, 2014

ASSETS		
Current assets		
Cash and cash equivalents (Note 2)	$	9,050
Total current assets		9,050
Total Assets	$	9,050
LIABILITIES AND NET ASSETS		
Current liabilities		
Accounts payable	$	84
Due to trust accounts		1,637
Total current liabilities		1,721
Total liabilities		1,721
Net assets		
Unrestricted		7,329
Total net assets		7,329
Total Liabilities and Net Assets	$	9,050

The notes to financial statements are an integral part of this statement.

FOUNDATION FOR THE SOCCCD
STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED JUNE 30, 2014

	Unrestricted	Total
SUPPORT AND REVENUES		
Donated Services (Note 3)	$ 2,500	$ 2,500
Total Support and Revenues	2,500	2,500
EXPENSES		
Program services	-	-
Supporting services		
Management and general activities	2,734	2,734
Total Expenses	2,734	2,734
CHANGE IN NET ASSETS	(234)	(234)
Net Assets - Beginning	7,563	7,563
Net Assets - Ending	$ 7,329	$ 7,329

The notes to financial statements are an integral part of this statement.

FOUNDATION FOR THE SOCCCD
STATEMENT OF FUNCTIONAL EXPENSES
FOR THE YEAR ENDED JUNE 30, 2014

	Management and General	Total
EXPENSES		
Program activities	$ 234	$ 234
In-kind donations	2,500	2,500
Total Expenses	$ 2,734	$ 2,734

The notes to financial statements are an integral part of this statement.

FOUNDATION FOR THE SOCCCD
STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED JUNE 30, 2014

CASH FLOWS FROM OPERATING ACTIVITIES		
Change in net assets	$	(234)
Adjustments to reconcile change in net assets to net cash provided by (used in) operating activities		
Accounts payable		84
Net cash provided by (used in) operating activities		(150)
NET INCREASE (DECREASE) IN CASH		(150)
Cash and cash equivalents - Beginning		9,200
Cash and cash equivalents - Ending	$	9,050

The notes to financial statements are an integral part of this statement.

FOUNDATION FOR THE SOCCCD
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2014

NOTE 1 – SIGNIFICANT ACCOUNTING POLICIES

A. Reporting Entity

Foundation for the SOCCCD (the "Foundation"), was formed as a California nonprofit public benefit corporation on July 5, 2005. The public and charitable purposes for which this Foundation is organized are to further the educational purposes of the South Orange County Community College District (the "District"). The principal sources of revenue for the Foundation include in-kind contributions for donated services. The Foundation is a discretely presented component unit of the District and has been included in the District's basic financial statements.

B. Estimates

The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect certain reported amounts and disclosures, such as depreciation expense and the net book value of capital assets. Accordingly, actual results could differ from those estimates.

C. Functional Expenses

The costs of providing services have been summarized on a functional basis in the statement of activities and detailed in the statement of functional expenses. Certain costs and expenditures have been allocated between program and supporting services based on management's estimates.

D. Basis of Accounting

The Foundation's policy is to prepare its financial statements on the accrual basis of accounting; consequently, revenues are recognized when earned rather than when cash is received and certain expenses and purchases of assets are recognized when the obligation is incurred rather than when cash is disbursed.

FOUNDATION FOR THE SOCCCD
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2014

NOTE 1 – SIGNIFICANT ACCOUNTING POLICIES (continued)

E. Financial Statement Presentation

The Foundation is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted net assets, temporarily restricted net assets, and permanently restricted net assets. Unrestricted net assets include all resources available for use by the Board of Governors and management's discretion in carrying out the activities of the Foundation in accordance with its Bylaws. Temporarily or permanently restricted net assets are restricted by the donor or as matter of law. Temporarily restricted net assets are only expendable for the purposes specified by the donor or through the passage of time. When a restriction expires (that is, when a stipulated time restriction ends or purpose restriction is accomplished), temporarily restricted net assets are reclassified to unrestricted net assets. Permanently restricted net assets are generally required to be held by the organization in perpetuity while the earnings on those assets are available for use by the organization to support its activities. Donors can place restrictions on the earnings from permanently restricted contributions at the time the contributions are made or pledged.

F. Contributions

Contributions received are recorded as unrestricted, temporarily restricted, or permanently restricted depending on the existence or nature of any donor restrictions. A contribution is recognized as income at the date the contribution is received or pledged.

Non-cash contributions of goods and materials are recorded at fair value at the date of contribution. Contributed services are recorded at fair value at the date of contribution if they are used to create or enhance a non-financial asset or require specialized skills, are provided by someone who possesses those skills, and would have to be purchased by the organization if not donated.

G. Income Taxes

The Foundation is a 509(a)(1) publicly supported nonprofit organization that is exempt from income taxes under Section 501(a) and 501(c)(3) of the Internal Revenue Code and classified by the Internal Revenue Service as other than a private organization. The Foundation is also exempt from state franchise or income tax under Section 23701(d) of the California Revenue and Taxation Code and is registered with the California Attorney General as a charity.

Income that is not related to exempt purposes, less applicable deductions, is subject to federal and state income taxes. The Foundation did not have any net unrelated business income for the year ended June 30, 2014. It is management's belief that the Foundation does not hold any uncertain tax positions that would materially impact the financial statements. The organization's foundation and/or tax returns are subject to examination by the regulatory authorities for up to four years from the date of filing.

FOUNDATION FOR THE SOCCCD
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2014

NOTE 1 – SIGNIFICANT ACCOUNTING POLICIES (continued)

H. Capital Assets

The SOCCCD has adopted a policy to capitalize purchases of $5,000 or more of property and equipment used for administrative purposes. Property and equipment acquired with grant and contract funds, or contributed assets where the asset will revert to the funding agency at its discretion will be capitalized and a liability will be amortized over the estimated useful life of the asset under the straight-line method.

Purchased property and equipment are recorded at cost. Donations of property and equipment are recorded as contributions at their estimated fair value. Such donations are reported as unrestricted contributions unless the donor has placed a time or purpose restriction on the asset. The entity does not imply an expiring time restriction if the entity receives a long-lived asset without stipulations regarding how long the asset must be used. Property and equipment are depreciated using the straight-line method. There are currently no fixed assets on the Foundation's records.

The Foundation depreciates its property and equipment using the straight-line method over the following estimated useful lives:

Asset	Useful Life
Buildings	50
Site improvements	10
Equipment and vehicle	8
Technology	3

I. Deferred Revenue

Deferred revenue arises when potential revenue does not meet the criteria for recognition in the current period and when resources are received by the Foundation prior to the incurrence of expenses. In subsequent periods, when both revenue recognition criteria are met or when the Foundation has a legal claim to the resources, the liability for deferred revenue is removed from the statement of financial position and revenue is recognized.

J. Cash and Cash Equivalents

The Foundation considers all highly liquid deposits and investments with an original maturity of less than ninety days to be cash equivalents.

K. Investments

The Foundation's method of accounting for most investments is the fair value method. Fair value is determined by published quotes when they are readily available. Unrealized gains and losses are included in the accompanying statement of activities.

FOUNDATION FOR THE SOCCCD
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2014

NOTE 1 – SIGNIFICANT ACCOUNTING POLICIES (continued)

L. Fair Value Hierarchy

The Fair Value Measurements Topic of the FASB *Accounting Standards Codification* establishes a fair value hierarchy that prioritizes inputs to valuation techniques used to measure fair value. The hierarchy gives the highest priority to unadjusted quoted prices in active markets for identical assets or liabilities (Level 1 measurements) and the lowest priority to unobservable inputs (Level 3 measurements). The three levels of the fair value hierarchy are described below:

Level 1 Inputs to the valuation methodology are unadjusted quoted prices for identical assets or liabilities in active markets.

Level 2 Inputs to the valuation methodology include quoted prices for similar assets and liabilities in active markets, and inputs that are observable for the asset or liability, either directly or indirectly, for substantially the full term of the financial instrument.

Level 3 Inputs to the valuation methodology are unobservable and significant to the fair value measurement.

A financial instrument's level within the fair value hierarchy is based on the lowest level of any input that is significant to the fair value measurement. When significant changes in valuation techniques or inputs have taken place, the Foundation may revise an asset's or liabilities position in the hierarchy and recognize the change on the date of the event or change in circumstances that caused the transfer.

NOTE 2 – CASH AND CASH EQUIVALENTS

Cash and cash equivalents as of June 30, 2014, consist of amounts held in non-interest bearing checking, interest bearing checking, money market, and brokerage accounts totaling $9,050.

Cash in Bank

Custodial credit risk is the risk that in the event of a bank failure, the Foundation's deposits may not be returned to it. The Foundation does not have a policy for custodial credit risk of deposits. The FDIC insures up to $250,000 per depositor, per insured bank, for each account ownership category. The Foundation is not exposed to custodial credit risk as of June 30, 2014.

FOUNDATION FOR THE SOCCCD
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2014

NOTE 3 – RELATED PARTIES

To assist the Foundation in carrying out its purpose, the District provides administrative services, including donated audit services to the Foundation. In addition, working space for employees who perform administrative services for the Foundation is provided by the District at no charge. These donated services have been reflected in the accompanying statement of activities as revenues under donated services and as expenses under in-kind donations. The value of donated facilities has not been determined and is therefore not included in the accompanying financial statements; however, management does not believe the amount to be material.

NOTE 4 – CONTINGENCIES

The Foundation may be subject to various claims, legal proceedings, and investigations covering a wide range of matters that arise in the ordinary course of business. In the opinion of management all such matters are adequately covered by insurance or by accruals, and if not so covered, are without merit or are of such kind, or involve such amounts, as would not have a significant effect on the financial position or results of operations of the Foundation if disposed of unfavorably.

NOTE 5 - CONCENTRATIONS

The Foundation conducts operations primarily in Southern California and, therefore, is subject to risks from changes in local economic conditions. The Foundation also receives a substantial amount of donated services from the South Orange County Community College District.

NOTE 6 – SUBSEQUENT EVENTS

The Foundation has evaluated subsequent events for the period from June 30, 2014 through the date the financial statements were available to be issued, September 20, 2014. Management did not identify any transactions that require disclosure or that would have an impact on the financial statements.

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT **ITEM: 6.4**
DATE: 11/17/14

TO: Board of Trustees

FROM: Gary L. Poertner, Chancellor

RE: Saddleback College: 2014 Student Equity Plan Report

ACTION: Review and Study

BACKGROUND

In November 2002, the Board of Governors adopted recommendations of the Task Force on Equity and Diversity to implement title 5 regulations requiring colleges to develop a Student Equity Plan (SEP). Colleges were asked to update and complete plans in 2005. In response to the economic downturn and State budget cuts that began in 2008-09 and continued through 2012-13, the legislature instituted categorical program flexibility that suspended many regulatory requirements related to student equity and other initiatives.

The Student Success Act of 2012 (SB1456) reaffirmed the importance of student equity in the effort to improve student success. SB1456 has served as an impetus to review and update the student equity planning process. The plan focuses on increasing access, course completion, ESL and basic skills completion, degrees, certificates and transfer as measured by metrics linked to the CCC Student Success Scorecard.

The Board of Governors has made student equity planning a requirement for receipt of state funding. In January 2014, the governor's 2014-15 budget proposed to target $100 million of additional Student Success and Support Program funding to close achievement gaps in access and success in underrepresented student groups, as identified in local SEPs.

STATUS

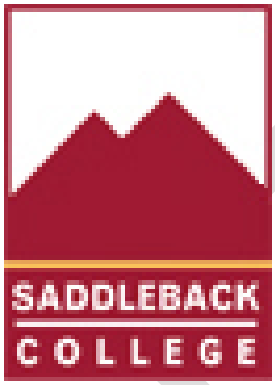
In the spring 2013, Saddleback College established a Student Equity workgroup and five subgroups led by faculty content experts, aimed at analyzing success gaps, articulating strategies, and making funding recommendations. Saddleback College is submitting a draft of its 2014 Student Equity Plan, Exhibit A, to the Board of Trustees for review and study. Saddleback College plans to bring a final draft of the plan to the Board of Trustees for approval at the December 15, 2014 board meeting.

RECOMMENDATION

The Chancellor recommends that the Board of Trustees accept the draft 2014 Student Equity Plan submitted by Saddleback College for review and study.

Item Submitted by: *Dr. Tod A. Burnett, President*

Exhibit A



Saddleback College

Student Equity Plan

December 2014

DRAFT

2014 SADDLEBACK COLLEGE STUDENT EQUITY PLAN

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Signature Page

Executive Summary

- Target Groups
- Goals
- Activities
- Resources
- Contact Person/Student Equity Coordinator

Campus-Based Research

- Overview
- Indicator Definitions and Data
  - Access
  - Course Completion (*Retention*)
  - ESL and Basic Skills Completion
  - Degree and Certificate Completion
  - Transfer

Goals and Activities

- Access
- Course Completion (*Retention*)
- ESL and Basic Skills Completion
- Degree and Certificate Completion
- Transfer

Budget

- Sources of Funding

Evaluation Schedule and Process

Attachments

Saddleback College

2014 Student Equity Plan
Signature Page

District: South Orange County Community College District

Date Approved by Board of Trustees: _____

College President: _____

Tod A. Burnett, Ed.D

Vice President for Student Services: _____

Juan Avalos, Ph.D

Vice President for Instruction: _____

Kathy Werle, Ph.D

Academic Senate President: _____

Daniel Walsh, M.A

Student Equity Coordinator – Co Chair/Contact Person: _____

Georgina Guy, Psy. D

Student Equity Coordinator – Co Chair/Contact Person: _____

Amina Yassine, M.A

Executive Summary

EXECUTIVE SUMMARY

INTRODUCTION AND BACKGROUND

ABOUT SADDLEBACK COLLEGE

Saddleback College is one of the two colleges that comprise the South Orange County Community College district. Located in Mission Viejo, Saddleback College began offering classes in 1968. The college serves the communities of Lake Forest, Mission Viejo, Laguna Niguel, Rancho Santa Margarita, San Juan Capistrano, Laguna Beach, and San Clemente, as well as a large unincorporated area of the county. Located at the approximate midpoint between Los Angeles and San Diego. The campus sits on a 200 acre hillside close to the coast, mountains and desert. The area is largely suburban with both multi- and single family homes.

The accreditation agency (ACCJC/WASC) reaffirmed the college's accreditation in 2010; the next accreditation visit will occur in 2016.

Saddleback College is the postsecondary educational anchor of South Orange County, offering over 200 programs of study to 40,000 students a year. In 2012-13, Saddleback awarded 2440 degrees and certificates and prepared and transferred 3500 students to 4-year universities. Over its 46-year history, Saddleback has developed a wide array of occupational and career and technical education (CTE) programs.

The number one priority of the College is student success. From its renowned educational programs to its stellar student services, Saddleback College works tirelessly to ensure that students learn and achieve their goals, whether that be improving their English abilities, transferring to a four-year university, or retooling for a new career. To serve the diverse needs of our students, the College offers courses in a variety of formats (face-to-face, online, hybrid, full term, and short term) and at multiple locations.

In addition, the College also offers a huge selection of student clubs and activities such as the Associated Student Government, the Model United Nations, an award-winning student newspaper, a radio station, and a television station.
In addition to being a center of learning, Saddleback College has developed into one of South Orange County's premier cultural and recreational sites. The campus hosts film festivals, music and dance concerts, and lectures by renowned

Newsmakers and scholars, and it is home to an award-winning theatre arts program. Its men's and women's intercollegiate athletic teams have achieved a solid reputation for success and hold more than 100 conference, state, and national titles. On-campus sports facilities include a golf driving range and putting greens, an aquatics complex, a football stadium, baseball and softball fields, gymnasium and fitness facilities, tennis courts, and an all-weather track. Saddleback College has become an integral part of the South Orange County landscape, linking education with community growth and vitality. After 46 years, Saddleback College continues to strengthen its ties with the communities it serves and to help residents fulfill their dreams and aspirations.

Vision

Saddleback College will be the first choice of students who seek a dynamic, innovative, and student-centered postsecondary education.

Mission

Saddleback College enriches its students and the South Orange County community by providing a comprehensive array of high quality courses and programs that foster student learning and success in the attainment of academic degrees and career technical education certificates, transfer to four-year institutions, improvement of basic skills, and lifelong learning.

Values

Saddleback College embraces:

Commitment
We commit to fulfilling our mission to serve the South Orange County community.

Excellence
We dedicate ourselves to excellence in academics, student support, and community service.

Collegiality
We foster a climate of integrity, honesty, and respect.

Success
We place our highest priority on student learning and delivering comprehensive support for student success.

Partnership
We strive to develop strong and lasting partnerships among students, faculty, staff, and the community.

Innovation
We anticipate and welcome change by encouraging innovation and creativity.

Academic Freedom
We endorse academic freedom and the open exchange of ideas.

Sustainability
We promote environmental sustainability and use our resources responsibly to reduce our ecological impact.

Inclusiveness
We cultivate equity and diversity by embracing all cultures, ideas, and perspectives.

Global Awareness
We recognize the importance of global awareness and prepare our students to live and work in an increasingly interconnected world.

Saddleback College Institutional Student Learning Outcomes (ISLOs)

Preamble

Saddleback College's primary mission is to foster learning and student success. Students should expect to develop knowledge, skills and abilities across four broad areas as a result of their overall experience at Saddleback College. The broad areas are identified by the Institutional Student Learning Outcomes (ISLOs) listed below:

Effective Communication
Students completing a degree or transfer program at Saddleback College will be able to:

- Demonstrate the ability to understand, evaluate, and analyze readings from a variety of texts and to apply that ability in academic, personal, and professional contexts.
- Demonstrate the ability to clearly express themselves and the knowledge they have attained in various forms of writing.

- Demonstrate the ability to orally communicate ideas to others in a clear, coherent, and structured fashion when speaking with one or more of the following modes: interpersonally, in small group settings, or in public presentations.

Intellectual and Practical Skills

Students completing a degree or transfer program at Saddleback College will be able to:

- Demonstrate competence in fundamental computing and information technology.
- Demonstrate competence in scientific and quantitative reasoning necessary for informed judgment and decision making.
- Conduct effective research, including the identification, evaluation, synthesis, and responsible use of sources and information.
- Analyze information and ideas independently and logically in order to arrive at reasoned, meaningful, and creative conclusions.
- Work with others to develop creative, logical, and reasoned solutions to problems.
- Develop cognitive, physical, and affective skills which will afford students the opportunity to be well-rounded individuals.

Community/Global Consciousness and Responsibility

Students completing a degree or transfer program at Saddleback College will be able to:

- Demonstrate knowledge of cultural diversity and awareness of multiple perspectives in the U.S. and globally.
- Demonstrate the ability to effectively communicate and interact with others in academic, personal, and professional contexts.
- Demonstrate awareness of the necessity for social responsibility and accountability of citizenship in a democratic society.
- Demonstrate an awareness of the necessity for ethical conduct in academic, personal, and professional contexts.

Breadth of Subject Area Knowledge
Students completing a degree or transfer program at Saddleback College will be able to:

- Describe the scope, key principles, and defining the framework of the discipline of study within the natural sciences and mathematics, including an understanding of the methods of scientific inquiry.
- Describe the scope, key principles, and defining the framework of the discipline of study within the arts and humanities in order to understand the rich history of human knowledge, discourse, and achievements.

- Describe the scope, key concepts, and defining the framework of the discipline of study within the social and behavioral sciences in order to understand the complexities of social interactions and human experiences.

Campus-Based Research

Goals and Activities

I. Access

The percentage of each population group that is enrolled compared to that group's representation in the adult population within the community.

Data Source

The State Chancellor's Office is still in the process of developing a standardized, statewide methodology for the Access indicator. Locally, it was decided to use demographic data from the US Census, American Community Survey (ACS) Fact Finder, as the comparison to our College's demographic data from State Chancellor's Data Mart site.

Methodology

The proportionality index for Access was calculated by dividing the percentage of each subgroup in the Saddleback College population by the percentage of the same subgroup represented in the community. Saddleback College's data was identified through the service area's zip codes.

Findings

- The results for the 2012-13 cohort year indicated that there were major disproportionate impacts among students who are between the ages of 35 to 39 years of age (PI=0.516), 40 to 49 years of age (PI =0.389) and for 50+ years (PI = 0.614) in terms of Access.

- Additionally, major disproportionate impacts are indicated for those students who are economically disadvantaged (PI =.070) in terms of Access.

- Moderate disparity was indicated for White, Non-Hispanic students (PI = 0.847) in terms of Access.

- Moderate disparity was found for disabled students (PI = 0.075) in terms of Access.

- Moderate disproportionate impacts are indicated among male students (PI = 0.836) in terms of Access.

- Mild disparity are indicated for students 19 years of age or less (PI=0.910) as well as for students who are between the ages of 30 and 34 (PI= 0.995).

Objectives and Activities

Objective 1.1: Saddleback College will work to ensure that the educational needs of the adult learner, ages 35 to 50+, have been identified and that staffing and programing will be provided to enable this population the opportunity to meet their educational goals.

Activity	Expected Outcomes	Responsible Person	Target Date
Research 1. Conduct research to determine the reasons for the DI among this identified population. 2. Research/survey age populations of 35 and older to determine their interests for learning and/or college career paths.	Research outcomes will provide necessary data to determine reasons for DI. Next year's activities can be identified and developed.	Research Office	Data will be completed by April 30, 2015. Data will be interpreted, conclusions drawn by June 15, 2015
Outreach 1. Develop an Outreach plan and implement activities focused on the needs and interests of the adult learner, 35-50+ years of age. Include specialized populations: Disabled students, students from educational and socioeconomic disadvantaged backgrounds, and active Military, Veterans.	Educational opportunities will be recognized for this student population. Students from these populations will enroll and bring alignment into proportionate impact. Students will initiate action toward their goals.	Outreach VETS DSPS	Outreach Plan: March, 2015. Activities: April, 2015 – September 30, 2015.

Activity	Expected Outcomes	Responsible Person	Target Date
Expansion of Services 1. Look into the need to hire staff that will oversee the on-going planning of goals, objectives and activities of Student Equity Funding. Staffing may include: a. Program Director b. Administrative Assistant c. Researcher d. Special Project Research Coordinator	Research, Outreach, and Activities will be monitored for completion.	Student Equity Personnel	February, 2015.

Objective 1.2: Outreach activities and materials will be designed to reach out to those individuals who are economically disadvantaged, in order to support increased awareness of resources and assistance with application for financial opportunities in order to enter college. Research will provide precise data about age, employment status, ethnicity status, and average income, active military and veterans, and college access points.

Activity	Expected Outcomes	Responsible Person	Target Date
Research 1. GIS Mapping on age, employment status, Ethnicity status, and average income (especially San Juan Capistrano). 2. College access points. 3. Active military and veterans.	Detailed data will enable precise populations to identify specific target areas for outreach and activities.	Research Office	February – April, 2015

4. Students currently receiving Pell Grant and Board of Governor's Fee Waiver.			
Activity	**Expected Outcomes**	**Responsible Person**	**Target Date**
Outreach 1.Develop campaigns to effectively communicate financial assistance and college resources with materials, videos and multilingual resources which assist others in understanding the financial resources available to them.	Students with economic challenges will be able to access information regarding financial resources and services available to them.	Student Equity Personnel Outreach Public Information	February – June, 2015
2.Market open access enrollment, Distance (on-line) education, and Evening and Weekend classes.	Students with economic challenges will have greater access to education that fits into their daily schedules.	Financial Aid DSPS EOPS	February- September 30, 2015
3.Work with city and county municipalities and transit authorizes to increase public transportation to the college.	Students with limited incomes and without means of personal transportation will be able to access public transportation during non-primetime class hours.		February-September 30, 2015
4.Provide Outreach activities focused on the financial resources available to students, including specialized populations, EOPS, DSPS, VETS, Active Military, Foster Youth, and Service area High Schools.	Specialized populations who often have financial limitations will have access to information, transportation and financial resources to attend college.		February – September 30, 2015

Activity	Expected Outcomes	Responsible Person	Target Date
Expansion of Services 1. Hire a Financial Aid Specialist to provide information regarding financial aid availability and assistance with the application process that would outreach to specialized populations (Specialized populations would include educationally and economically disadvantaged students, disabled students, active military, and feeder high schools). 2. Assist in-coming students by creating a seamless pre-enrollment and post enrollment progression for specialized populations of students entering college so that “at risk” students are not lost when moving from one process to the next while entering College. (Specialized populations would include educationally and economically disadvantaged students, disabled students, active military, and feeder high schools).	Additional staff will be able to successfully provide Outreach to these populations.	Student Equity Personnel Financial Aid	February, 2015

Objective 2.1: Conduct research to review data regarding male students for possible reasons for disproportionate impacts. Survey the local community about their workforce interests, including active military and Veterans.
Provide for additional counseling to active military and veterans which includes a critical mass of male gender persons.

Activity	Expected Outcomes	Responsible Person	Target Date
Research 1. Conduct research to review data about male students for possible reasons for disproportionate impacts. Use such data as GIS mapping. 2. Survey the local community about their workforce interests, including active military and veterans. 3. Research possible "packaged" streamlined, and short-term educational programs, to meet the educational needs for the working adult learner and include active military.	Determine reasons for DI. Determine interests of population Determine programmatic possibilities that will meet the educational needs of this population	Research Office	February – May, 2015
Outreach 1. Provide focused outreach efforts to the local community and Active Military and develop campaigns that will communicate more effectively college resources for this population. 2. Market open access enrollment, Distance (on-line) Education, and evening and weekend classes	Students from population group will enroll.	VETS Outreach	February-June, 2015

Expansion of Services 1. Provide expanded counseling to active military at Camp Pendleton.	Active military will be able to successfully apply and enroll to college.	VETS Center	February – June, 2015.

Objective 2.2: Further research to determine reasons for the disproportionate impact for White, Non-Hispanic Students.

Activity	Expected Outcomes	Responsible Person	Target Date
Research 1. Conduct further research for possible reasons for disproportionate impacts among the White, Non-Hispanic population. 2. Conduct research in GIS Mapping regarding age, employment status, Ethnicity status, and average income. 3. Survey people about their workforce interests.	Determine reasons for disproportionate impact.	Research	March, 2015
Outreach			
Expansion of Services			

Objective 2.3: Further research of students with disabilities to more effectively target activities. Remove barriers that prevent individuals with disabilities from learning about the college, applying to the college, matriculating, or enrolling in the college and streamline these processes for individuals with disabilities. Develop outreach efforts targeted towards individuals with disabilities within the campus and community, in particular High School Seniors in our “feeder schools”.

Activity	Expected Outcomes	Responsible Person	Target Date
Research 1. Gather data to identify the breakdown of different disability categories among students and individuals with disabilities in the community.	Ascertain whether there are certain categories that are more disproportionately impacted.	Researcher DSPS	February-June, 2015.
2. Gather disaggregated data in order to identify overlays with other underrepresented groups such as ethnicity, income, ESL status, educational level, Veteran/active military status, city of residence, age, employment status, and foster youth status.	Data will help determine other types of barriers that will need to be eliminated.	Researcher DSPS	February-June, 2015.
3. Research all access points into the College, physical accessibility/barriers around the campus and include campus access routes.	Identify barriers that need to be removed.	Researcher DSPS	February-June, 2015.

Activity	Expected Outcomes	Responsible Person	Target Date
Outreach 1. Provide a seamless pre-enrollment and post-enrollment progression for entering students with disabilities.	Students with disabilities will successfully enroll, request accommodations, and receive their accommodations in a timely manner.	DSPS	February to June, 2015
Expansion of Services 1. Conduct prospective student presentations for high school seniors with disabilities. 2. Provide disability services for evening and weekend college classes. 3. Develop a campaign to increase understanding of the different college processes and procedures (i.e. difference between application and the registration process) and college resources which will assist students with disabilities be successful at Saddleback College. 4. Work with city and county municipalities and transit authorities to increase ACCESS transportation to the college.	Student will be able to efficiently enroll and register for classes and securely in a timely manner receive their accommodations. Greater physical access from the community into the college will be provided enabling disabled persons to enter college.	DSPS	February- June, 2015

II. Course Completion

The percentage of students, by population group, that successfully completes a credit course. Successful course completion means the completion of a credit course for which a student received a recorded grade of A, B, C, D, Pass, IA, IB, IC, Incomplete Pass.

Data Source
The data for this indicator was extracted from the Enrollment Retention and Success Rate report from the Data Mart on the State Chancellor's site. This indicator only displays gender, age, and ethnicity tables based on limitations of the Data Mart report.

Methodology
Cohort total include all course enrollments during the term, which for some students include enrollment in multiple classes.

Findings
The results for the 2007-2008 cohort year indicated that there were no disproportionate impact in course completion when disaggregated by gender, age, and ethnicity.

- Fall 2013 results indicated there was a slight disparity among the male and unknown students in term of course completion.
  - Mild disparity was found amongst males students (PI=.969)
  - Mild disparity was found amongst unknown students (PI=.989)

- Fall 2013 results indicated that there was a slight disparity among the 20-24 and 24 – 29 year olds in terms of course completion.
  - Mild disparity was found for two age groups: 20-24 year olds (PI=0969), 25-29 year olds (PI=0.976)

- Fall 2013 results indicated that there was moderate disparity among the African –American population in terms of course completion. The Hispanic, Pacific Islander and multiethnic population are resulted in mild disparities.
  - Mild disparity was found for the following ethnicities: African-American (PI=0.826), Filipino (PI=0.928), and Hispanic (PI=0.948), but the variation between these groups and all others was insignificant.

Objectives and Activities

Objective I.1.: Saddleback College will work to ensure that the unique educational needs of the **male** learner have been identified, researched, and targeted outreach, training and programs have been planned and implemented to assist this population of students with the best possible learning environment that supports course completion..

Activity	Expected Outcomes	Responsible Person	Target Date
Research 1. Coordinate with the Office of Research and Planning to gather more data on the completion rates of male students' and identify barriers for course completion for these disproportionate student groups. Hire one 50% part-time Research Analysts at a cost of $49,000.00. (50% FTE). This position will be matched through the SSSP funds.	Begin capturing data on this cohort of students and identify barriers for completion.	Caroline Durdella, Director of Planning, Research, and Accreditation	February 2015
2. Using the Student Success College committee model appoint two faculty Student Equity Co-Chairs to coordinate and oversee college wide student equity efforts.	Faculty co-chairs assignments are defined, solicited, and appointed to begin coordinating SEP efforts on campus.	Vice President of Student Services Vice President of Instruction	February 2015
Outreach 1. Hire one part-time Outreach Specialist to support targeted outreach efforts for male students at a cost of $25,000. Provide	Student Equity Project Specialist is hired and report to the director of Outreach.	Director of Outreach	February 2015

$25,000 support for non-instructional supplies to be used during targeted outreach. Provide $10,000 for mileage for outreach off-campus activity. **Retention** 1. Institute campus wide Early Alert Program for faculty to use to help identify and refer high risk male students to support services on campus that lead to student success. There is no cost for an Early Alert program for year one. Professional Development 2. Provide $25,000 for college wide professional development to train faculty and staff on how to assist high risk male students' dealing with barriers that impede course completion.	Identify and implement a campus wide early alert program that could be adopted by 51% of the college faculty. Ongoing trainings for faculty and staff to improve teaching methodologies, strategies and services to students.	Matriculation Coordinator/Dean of Counseling and Academic Senate	August 2015
Expansion of Services 1. Working through the LRC, implement summer refresh program for English, reading and math assessment preparation. Budget $75,000 for faculty stipends and program materials. An estimated 500 students to complete program. 2. Investigate the need for adding course prerequisites to degree applicable courses to encourage students to enroll in appropriate classes based on placement results in English, reading and math.	An English, reading, and math placement refresh program will be available to students to participate in before they enroll. Explore opportunities with Curriculum committee and Academic Senate.	LRC Faculty Director Academic Senate Saddleback College Curriculum Committee Student Success	April 2015 Fall 2015

3. Institute additional programs aimed at assisting students financially such as book-loan programs, transportation subsidies, and parking waivers.	Using EOPS model, explore need and feasibility study or e-books.	College Wide Committee Co-Chairs Dean of Counseling Financial Aid Director	Fall 2015

Objective I.2.: Saddleback College will work to ensure that the educational needs of adult learners in age groups 20 to 24 and 25 to 29, have been identified, researched, and targeted outreach, training and programs have been implemented to assist this population of students with the best possible learning environment that supports course completion.

Activity	Expected Outcomes	Responsible Person	Target Date
Research 1. Coordinate with the Office of Research and Planning to gather more data on the completion rates of male students' and identify barriers for course completion for these disproportionate student groups. Hire one 50% part-time Research Analysts at a cost of $49,000.00. (50% FTE). This position will be matched through the SSSP funds.	Begin capturing data on this cohort of students and identify barriers for completion.	Caroline Durdella, Director of Planning, Research, and Accreditation	February 2015
2. Using the Student Success College committee model appoint two faculty Student Equity Co-Chairs to coordinate and oversee college wide student equity efforts for a cost of $28,000 per year.	Two faculty co-chair assignments are defined, solicited, appointed and begin coordinating SEP efforts on campus.	Vice President of Student Services Vice President of Instruction	February 2015

Outreach 1. Hire a part-time Outreach Specialist to support targeted outreach efforts for student age groups 20 to 24 and 25 to 29 at a cost of $25,000. Provide support for non-instructional supplies to be used during targeted outreach. Provide mileage for outreach off-campus activity.	Student Equity Project Specialist is hired and report to the director of Outreach.	Director of Outreach	February 2015
Retention 2. Institute campus-wide Early Alert Program for faculty to help identify and refer high risk student age groups 20 to 24 and 25 to 29, to support services on campus. There is no cost for an Early Alert program for year one.	Identify and implement a campus wide early alert program that could be adopted by 51% of the college faculty.	Matriculation Coordinator/Dean of Counseling and Academic Senate	August 2015
Professional Development 1. College-wide professional development to train faculty and staff on how to assist student age groups 20 to 24 and 25 to 29, in dealing with barriers that impede course completion.			
Expansion of Services 1. Working through the LRC, implement summer refresh program for English, reading and math assessment preparation. Budget $75,000 for faculty stipends and program materials. An estimated 500 students to complete program.	An English, reading, and math placement refresh program will be available to students to participate in before they enroll.	LRC Faculty Director Academic Senate Curriculum Committee	April 2015 Fall 2015

2. Investigate the need for adding course prerequisites to degree applicable courses to encourage students to enroll in appropriate classes based on placement results in English, reading and math. 3. Institute additional programs aimed at assisting students financially such as book-loan programs, transportation subsidies, and parking waivers.	Explore opportunities with Curriculum committee and Academic Senate. Using EOPS model explore need and feasibility study or e-books.	Student Success Committee Co-Chairs Dean of Counseling, Director of Financial Aid	Fall 2015

Objective I.3.: Saddleback College will work to ensure that the educational needs of African American students, Hispanic students, multi-ethnic and Pacific Islander students have been identified, researched, and targeted outreach, training and programs have been identified and implemented to assist this population of students with the best possible learning environment that supports course completion.

Activity	Expected Outcomes	Responsible Person	Target Date
Research 1. Coordinate with the Office of Research and Planning to gather more data on completion rates of male students and identify barriers for course completion. Hire one 50% part-time Research Analysts at a cost of $49,000.00. (50% FTE). This position will be matched through the SSSP funds.	Begin capturing data on this cohort of students and identify barriers for completion.	Research Office	February 2015

2. Using the Student Success College committee model appoint two faculty Student Equity Co-Chairs to coordinate and oversee college wide student equity efforts for a cost of $28,000 per year.	Two faculty co-chairs assignments are defined and the co-chairs are solicited, appointed and begin coordinating SEP efforts on campus.	Vice President of Student Services Vice President of Instruction	February 2015
Outreach 1. Hire one part-time Outreach Specialist to support targeted outreach efforts for African American, Hispanic, multi-ethnic and Pacific Islander students. Provide support for non-instructional supplies to be used during targeted outreach. Provide mileage for outreach off-campus activity.	Student Equity Project Specialist is hired and report to the director of Outreach.	Director of Outreach	February 2015
Retention 2. Institute campus wide Early Alert Program for faculty to use to help identify and refer high risk male students to support services on campus that lead to student success. There is no cost for an Early Alert program for year one.	Identify and implement a campus wide early alert program that could be adopted by 51% of the college faculty.	Matriculation Coordinator/Dean of Counseling and Academic Senate	August 2015
Professional Development 3. College-wide professional development to train faculty and staff on how to assist at risk African American students, Hispanic students, multi-ethnic and Pacific Islander students dealing with barriers that impede course completion.			

Expansion of Services 1. Working through the LRC, implement summer refresh program for English, reading and math assessment preparation. Budget $75,000 for faculty stipends and program materials. An estimated 500 students to complete program.	An English, reading, and math placement refresh program will be available to students to participate in before they enroll.	LRC Faculty Director	April 2015
2. Investigate the need for adding course prerequisites to degree applicable courses to encourage students to enroll in appropriate classes based on placement results in English, reading and math.	Explore opportunities with Curriculum committee and Academic Senate.	Academic Senate Curriculum Committee Student Success Committee Co-Chairs	Fall 2015
3. Institute additional programs aimed at assisting students financially such as book-loan programs, transportation subsidies, and parking waivers.	Using EOPS model explore need and feasibility study or e-books.	Dean of Counseling, Financial Aid Director	Fall 2015

III. ESL and Basic Skills Completion

Data Source
ESL and basic skills completion data was extracted from the State Chancellor's, Data on Demand site.

ESL: ***The percentage of credit students who attempted a course designated at "levels below transfer" in ESL and successfully completed a college-level ESL or college-level English course within six years.***

Methodology
BSI-ESL tracks a cohort of students from the time they first attempt a course at "levels below transfer" in ESL. A cohort is comprised of students who attempted a remedial credit ESL course that particular year and have a social security number. By subgroup, proportionality index is calculated by dividing the percentage of students who successfully completed a college-level ESL course or a college-level English course within six years by the percentage of students in the overall cohort.

Findings

- **For ESL Completion, the results for the 2007-08 cohort year indicated that there were major disparities among 25-29, 35-39, and 50+ age groups and among the Hispanic populations.**

- Students 25 years old and older are less prevalent in the outcome group with PIs decreasing and disproportionate impact increasing with students' age.

- Hispanic students are impacted with a PI of 0.433. Also, American Indian/Alaskan Natives and African American students are extremely impacted with a PI of 0.00. However, their cohort sizes are than 10, so results should not be generalized to the entire population.

- Disabled students are also extremely impacted with a PI of 0.00. Yet again, their cohort size was less than 10, so results cannot be generalized.

Remedial English: ***The percentage of credit students who attempted a course designated at "levels below transfer" in English and successfully completed a college-level course in English within six years.***

Methodology

BSI-English tracks a cohort of students from the time they first attempt a course at "levels below transfer" in English. A cohort is comprised of students who attempted a remedial English course that particular year and have a social security number. By subgroup, proportionality index is calculated by dividing the percentage of students who successfully completed a college-level English course within six years by the percentage of students in the overall cohort.

Findings

- **For Remedial English, the results for the 2007-2008 cohort year indicated that there was major disparity among the 35-39 age group.**

- Compared to the youngest age group with a completion rate of 71.1%, students between the ages of 35 to 39 have a completion rate of 36.7%. They are disproportionately impacted with a PI of 0.587. Students 25 years and older are less prevalent in the outcome group, with PIs decreasing and disproportionate impact increasing with students' age.

- American Indian/Alaskan Native and Pacific Islander students are also impacted, with PIs of 0.748 and 0.721 respectively. However, the cohort sizes of these groups (20 or less) are small, so the moderate disparity should not be generalized to the general population.

Remedial Math: ***The percentage of credit students who attempted a course designated at "levels below transfer" in Math and successfully completed a college-level course in Math within six years.***

Methodology

BSI-Math tracks a cohort of students from the time they first attempt a course at "levels below transfer" in Math. A cohort is comprised of students who attempted a remedial credit Math course that particular year and have a social security number. By subgroup, proportionality index is calculated by dividing the percentage of students who successfully completed a college-level Math within six years by the percentage of students in the overall cohort.

Findings

- **For Remedial Math, the results for the 2007-08 cohort year indicated that there were major disparities among the American Indian/Alaskan Native, Filipino, and Pacific Islander populations.**

- Students age 17 and under and 30 and above are less prevalent in the outcome group, with PIs decreasing and disproportionate impact increasing with students' age, and also increasing in the youngest age group.

- Students with an unknown gender are extremely impacted with a PI of 0.00, but addressing this population is difficult since their gender is not known.

- American Indian/Alaskan Native students, Filipino students, and Pacific Islander students are also impacted (PI < 0.50), but the smaller cohort sizes (<25) make for inconsistent findings over the years.

Objectives and Activities

Objective III.1.: Increase Basic Skills Improvement (BSI) for students 25 years of age and older in ESL. Lessen disproportionate impact for these groups to the moderate disparity level (PI of .71-.85) by 2020.

Activity	Expected Outcomes	Responsible Person	Target Date
Research 1. Confirm whether students are taking ESL courses for social rather than academic reasons: Determine educational goals of the students in the identified group, as well as the number/percentage who are enrolled in college-level ESL or college-level English; who have enrolled only in ESL classes; who are still enrolled at Saddleback; and the number/ percentage of students who stayed at Saddleback for more than one year. 2. Determine their employment status and the number of hours employed per week. 3. Investigate if students are applying for financial aid, and the type of aid they are applying for (e.g., BOG fee waiver, Pell Grant, work study, etc.). 4. Investigate if students are entering the workforce immediately after attending Saddleback.	Identify if the disparity expressed in ESL Basic Skills students ages 25+ is related to their differing educational goals, or some other cause that needs to be addressed	Research Office Work group/task force to analyze data findings	Fall

5. Determine if they are taking only 30 units and leaving upon disqualification for further financial aid, or if they are taking one or two classes. 6. Determine the percentage of students who are impacted by external factors (e.g., family barriers and crises).			
Outreach 1. Educate faculty and staff about expanded services available (financial aid, tutoring, etc.) for their students in the this age group. 2. Counselors outreach to ESL classes to encourage use of services. 3. Financial aid workshops for students interested in Financial Literacy. 4. Student Services 'Fair' tailored for older (25+ years) population in evening, designed to provide information on services available at Saddleback.	Increased use of campus services, namely tutoring and office hours, by students ages 25-29, 35-39, and 50+. Increased rates of Basic Skills Improvement for ESL according to their educational goals.	LRC coordinators and staff ESL counselors and faculty participating in "Student Fair" and peer mentor program Faculty, staff, and students involved in workshops and education program about extended service	Fall
Expansion of Services 1. Consider developing a community education platform for students who just want to take a course for social reasons.	Increased use of campus services, namely tutoring and office hours, by students ages 25-29, 35-39, and 50+.	LRC coordinators and staff	Fall

2. Extend hours of LRC (Learning Resource Center) on campus (earlier before classes meet and later into the evening, from 7 am-9 pm) and begin Saturday morning tutoring (9am-1 pm). 3. Establish an online tutoring platform. 4. Extend the online tutoring platform to include instructor office hours. Connect with faculty from ESL to begin offering office hours online through this platform. 5. Establish a peer mentor program following the AVID model. 6. During the in-person ESL group advisement, not only have a counselor conduct the advisement, but also have an ESL instructor present. 7. Consider alternative locations and times of ESL courses. 8. Create a learning community with the Advanced ESL courses and the Counseling 160 course. 9. Enhance Career and Job Placement Services to include developing resumes, cover letters, interviewing skills, internships, customer service skills, and job training, etc…	Increased rates of Basic Skills Improvement for ESL according to their educational goals.	ESL instructors participating in online office hour platform Students to serve as peer mentors in the outreach program (modeled after AVID)	

Objective III.2.: Increase Basic Skills Improvement (BSI) for students 35-39 years of age in English. Lessen disproportionate impact for this group to the moderate disparity level (PI of .71-.85) by 2020.

Activity	Expected Outcomes	Responsible Person	Target Date
Research 1. Determine the educational goals of the students in the identified group. 2. Determine their employment status and the number of hours employed per week. 3. Investigate if students are applying for financial aid, and the type of aid they are applying for (e.g., BOG fee waiver, Pell Grant, work study, etc.). 4. Collect data on whether these students are completing the ESL sequence (visiting/temporary students may be taking classes for social reasons). 5. Identify the desirability and availability of English courses offered in the evenings and on the weekends. 6. Determine the percentage of students who are impacted by external factors (e.g., family barriers and crises).	Identify the needs of this group, and determine if the disproportionate impact is due to differing educational goals or other external sources that need to be addressed Analyze accessibility of courses and campus services, as they meet the needs of this population	Research Office Work group/task force to analyze data findings	Fall
Outreach 1. Educate faculty and staff about services	Increased use of campus services, namely tutoring and	LRC coordinators and staff	Fall

available (financial aid, tutoring, etc.) for students in this age group. 2. Counselors outreach to ESL classes to encourage use of services. 3. Financial aid workshops for students interested in Financial Literacy. 4. Student Services 'Fair' tailored for older (25+ years) population in evening, designed to provide information on services available at Saddleback.	office hours, by students ages 25-29, 35-39, and 50+. Increased rates of Basic Skills Improvement for English according to their educational goals.	Counselors and faculty participating in "Student Fair" and peer mentor program Faculty, staff, and students involved in workshops and education program about extended service	
Expansion of Services 1. Extend hours of LRC (Learning Resource Center) on campus (earlier before classes meet and later into the evening, from 7 am-9 pm) and begin Saturday morning tutoring (9am-1 pm). 2. Establish an online tutoring platform. 3. Extend the online tutoring platform to include instructor office hours. Connect with faculty from English to begin offering office hours online through this platform. 4. Establish a peer mentor program following the AVID model.	Increased use of campus services, namely tutoring and office hours, by students ages 25-29, 35-39, and 50+. Increased rates of Basic Skills Improvement for English according to their educational goals.	LRC coordinators and staff English instructors participating in online office hour platform Students to serve as peer mentors in the outreach program (modeled after AVID)	Fall

Objective IV.3.: Increase Basic Skills Improvement (BSI) for students 17 years of age and younger and 30-34 years in Math. Lessen disproportionate impact for this group to the mild disparity level (PI of .86-.99) by 2020.

Activity	Expected Outcomes	Responsible Person	Target Date
Research 1. Determine the educational goals of the students in the identified group, as well as their employment status and the number of hours employed per week. 2. Investigate if students are applying for financial aid, and the type of aid they are applying for (e.g., BOG fee waiver, Pell Grant, work study, etc.). 3. Identify the desirability and availability of Math courses offered in the evenings and on the weekends. 4. Determine the percentage of students who are impacted by external factors (e.g., family barriers and crises).	Identify the needs of this group, and determine if the disproportionate impact is due to differing educational goals or other external sources that need to be addressed Analyze accessibility of courses and campus services, as they meet the needs of this population	Research Office Work group/task force to analyze data findings	Fall
Outreach 1. Educate faculty and staff about services available (financial aid, tutoring, etc.) for students in this age group. 2. Counselors outreach to ESL classes to encourage use of services.	Increased use of campus services, namely tutoring and office hours. Increased rates of Remedial Math according to their educational goals.	LRC coordinators and staff Counselors and faculty participating in “Student Fair” and peer mentor program	Fall

3. Financial aid workshops for students interested in Financial Literacy. 4. Student Services 'Fair' tailored for older (25+ years) population in evening, designed to provide information on services available at Saddleback		Faculty, staff, and students involved in workshops and education program about extended service	
Expansion of Services 1. Provide additional funding to the LRC (Learning Resource Center) on campus to extend hours (earlier before classes meet and later into the evening, from 7 am-9 pm) and begin Saturday morning tutoring (9am-1 pm). 2. Provide additional funding to the LRC to establish an online tutoring platform. 3. Extend the online tutoring platform to include instructor office hours. Connect with faculty from Math to begin offering office hours online through this platform. 4. Establish a peer mentor program following the AVID model.	Increased use of campus services, namely tutoring and office hours. Increased rates of Basic Skills Improvement for Math according to their educational goals.	LRC coordinators and staff English instructors participating in online office hour platform Students to serve as peer mentors in the outreach program (modeled after AVID)	Fall

IV. Degree and Certificate Completion

30-Unit Rate: ***The percentage of first time, degree, certificate and/or transfer seeking first-time students with a minimum of six units earned who attempted any math or English in the first three years and earned at least 30 units in the CCC system within six years of entry.***

Data Source
30 Units data was extracted from the Student Progress and Attainment Rate, which was downloaded from Data-on-Demand.

Methodology
The 30 Unit Rate includes only students who took a credit course in the California Community College (CCC) system for the first time, have a valid SSN, earned six units within the first three years of enrollment anywhere in the CCC system, and attempted a Math or English during those three years. Students who previously enrolled in course outside of the CCC system are excluded. By subgroup, proportionality index is calculated by dividing the percentage of students who earned 30 units within six years of entry by the percentage of students in the overall cohort.

Findings

- **The results for the 2007-2008 cohort year indicated that there were no major disparities among the populations.**

- **Some disparity was found for all students who began college at 20 years of age or older**.
  - Moderate disparity was found for three age groups: 20-24 year olds (PI=0.773), 25-29 year olds (PI=0.776), and 40-49 year olds (PI=0.748).

  - Mild disparity was found for three age groups: 30-34 year olds (PI=0.939), 35-39 year olds (PI=0.894), and the 50+ group (PI=0.947).

- **No significant disparity was found for any other population**.

- Moderate disparity was found for American Indian/Alaskan Native students (PI=0.754). However, this group is comprised of a very small number of students (<20).

- Mild disparity was found for the following ethnicities: African-American (PI=0.902), Filipino (PI=0.916), and Hispanic (PI=0.935), but the variation between these groups and all others was insignificant.

- Mild disparity was also found for males, but the difference between males (PI=0.978) and females (PI=1.020) was insignificant.

- Mild disparity was found for the students without disabilities, but the difference between non-disabled students (PI=0.998) and disabled students (PI=1.026) was insignificant.

- Mild disparity was found for students who are not economically disadvantaged, but the difference between non-economically disadvantaged students (PI=0.979) and economically disadvantaged students (PI=1.049) was insignificant.

Persistence Rate: ***The percentage of first time, degree, certificate and/or transfer seeking first-time students with a minimum of six units earned who attempted any math or English in the first three years and enrolled in the first three consecutive primary semester terms anywhere in the CCC system.***

Data Source

Persistence data was extracted from the Student Progress and Attainment Rate, which was downloaded from Data-on-Demand.

Methodology

The Persistence Rate includes only students who took a credit course in the California Community College (CCC) system for the first time, have a valid SSN, earned six units within the first three years of enrollment anywhere in the CCC system, and attempted a Math or English during those three years. Students who previously enrolled in course outside of the CCC system are excluded. By subgroup, proportionality index is calculated by dividing the percentage of students who enrolled in the first three consecutive primary semester terms anywhere in the CCC system by the percentage of students in the overall cohort.

Findings

- **The results for the 2007-2008 cohort indicated that some disparity was found for almost all age groups, with the exception of 18 and 19 year olds.**
  - Major disparity was found among the 35-39 year olds (PI=0.700). However, this group is comprised of a very small number of students (<20).
  - Moderate disparity was found for four age groups: 17 or less (PI=0.811), 20-24 year olds (PI=0.858), 30-34 year olds (PI=0.722), and 40-49 year olds (0.763).
  - Mild disparity was found for two age groups: 25-29 year olds (PI=0.898) and the 50+ group (PI=0.927).

- **No significant disparity was found for any other population.**
  - Moderate disparity was found for American Indian/Alaskan Native students (PI=0.739). However, this group is comprised of a very small number of students (<20).
  - Mild disparity was found for the following ethnicities: Filipino (PI=0.985), Hispanic (PI=0.998), Pacific Islander (PI=0.913), and White (PI=0.998), but the variation between these groups and all others was insignificant.
  - Mild disparity was found for males, but the difference between males (PI=0.985) and females (PI=1.015) was insignificant.
  - Mild disparity was found for the students without disabilities, but the difference between non-disabled students (PI=0.996) and disabled students (PI=1.075) was insignificant.
  - Mild disparity was found for economically disadvantaged students, but the difference between economically disadvantaged students (PI=0.977) and non-economically disadvantaged students (PI=1.010) was insignificant.

Student Progress and Attainment Rate (SPAR): ***The percentage of first time, degree, certificate and/or transfer seeking first-time students with a minimum of six units earned who attempted any math or English in the first three years and achieved any of the following outcomes within six years of entry:***

- *Earned an AA/AS or credit Certificate (Chancellor's Office approved)*
- *Transferred to a four-year institution (students shown to have enrolled at any four-year institution of higher education after enrolling at a CCC)*
- *Achieved "Transfer Prepared" (student successfully completed 60 UC/CSU transferrable units with GPA >=2.0)*

Data Source
SPAR data was downloaded from Data-on-Demand.

Methodology
SPAR includes only students who took a credit course in the California Community College (CCC) system for the first time, have a valid SSN, earned six units within the first three years of enrollment anywhere in the CCC system, and attempted a Math or English during those three years. Students who previously enrolled in course outside of the CCC system are excluded. By subgroup, proportionality index is calculated by dividing the percentage of students who earned any of the above outcomes within six years of entry by the percentage of students in the overall cohort.

Findings

- **2007-2008 cohort results indicated some disparity for almost all age groups after the age of 17.**
  - Major disparity was found all age groups over the age of 30: 30 -34 year olds (PI=0.614), 35-39 years olds (PI=0.468), 40-49 year olds (PI=0.652), and the 50 + group (PI=0.309).
  - Moderate disparity was found for the age groups between 20 and 29: 20-24 years old (PI=0.805) and 25-29 year olds (PI=0.739).
  - Mild disparity was found for the 18 & 19 year olds (PI=0.985).

- **Moderate disparity was found for Hispanic students** (PI=0.832). Due to the large number of students in this category (413), this is a significant finding.

- **Moderate disparity was found for disabled students** (PI=0.800). Due to the number of students in this category (149), this is a significant finding.

- **No significant disparity was found for any other population.**
  - Major disparity was found for American Indian/Alaskan Natives (PI=0.438) and for Pacific Islanders (PI=0.686). However, these groups are comprised of very small numbers of students (16 and 23 respectively).

  - Mild disparity was found for African-American students (PI=0.877) and Filipino students (PI=0.935).

  - Mild disparity was found for males, but the difference between males (PI=0.960) and females (PI=1.040) was insignificant.

  - Mild disparity was found for economically disadvantaged students, but the difference between economically disadvantaged students (PI=0.966) and non-economically disadvantaged students (PI=1.014) was insignificant.

Objectives and Activities

Objective IV.1.: Expand student services targeted to “gap” students (those students who took one or more years off after graduating high school before entering college for the first time) and extensively publicize these services.

Activity	Expected Outcomes	Responsible Person	Target Date	Funding
Research 1. Conduct additional research on the particular needs of students who start college for the first time one or more years after graduating from high school (“gap” students) such as financial needs, childcare needs, time constraints due to working schedules, etc. This can be done, in part, by adding questions to the biannual student survey and by holding focus group sessions with students from targeted populations.	An understanding of the needs of “gap students in order to develop targeted services and programs.	Research Office	May 2016	None
2. Investigate increasing Child Development Center subsidies for working students.	Greater access to childcare services for students.	Child Development Center	Dec 2015	None

3. Implement drop survey to provide information on why student are unsuccessful in completing their courses. 4. Conduct research on the needs for and feasibility of evening, weekend, and/or online student services.	An understanding of the reasons for why students drop in an effort to provide targeted services and programs. An understanding of when and how to offer services in order to reach more students.	VP for Instruction Director of District IT Research Office	May 2016 May 2016	$20,000 for programming and implementation costs None
Outreach 1. Work with Saddleback College Foundation on the possibility of establishing a Saddleback Student job service. 2. Implement a program to reach out to students who were disqualified or dropped out and never returned to the college. 3. Create marketing materials, such as a brochure, aimed specifically at the “Transition to College” services available to “gap” students.	Provide additional resources for the employment of students. Re-enroll students so that they can complete their degree or certificate. Increased awareness of services available to students.	Dean, Transfer, Career, and Special Programs Director, Saddleback College Foundation Vice President of Student Services Director, Marketing and Communications	December 2015 May 2016 May 2016	None Unknown $40,000 for brochures and other materials and related distribution expenses

Expansion of Services 1. Re-envision the Reentry Center as the “Transition to College” Center.	Packaging and reframing of current services in order to reach “gap” students.	Dean, Transfer, Career, and Special Programs	May 2016	$10,000 for new signs and center materials
2. Create “Transition to College” activities modeled after the Freshman Advantage but targeted towards the “gap” students.	Greater ability to reach “gap” students and provide them with the necessary services.	Dean, Transfer, Career, and Special Programs	May 2016	$50,000 for program expenses
3. Reinvigorate and expand Career Guidance services.	Provide additional direction and motivation for “gap” students.	Dean, Transfer, Career, and Special Programs	May 2016	None
4. Create alumni workshops series.	Provide additional direction and motivation for “gap” students.	Dean, Transfer, Career, and Special Programs	Dec 2015	None
5. Institute “drop intervention” services for students who drop courses.	Increased chances of success in future semesters for students who had to drop courses.	Dean of Counseling	May 2016	None
6. Hold group counseling workshops for students who were disqualified or dropped out and never returned to college.	Re-enroll students so that they can complete their degree or certificate.	Dean of Counseling	May 2016	None
7. Conduct “Reality Check” workshops to ensure that	Increased chances of completing degree or	Dean of Counseling	May 2016	None

students are not overextending themselves. 8. Institute additional programs aimed at assisting students financially such as book-loan programs, transportation subsidies, and parking waivers.	certificate due to a greater understanding of commitments. Increased changes of completing degree or certificate due to removal of financial impediments.	Director, Student Financial Assistance and Scholarship Office	May 2016	$40,000 for additional financial resources

Objective IV.2.: Institute a peer mentor program for first-time college students geared towards the “gap” students (those students who took one or more years off after graduating high school before entering college for the first time), Hispanic students, and disabled students.

Activity	Expected Outcomes	Responsible Person	Target Date	Funding
Research 1. Investigate the expansion of peer-led Supplemental Instruction programs targeted specifically at “gap” students, Hispanic students, and disabled students.	Increased success and retention rates in classes.	Dean, Online Education and Learning Resources	December 2015	None
Expansion of Services 1. Using AVID model, create peer mentor program targeted specifically at “gap”	Provide peer support for students from the groups experiencing	Dean, Transfer, Career, and Special Programs	May 2016	$20,000 for peer-mentors

students, Hispanic students, and disabled students.	disproportionate impact.	Dean, Online Education and Learning Resources		

Objective IV.3.: Expand outreach efforts to the community in an effort to target “gap” students and Hispanic students and make them aware of the services available to them.

Activity	Expected Outcomes	Responsible Person	Target Date	Funding Needed
Outreach 1. Hold “Transition to College” workshops in the local communities, especially those with large Hispanic populations.	Students enroll in college as early as possible following graduation from High School.	Leslie Humphrey-Quirk, Director, Outreach and Recruitment	May 2016	Program expenses and materials
2. Increase marketing in local communities such as through the printed catalog and movie theatre ads with the inclusion of student services information.	Increased awareness of the process of registration and the services available for students.	Director, Marketing and Communication	May 2016	Marketing expenses
3. Increase use of Student Ambassador program in local communities.	Increased awareness of the process of registration and the services available for students.	Director, Outreach and Recruitment Director, Student Life	May 2016	Unknown
4. Create an outreach program for pregnant students in local high schools.	Increased awareness of the services available.	Director, Outreach and Recruitment Director, Child Development Center	May 2016	Outreach program expenses and materials

Expansion of Services 1. Increase publicity regarding financial aid services, especially to part-time students.	Increased awareness of the financial aid resources available to students.	Director, Student Financial Assistance and Scholarship Office	December 2015	Brochures and other informational materials
2. Increase publicity of work study financial aid.	Increased awareness of the financial aid resources available to students.	Director, Student Financial Assistance and Scholarship Office	December 2015	None (with above)

V. Transfer

The percentage of students with "behavioral intent to transfer," who transfer to a four-year college or university after six years of attendance.

Data Source
The *Transfer Velocity* report, Data Mart, California Community Colleges Chancellor's Office

Methodology
Behavioral intent to transfer is the percentage of students in the cohort who have completed twelve units including transfer-level math or English within six years of entry into the system.

Findings

Gender
There was a mild disparity in transfer rates for male (PI=0.987) and unknown student populations (PI=0.963).

Age Group
There was major disproportionate impact among students who entered college in 2007-08 between the ages of 35-39 and over age 50. However, there are a small number of students in the 35-39 year old cohort (9 students) and the over age 50 cohorts (10 students). After evaluating the *Transfer Rates by Age Group* table, the workgroup noted moderate disparities in transfer rates for students between ages 20-24 (PI=0.716) & 25-29 (PI=0.847). The cohort size of these groups combined is 163 students with transfer rates between 35.6%-41.7% which is low in comparison to the age 17 and less cohort rate of 57.2%.

Ethnicity
Overall, the Pacific Islander student population was the only ethnic group experiencing major disproportionate impact in the area of transfer (PI=0.677). The 2007-08 cohort size for this group was small with only 15 students out of 2154. Moderate disparity was noted for African- American students (PI=0.843); American Indian/Alaskan Native students (PI=0.762); and Hispanic students (PI=0.809). A slight disparity was noted in transfer velocity for Filipino students (PI=0.894). The largest ethnic group in the cohort with disproportionate impact is the Hispanic student group with (314 students).

Disability Status
There is a moderate disparity among students who are disabled (42.6%) versus non-disabled (49.6%) and a cohort size of 115. Although the disparity is slight, there is a growing number of students with disabilities at Saddleback College with a 55% increase from 2003-04 to 2007-08.

CalWORK's Status
There is a major disparity among students who are CalWORK's participants (PI=0.581) versus those who are not (P1= 1.001). The 2007-08 CalWORK's cohort has only 7 students.

Objectives and Activities

Objective 1: Increase transfer rates for students in their twenties by providing support, availability of options and information from admission through completion.

Activity	Expected Outcomes	Responsible Person	Target Date
Research 1. Determine challenges (married, children, full-time employment, financial, gaps in education, etc.) resources needed for students in this age cohort to be successful and supported as college students. 2. Determine percentage of 20-29 year old students who work full time/daytime to inform needs for class availability.	Data related to student challenges will inform the transfer support needed by this population for creating meaningful interventions (financial aid, childcare, gaps, course scheduling, etc.). Data related to student schedules will inform course offerings, inclusive to older students.	The Office of Planning, Research and Accreditation (OPRA)	May 2015
Outreach 1. Increase marketing and outreach efforts for students between the ages of 20-29 years. 2. Educate prospective students about the benefits of starting college right after high school.	Targeted marketing and outreach efforts for this specific age group will produce a more informed cohort of 20-29 year old students with a goal of transferring. Educating students about the benefits of starting college right away will increase the number of students who begin at Saddleback after HS graduation.	Marketing Office Outreach Office Re-Entry Center	August 2015

Expansion of Services 1. Expand counseling (Career, Academic & Personal) dedicated to clarifying goals & values, evaluation & re-evaluation of reasons for attending college. Refer to shorter career tracks when appropriate or provide support & information about transfer options. 2. Provide information to students about careers, courses needed to meet career goal (number of years/transfer colleges), wages and cost of living in California/ Orange County for realistic career decision making. 3. Examine availability (time offerings) of courses for 20-29 year old student population and offer flexibility such as evening, weekend, online, and hybrid. 3. Take a business/ customer service approach to serving this non-traditional college student population who have responsibilities outside of class.	Older students would be given additional time/alternative formats in counseling appointments/groups for career exploration and career research with a specific focus on the differing needs of this student population. Students will be aware of resources for career and transfer decision making. Flexible course offerings provide an opportunity for older students to manage college among competing priorities to reach transfer goals.	Transfer Center Coordinator/Counselor Transfer, Career & Special Programs Division Counseling Division Academic Deans Department Chairs	August 2015

Objective 2: Saddleback College students of all ethnicities showing behavioral intent to transfer will be given equitable opportunities to meet their goals.

Activity	Expected Outcomes	Responsible Person	Target Date
Research 1. Gather demographic information of students in the Hispanic student cohort (age, financial aid status, first-generation status, and employment) 2. Research best practices for transfer related to students of color. 3. Determine the demographics of students in athletics programs at Saddleback College.	The Transfer Equity Subgroup will be better equipped to address the disparity in transfer success for Hispanic students with additional demographic details. Saddleback College will utilize information from best practices for planning effective transfer services for Hispanic students. Determination of disproportionate impact on ethnic minority students in athletic programs at Saddleback College.	The Office of Planning, Research and Accreditation (OPRA) Transfer Center Coordinator/Counselor The Office of Planning, Research and Accreditation (OPRA) & Athletics Department	May 2015
Outreach 1. Locate motivated students who can serve as mentors to students who are struggling with meeting the requirements for transfer.	Motivated students would be trained to mentor new students and those who struggle with meeting transfer requirements.	Transfer Center Coordinator/Counselor	August 2015
Expansion of Services 1. Student to Student mentoring programs (VOLUNTEERS).	New programs in mentoring and coaching and specialized transfer services would increase the retention of Hispanic students as	Transfer Center Coordinator/Counselor	August 2015

2. Student Success Coaches (PAID) in the LRC for athletes and other students in need of assistance (Case Manager-Non Counseling Position). 3. Specialized transfer services for students of color.	well as all students of color at Saddleback College. Targeted services to athletes dependent upon results of research stated above.	Athletics Department LRC Director	

Objective 3: Students with disabilities would experience a safe environment at Saddleback College and have equitable opportunities to continue their education at a four-year institution.

Activity	Expected Outcomes	Responsible Person	Target Date
Research 1. Determine if there are specific academic areas with a higher need of accommodated testing services.	The Transfer Equity Subcommittee can focus on the areas of greatest academic need /the academic areas that create roadblocks in the pathway of transfer for students with disabilities.	The Office of Planning, Research, and Accreditation. DSPS Coordinator/Counselor	May 2016
2. Research transfer options for students with disabilities (e.g. disability friendly campuses, alternative course replacements)	Students with disabilities will be informed of transfer options that facilitate alternative means of meeting requirements and transfer campuses that provide support for transfers.	Transfer Center Coordinator/Counselor	May 2016

Outreach			
Expansion of Services 1. Increase the awareness of invisible disabilities on campus by offering professional development and training for the Saddleback College community (e.g. how to counsel a student with a Traumatic Brain Injury, how to reach students with Autism in the classroom).	The Saddleback College community would experience increased understanding, competence and comfort with disabilities which would, as a result, create a welcoming and safe place for students to complete their transfer requirements.	DSPS Coordinator/Counselor Transfer Center Coordinator/Counselor	August 2016

Budget

SADDLEBACK COLLEGE

2014-2015 Student Equity Budget Plan - Salaries/Benefits

Controling Account	SEP FUNDS	BSI FUNDS	DISTRICT FUNDS	STUDENT SUCCESS FUNDS	PERKINS FUNDS	OTHER FUNDS
1000 Academic Salaries						
ESL/BS Extending Tutoring/faculty	67,016.00					
ESL/BS Tutorial Specialist OSH	24,000.00					
SEP Co-Chairs	28,000.00					
Access Counseling for Vets	18,000.00					
Subtotal	137,016.00	0.00	0.00	0.00	0.00	0.00
2000 Classified Salaries						
ESL/BS Front desk staff	20,000.00					
SEP Research	49,000.00			49,000.00		
CC Outreach Specialist	25,000.00					
CC LRC Summer Refresh Program for English, Reading and Math Assessment	75,000.00					
Access Project Specialist	3,000.00					
Access Senior Administrator	18,000.00					
Access - Research Program Specialist	14,000.00					
Access Financial Aid Specialist	25,000.00					
Transfer - Outreach	5,000.00					
Transfer - 3 Student Success Coaches	84,000.00					
DCC - Transition to College Program expenses	50,000.00					
DCC - Transition to College Outreach	20,000.00					
DCC-Outreach for pregnant students	5,000.00					
Subtotal	393,000.00	0.00	0.00	49,000.00	0.00	0.00

SADDLEBACK COLLEGE

2014-2015 Student Equity Budget Plan - Operating Expenses

4000 Supplies and Materials						
CC Outreach non instructional materials	14,000.00					
Access Materials	2,000.00					
Access Materials Supplies	2,500.00					
Transfer - Marketing and Info materials	25,000.00					
DCC-New signs & Materials	5,000.00					
DCC - Outreach Marketing Materials	25,000.00					
DCC - Financial Aid Marketing Materials	5,000.00					
DCCC-Marketing Materials	5,000.00					
Subtotal	83,500.00	0.00	0.00	0.00	0.00	0.00
5000 Other Outgoing Expenses & Services						
CC mileage for outreach activities	5,000.00		5,000.00			
CC Professional Development fro faculty ans staff	10,000.00		10,000.00			
Transfer - Professional Development	10,000.00		20,000.00			
Subtotal	25,000.00	0.00	35,000.00	0.00	0.00	0.00
6000 Capital Outlay						
ESL/BS Online Tutoring/office hours platform	20,000.00					
DCC- Programming and implementation	20,000.00					
Subtotal	40,000.00	0.00	0.00	0.00	0.00	0.00
7000 Other Outgoing						
ESL/BS Peer Mentor Program	20,000.00					
Transfer - Specialilized Career Exploration & Assessment	10,000.00					
Transfer-Mentors book vouchers	12,000.00					
DCC-Peer Mentors	20,000.00					
Subtotal	62,000.00	0.00	0.00	0.00	0.00	0.00
OPERATING EXPENSES TOTALS	**210,500.00**	**0.00**	**35,000.00**	**0.00**	**0.00**	**0.00**
Grand Total	**752,291.00**	**0.00**	**35,000.00**	**0.00**	**0.00**	**0.00**

Evaluation Schedule and Process

EVALUATION SCHEDULE AND PROCESS

Attachments

ATTACHMENTS

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT **ITEM: 6.5**
DATE: 11/17/14

TO: Board of Trustees

FROM: Gary L. Poertner, Chancellor

RE: Irvine Valley College: 2014 Student Equity Plan Report

ACTION: Approval

BACKGROUND

In November 2002 the Board of Governors adopted the recommendations of the Task Force on Equity and Diversity to implement title 5 regulations requiring colleges to develop a Student Equity Plan (SEP). Colleges were subsequently asked to update and complete plans in 2005. In response to the economic downturn and State budget cuts that began in 2008-09 and continued through 2012-13, the legislature instituted categorical program flexibility that suspended many regulatory requirements related to student equity and other initiatives.

The Student Success Act of 2012 (SB1456) reaffirmed the importance of focusing on student equity in the effort to improve student success. SB1456 has since served as the impetus to review and update the student equity planning process. The plan focuses on increasing access, course completion, ESL and basic skills completion, degrees, certificates and transfer for all students as measured by success indictors linked to the CCC Student Success Scorecard.

The Board of Governors has made student equity planning a minimum standard for receipt of state funding. In January 2014, in recognition and support of the importance of the need to identify and support equity and success for all students, the governor's 2014-15 budget proposed to target $100 million of additional Student Success and Support Program funding to close achievement gaps in access and success in underrepresented student groups, as identified in local SEPs.

STATUS

In the spring 2013, IVC established a Student Equity workgroup. Its primary focus was to update and revise the 2005 Student Equity Plan.

IVC has revised the goals and activities, budget, and evaluation sections of the 2014 Student Equity Plan and is submitting the plan, marked as Exhibit A, for review and approval.

RECOMMENDATION

The Chancellor recommends that the Board of Trustees approve the 2014 Student Equity Plan submitted by Irvine Valley College.

Item Submitted by: *Dr. Glenn R. Roquemore, President*

Student Equity Plan
2014

IRVINE VALLEY
COLLEGE

Student Equity Plan

2014

Irvine Valley College Student Equity Plan

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Irvine Valley College
2014 Student Equity Plan:

Signature Page

District: South Orange County Community College District
Date Approved by Board of Trustees: _____

College President: _____
Glenn R. Roquemore, PhD

Vice President of Student Services: _____
Linda M. Fontanilla, EdD

Vice President of Instruction: _____
Craig Justice, PhD

Academic Senate President: _____
Kathy Schmeidler, PhD

Classified Senate President: _____
Vincent Cooper

Student Equity Coordinator/Contact Person: _____
Linda M. Fontanilla, EdD

Student Equity Coordinator/Contact Person: _____
Dennis Gordon, MBA

Student Equity Plan

Executive Summary

Irvine Valley College
2014 Student Equity Plan:

Executive Summary

INTRODUCTION AND BACKGROUND

ABOUT IRVINE VALLEY COLLEGE

Opened in 1979 as Saddleback College North Campus, Irvine Valley College (IVC) received its current name and independent status in July 1985. In July 1988, the college received its first accreditation as a separate institution by the Western Association of Schools and Colleges. In 2010, the college celebrated its 25th anniversary as an accredited California community college.

IVC currently ranks number one among California community colleges for its four-year institution transfer rate. The college offers a full complement of programs, from most traditional liberal arts and sciences to advanced technologies. It has established a reputation for excellence within the community and among the student population.

The success of the college's many programs has been reflected in its continued enrollment growth. At present, over 14,000 students participate in the college's day, evening and online programs. All instructional programs at the college are housed within 10 academic schools. Full-time instructional deans work with the Vice President for Instruction and the President in overseeing the instructional activities of the college.

IVC is a public community college funded by a combination of state and local tax dollars. Through its foundation, the college also actively solicits private donations from individuals and corporations to support its capital outlay projects, program needs, and students through scholarships. The seven-member Board of Trustees of the South Orange County Community College District, through the Office of the Chancellor, governs IVC, Saddleback College in Mission Viejo, and the Advanced Technology & Education Park (ATEP) in Tustin. Board members are elected at large from representative areas of the district. IVC is under the direction and guidance of its president who, with the faculty and staff, administers the college and oversees the implementation of Board policies.

IVC is committed to ensuring student equity in both its academic programs and its wide range of student support services.[1] We support a student equity definition that states, student equity promotes "student success for all students, regardless of race, gender, age, disability, or economic circumstances."[2]

IVC strives to provide a welcoming, inclusive and accessible environment to all participants, regardless of demographic characteristics, and to ensure that all students have an equal opportunity for academic success.

Our commitment to student equity is further exemplified in the college's vision, mission, goals, and objectives:

VISION STATEMENT

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

MISSION STATEMENT

Irvine Valley College is committed to student success. The College is devoted to student learning and success through exemplary and integrated teaching and support services, effective stewardship, and continued accessibility in a diverse community.

IVC 2014-2020 STRATEGIC GOALS

Goal 1: IVC will foster an environment characterized by creativity, innovation, respectful interactions and collaboration.

Goal 2: IVC will promote students' success by enhancing the teaching and learning environment.

Goal 3: IVC will advance economic and workforce development through regional partnerships with educational institutions and industry and by strengthening career technical education.

Goal 4: IVC will strengthen long-term financial health and institutional effectiveness through integrated planning and resource allocation.

IVC 2014-2020 STRATEGIC OBJECTIVES

1.1 Recognize and support innovative ideas that improve collaboration and respectful interactions district-wide.

1.2 Improve district climate in the areas of optimism, commitment, and respectful collaboration.

1.3 Improve the representative process through active engagement and communication.

1.4 Increase professional development opportunities that potentiate employees' talents and interests.

1.5 Improve training for all employees to increase district wide understanding of organizational structure, resources, processes and procedures.

2.1 Increase student completion rates (degrees, certificates, and transfer) while preserving access, enhancing quality, and closing achievement gaps.

2.2 Increase employee professional development opportunities that focus on student success outcomes.

2.3 Increase opportunities for student engagement inside and outside the classroom, evidenced by co-curricular participation, student services, and instructional support.

3.1 Formalize collaborative partnerships with the business community and regional educational institutions to support workforce development.

3.2 Improve alignment between workforce development offerings and regional job opportunities.

3.3. Provide relevant, innovative, and appropriate workforce training.

3.4. Improve student career preparation and readiness through experiential learning opportunities that allow students to explore career options, acquire work experience in their chosen field, and develop professional contacts.

4.1 Systematically assess the effectiveness of planning and resource allocation district-wide.

4.2 Improve processes and procedures for efficiency, effectiveness, and responsiveness district-wide.

4.3 Develop and initiate multi-year financial planning.

REVIEW OF THE 2005 IVC STUDENT EQUITY PLAN

California community colleges have been tasked since 1996 with developing a Student Equity Plan and filing it with the state Chancellor's Office. Recommendations from the Task Force on Equity and Diversity were adopted by the Board of Governors in 2002, with guidelines for completing the equity plans published in June 2003. Colleges were last asked to submit a plan in 2005.

IVC's previous Student Equity Plan, dated December 2005, was released after being vetted by all shared governance groups on campus and being approved by the Board of Trustees.

The 2005 Student Equity Plan focused on five goals:

GOAL 1. Increase the percentage of underrepresented students.

GOAL 2. Increase the successful course completion rate for all courses for the following underachieving groups:

- *Blacks/African-Americans*
- *Gender*
- *Hispanics*
- *Native Americans*

GOAL 3. Increase the successful completion rates of males, Latinos, and Blacks/African-Americans.

GOAL 4. Increase the percentage of degree and certificate completion for the following under-achieving groups:

- *Blacks/African-Americans*
- *Males*

GOAL 5. Increase the number and percentage of transfers.

PROGRESS TOWARD 2005 STUDENT EQUITY GOALS

During the last decade, California and the nation experienced a recession and subsequently a slow economic recovery, with its related cuts to student services and research. Since no mandate came from the state for nearly 10 years to revisit the Student Equity Plan, other college priorities took center stage during this time of financial and political upheaval. In addition, employees tasked with the 2005 IVC Student Equity Plan are no longer with the College to maintain institutional memory and pressure to focus on the specifics of that plan.

However, Student Equity Plan activities such as mandatory assessment and advisement have been incorporated into the Matriculation Plan despite budget cuts. The Matriculation Plan, now called the Student Success and Support Program, continues to integrate campus-based research from the SEP and address related activities. Under the Student Success and Support Program, for example, specialized in-person orientations will be created in order to address the needs of ESL students.

Since publishing the Student Equity Plan in December 2005, the college's student population has grown and student demographics have shifted. Since the previous plan, the data reveal the following for each of the goals established in the 2005 Student Equity Plan:

- Goal 1: IVC students are not disproportionately impacted by race or ethnicity.
- Goal 2: Previously identified underachieving groups are no longer disproportionately impacted in overall course completion.
- Goals 3 and 4: Students are no longer adversely impacted when examining completion rates (SPAR) by gender and ethnicity. However, there is now an impact compared by age group.
- Goal 5: Transfers have increased over the years, placing IVC at number one in transfer rates in Orange County and the state of California.

INTRODUCTION TO THE 2014 IVC STUDENT EQUITY PLAN

Statewide focus on Student Success has been reaffirmed by the passage of SB 1163 and SB 1456 in 2012. In addition, the Governor's Budget Recommendation for Community Colleges for 2014-15 proposed funds for Student Success. Based on Title 5 requirements, colleges have been directed to conduct an evaluation of the Student Equity Plan's student success indicators (Access, Transfer, ESL and Basic Skills Completion, Course Completion, and Degree/Certificate Completion) to assess whether there is a disproportionate impact among certain subpopulations (gender, age, ethnicity, disabled persons, persons who are economically disadvantaged, foster youth, and veterans).[3]

Disproportionate impact occurs when "the percentage of persons from a particular racial, ethnic, gender, age or disability group who are directed to a particular service or placement based on an assessment instrument, method, or procedure is significantly different from the representation of that group in the population of persons being assessed, and that discrepancy is not justified by empirical evidence demonstrating that the assessment instrument, method or procedure is a valid and reliable predictor of performance in the relevant educational setting."[4]

The Student Equity Plan workgroup has a goal to establish a committee that is comprised of faculty, staff, representatives from constituency groups (e.g., Academic Senate and Classified Senate, and Associated Students of Irvine Valley College), researchers, and community members. The committee will have five different workgroups, one for each of the five success areas addressed in the plan. Part of the committee's charge will include hosting a campus-wide forum to allow all IVC employees and students an opportunity to brainstorm and talk about the Student Equity Plan.

Currently, the College's shared governance Institutional Effectiveness Committee (IEC) oversees the Student Equity Plan workgroup. The committee's charge is to review, oversee, recommend, evaluate, and communicate the following:

- Strategic planning objectives and strategies
- Student Success Scorecard (AB 1417, ARCC)
- Basic Skills Initiative programs and funding
- Research advisory for college institutional effectiveness
- Student Equity Plan

- Collect governance input and perform regular update of the Irvine Valley College Planning and Decision-Making Manual
- Instructional and student services program reviews (comprehensive and updates)
- Annual review of instructional and student services SLO and AUO results and reports
- Gainful Employment regulations and policies
- Program Review oversight
- Professional Development oversight (Professional Development Advisory Committee responsibilities)
- Accreditation planning agendas

Activities related to the Student Equity Plan fall under the purview of the College's Student Success, Access, Matriculation, Marketing, and Outreach (SSAMMO) Committee, whose charges are as follows:

- Strategic planning objectives and strategies
- Matriculation processes
- Identify and propose solutions for student access concerns
- Student success mandates and other efforts
- Marketing materials such as publications and media tools that assist students in understanding campus culture, academic programs, and student services
- Relationships with media, high school counselors, K-12 partners, other colleges and universities, and community organizations
- Planning and promotion of key events for the purposes of outreach
- Student recruitment and completion
- Provide logistical support for high-profile college events

IVC's Student Equity Plan was developed to guide the development of new, forward-reaching activities in order to improve student success. The college also used this opportunity to review its past efforts at addressing student equity issues.

This Student Equity Plan was developed in alignment with the findings of recent visitors to Irvine Valley College. In spring 2014, Barbara Ginsberg from Atkinson, Andelson, Loya, Ruud and Romo presented on the diversity issues commonly faced at community colleges and how to address them. Recently, Dr. Kay McClenney, founding Director of the Center for Community College Student Engagement, and California Community Colleges Chancellor Dr. Brice Harris were both invited speakers at IVC during the Fall 2014 professional development week of activities. Each spoke about the need to quickly reform educational offerings and student services to meet students' needs. Additionally, IVC has taken information presented by Dr. Darla Cooper from the Research and Planning Group and is focusing on the six factors most likely to influence student success.

Data for the current plan reveal certain areas that appear to be disproportionately impacted. However, sample size must be considered when interpreting these data. According to the central limit theorem, the sample size must be at least 30 in order to yield a normal distribution of sampling statistics, regardless of whether the population from which samples are drawn is itself normally distributed or skewed.[5] Therefore, this equity plan focuses only on apparently adversely impacted groups with a sample size of 30.

The following information provides an overview of each disproportionately impacted area, as well as related research efforts, objectives, resources, and planned activities and their funding. The activities planned may evolve as a result of additional research. Therefore, future activities are not restricted to those detailed in this plan.

GOAL OF THE 2014 IVC STUDENT EQUITY PLAN

The overarching goal of the Irvine Valley College 2014 Student Equity Plan is based on three themes: research, outreach, and expansion of services. These three themes are present in each of the planned activities for all six objectives. By focusing on each of these themes, we will be able to achieve our overall goal:

Determine the educational and support needs of students, increase students' awareness of existing services, and enhance proffered services in order to decrease the disproportionate impact to affected students.

Student Equity Plan Summary

I. Population: Foster Youth

Indicators: All

Campus-Based Research

Irvine Valley College has limited data for its foster youth population, which do not allow for a comprehensive analysis of the disproportionate impact on this subgroup. However, per directions from the Chancellor's Office to further determine the disproportionate impact on foster youth, research for this target group has prompted campus-wide participation to establish services and retention efforts targeted at this population.

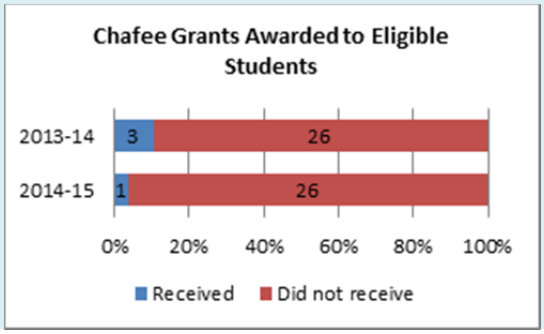
Resources

- Priority Registration
- Tuition Fee Waiver
- Financial Aid/CSAC/Chafee Grant
- James Burton Foundation support
- EOPS/CARE/CalWORKs services
- Personal and academic counseling
- Olive Crest (Non-profit counseling services)
- Orangewood Children's Foundation
- My Academic Plan workshops
- Tutoring services

Data Analysis and Findings

Of the 984 foster youth enrolled in an Orange County K-12 school, the following table outlines the number and percentage of students enrolled in the school districts served by IVC.

High School District	*Number of Foster Youth Enrolled*	*Percent of Foster Youth Enrolled*
Irvine Unified School District	*14*	*1.4%*
Santa Ana Unified School District	*122*	*12.4%*
Tustin Unified School District	*65*	*6.6%*



Activities

RESEARCH

1.1 Coordinate with District IT to establish a foster youth MySite module.

1.2 Coordinate with District IT to eliminate enrollment barriers pertaining to automatic non-resident coding upon applying.

OUTREACH

1.3 Establish a Foster Youth Liaison as the contact person for FY students and the community.

1.4 Work with local agencies to identify current foster youth students.

1.5 Work with local high schools to identify McKinney-Veto students.

1.6 Conduct FAFSA workshops in early fall/spring semesters for any and all students who identify as foster youth.

EXPANSION OF SERVICES

1.7 Dedicate funding to develop a foster youth one-stop shop on campus that includes access to academic counseling, referrals to on-campus and off-campus services, and other support services.

1.8 Conduct training with all faculty and staff involved in the delivery of basic skills courses to students regarding the specialized needs of foster youth and strategies for supporting their success.

Target

Ongoing: To improve the opportunities and support for former, future and present foster youth students.

1. By 2016: Identify 100% of the foster youth students at Irvine Valley College and ensure they are receiving the necessary services to facilitate their success.

2. By 2017: Pell-eligible FY students will be contacted directly to ensure all students complete the FAFSA application and all Chafee-eligible students receive the grant.

Funding Sources

State allocation for Student Equity, General fund, BSI, Perkins, Student Success and Support Program

STUDENT EQUITY PLAN SUMMARY

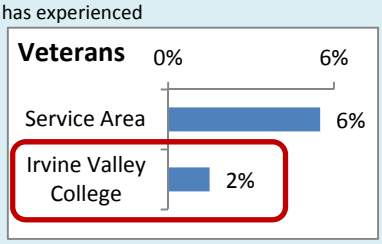
II. POPULATION: VETERANS

INDICATORS: ALL

CAMPUS-BASED RESEARCH

Compared to 5.5% of the service area population being veterans, only 1.5% of IVC students reported as being veterans in Fall 2013. This reveals a PI of 0.28, thereby indicating that this subpopulation is severely underrepresented at the College. Additionally, a recent veteran survey in Spring 2014 revealed the following:

- 84.4% never received assistance from Disabled Students Programs and Services
- 67.5% have expressed concerns about Post-Traumatic Stress Disorder
- 65% expressed concerns about employment
- 62.5% are aware of a fellow veteran who has experienced or expressed concerns about depression
- 57.8% suffered an illness or injuries as a result of service
- 52.5% had concerns related to anxiety
- 15% have had suicidal thoughts
- 5% have attempted suicide



DATA ANALYSIS AND FINDINGS

A sample of 47 veterans tested into the following English course levels:

English Level	Course Numbers	Percent
College Level	Writing 1	34%
Remedial	Writing 201,301,RD 370, recommend ESL test	66%

A sample of 53 veterans tested into the following math course levels:

Math Level	Course Numbers	Percent
College Level	Math 105,8,9,10,124,206	7.5%
AA Level	Math 253,200,250,252	30%
Remedial	Math 353, 351, see counselor	62.5%

In addition to the aforementioned statistics, a recent survey on veteran students revealed inadequacies in support services and educational challenges among this student population. This traditionally at-risk population for the most part has not previously attended college or has not attended for a substantial time. Also, for a large percentage of veterans, the effects of Post-Traumatic Stress Disorder (PTSD) or Traumatic Brain Injuries (TBI) pose substantial additional barriers to academic success. These circumstances, coupled with their generally lower placement in math and English, make it particularly challenging for them to achieve their academic goals. Overall, veterans are evolving into a major underserved population at the post-secondary level, but serving them proves to be a challenge since their status is self-reported.

RESOURCES

Veterans Services Center (VSC)
Priority Registration
On-Site Vocational Rehabilitation Counselor
On-Site Mental Wellness Therapist
Extended tutoring in Learning Center
Vet-to-Vet tutoring in VSC
Support Services for housing, food and medical resources
VA work-study opportunities
On-Site Certifying Official (VSC)
Designated academic counseling
Career and academic advisement by discipline faculty
My Academic Plan workshops

ACTIVITIES

RESEARCH

2.1 Coordinate with District IT to establish a veterans MySite module.

OUTREACH

2.2 Advertise the annual Veteran Symposium in the local community, i.e.: Irvine World News.
2.3 Hire an Outreach Coordinator.
2.4 Develop a Veteran Inclusion plan.

EXPANSION OF SERVICES

2.5 Remediation including tutoring and workshops. Increase in support services re: housing, food, mental health. Establish book program for students with financial needs.
2.6 Implement a remediation program to include tutoring and counseling.
2.7 Integrate and partner with campus Disabled Students Programs and Services.
2.8 Build an educational resource base for campus personnel by providing in-services for those who are observing issues with our veterans and who are supporting their education.
2.9 Develop a referral system utilizing the VA mental health and medical system.

TARGET

Identify 100% of enrolled veteran students eligible for services by spring 2016. Ensure all identified veteran students have received advisement and have a comprehensive academic plan by spring 2018.

FUNDING SOURCES

State allocation for Student Equity, ASIVC fund, General fund, BSI, Perkins, Student Success and Support Program, Wells Fargo grant

Student Equity Plan Summary

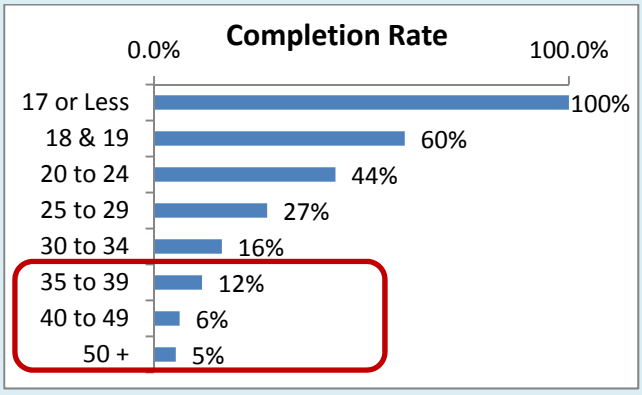
III. Indicator: ESL and Basic Skills Completion

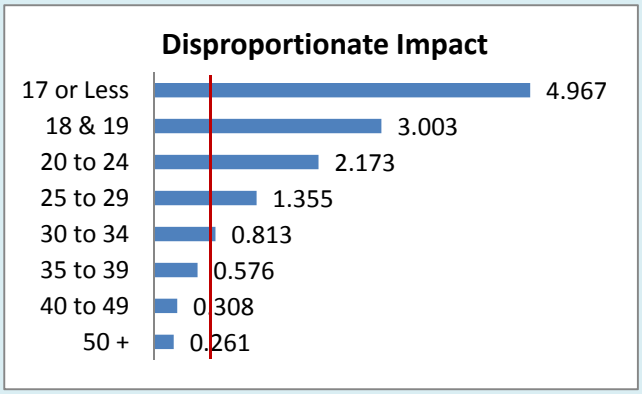
The percentage of credit students who attempted a course designated at "levels below transfer" in ESL and successfully completed a college-level ESL or college-level English course within six years.

Campus-Based Research

Disproportionate Impact:
Basic Skills Improvement (BSI) for ESL by Age: The data below indicate that students age 35+ have the lowest completion rates in BSI-ESL at 23%. These students are disproportionately impacted when compared to the 100% completion rate of students age 17 or less.

Data Analysis and Findings





Resources

- Language Acquisition Center
- Revised ESL sequence to align curriculum
- Orientation for ESL students
- Multilingual Campus Directory
- Counseling
- Career and academic advisement by discipline faculty members
- My Academic Plan workshops

Activities

RESEARCH

3.1 Hire Research Project Specialist to conduct a comprehensive analysis of the IVC ESL population.
3.2 Conduct an exit survey.
3.3 Visit established non-credit ESL programs in other community colleges.
3.4 Research progress and development of the South Orange County Regional Comprehensive Plan for Adult Education in response to AB86.

OUTREACH

3.5 Promote in multiple languages free tutoring in Basic Skills/ESL at the Student Success Center and enrollment in the Language Acquisition Center.
3.6 Promote the revised ESL Academic English sequence to Writing 1 with ESL students, ESL instructors, and counselors.
3.7 Target marketing efforts to businesses and institutions that employ and serve this demographic.

EXPANSION OF SERVICES

3.8 Consider developing a community education platform and expanding evening, weekend, and online courses and services for a multi-level, enhanced non-credit ESL program for students who want to take courses for non-academic reasons such as vocational, survival skills, citizenship, and lifelong learning purposes.
3.9 Create a non-credit Language Acquisition Center lab curriculum to augment classroom instruction.

Target

Increase rates of Basic Skills Improvement for ESL among students age 35+ according to their individual education goals by 3 points from 23% to 26% by spring 2018.

Funding Sources

State allocation for Student Equity, ASIVC fund, General fund, BSI, Perkins, Student Success and Support Program

Student Equity Plan Summary

IV. Indicator: ESL and Basic Skills Completion

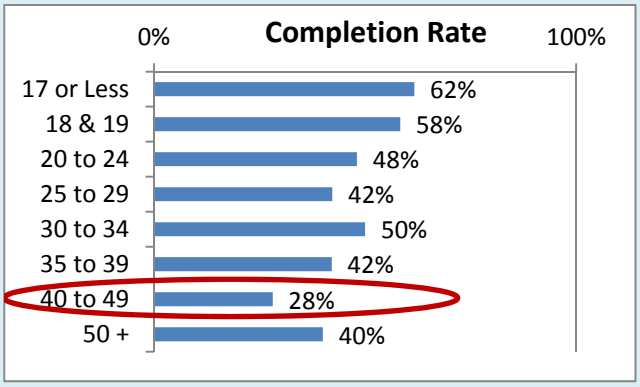
The percentage of credit students who attempted a course designated at "levels below transfer" in English and successfully completed a college-level course in English within six years.

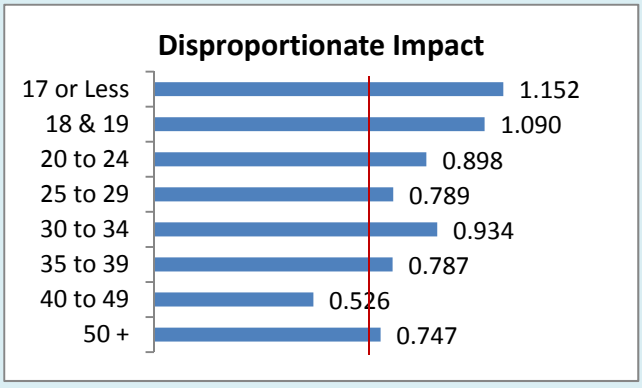
Campus-Based Research

Disproportionate Impact:

Basic Skills Improvement (BSI) for English by Age: The data below indicate that students ages 40 to 49 have the lowest completion rate in BSI-English at 28%. These students are disproportionately impacted when compared to the 62% completion rate of students ages 17 or less.

Data Analysis and Findings





Resources

- Language Acquisition Center
- Orientation for ESL students
- My Academic Plan workshops
- Infusion of Student Success and Support Program funds
- Workshops to help students develop life/educational goals
- Support Service Programs
- New academic English curriculum to Writing 1
- Counseling
- Career and academic advisement by discipline faculty members

Activities

RESEARCH

4.1 Hire Research Project Specialist to conduct a comprehensive analysis of the IVC ESL population.
4.2 Research what other colleges in Region 8 with similar completion rates are doing to target this population, and whether they offer non-credit options.
4.3 Investigate updating the online orientation process.

OUTREACH

4.4 Consider publishing flyers about available services in multiple languages.

EXPANSION OF SERVICES

4.5 Investigate whether to expand the availability of English courses (i.e. accelerated or pre-collegiate English) and services (i.e. Student Success Center), including in the evenings and on the weekends, with methods including hiring support staff and offering professional development/stipends to faculty and/or course directors.
4.6 Offer a greater variety of topics for Writing 1.
4.7 Offer more counseling services to ESL and international students.

Target

Increase rates of Basic Skills Improvement for English among students ages 40 to 49 according to their individual education goals by 3 points from 28% to 31% by spring 2018.

Funding Sources

State allocation for Student Equity, ASIVC fund, General fund, BSI, Perkins, Student Success and Support Program

Student Equity Plan Summary

V. Indicator: ESL and Basic Skills Completion

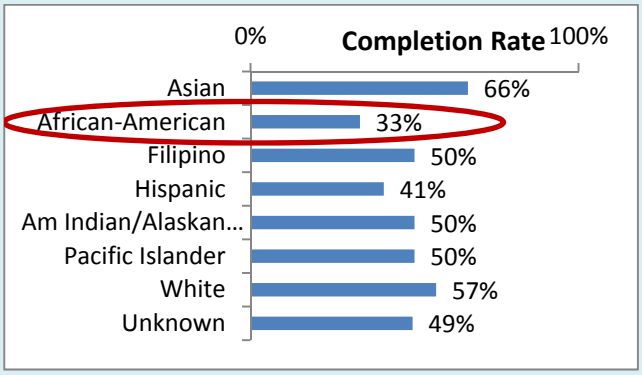
The percentage of credit students who attempted a course designated at "levels below transfer" in English and successfully completed a college-level course in English within six years.

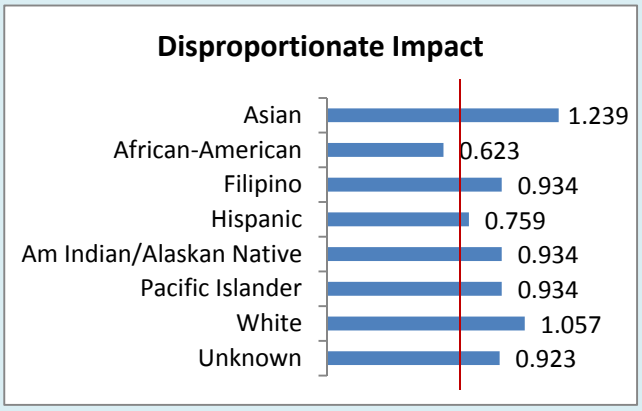
Campus-Based Research

Disproportionate Impact:

Basic Skills Improvement (BSI) for English by Ethnicity: The data below indicate that African/African-American students have the lowest completion rate in BSI-English at 33%. These students are disproportionately impacted when compared to the 66% completion rate of the highest performing subgroup, Asians.

Data Analysis and Findings





Resources

- Student Success Center (e.g., Tutoring, Language Acquisition Center)
- Student Ambassadors program
- My Academic Plan workshops
- Infusion of Student Success and Support Program funds
- Workshops to help students develop life/educational goals
- Support Service programs (e.g., Financial Aid, EOPS/CARE, CalWORKs, DSPS)
- Multilingual Campus Directory
- Counseling
- Career and academic advisement by discipline faculty members

Activities

RESEARCH

5.1 Hire Research Project Specialist to conduct a comprehensive analysis of the IVC ESL population.

5.2 Review results from past and future student satisfaction surveys to determine how connected African/African-American students feel at IVC.

OUTREACH

5.3 Promote and enhance offerings of student clubs and organizations on campus.

EXPANSION OF SERVICES

5.4 Expand, if necessary, the availability of English courses and services such as counseling and the Student Success Center in the evenings and on the weekends.

Target

Increase rates of Basic Skills Improvement for English among African/African-American students according to their individual education goals by 3 points from 33% to 36% by spring 2018.

Funding Sources

State allocation for Student Equity, ASIVC fund, General fund, BSI, Perkins, Student Success and Support Program

Student Equity Plan Summary

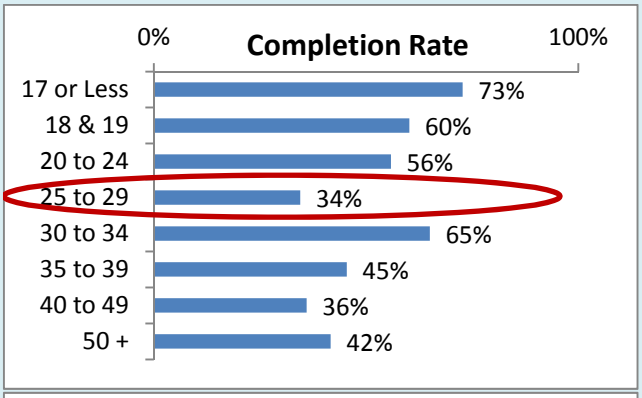
VI. Indicator: Degree and Certificate Completion

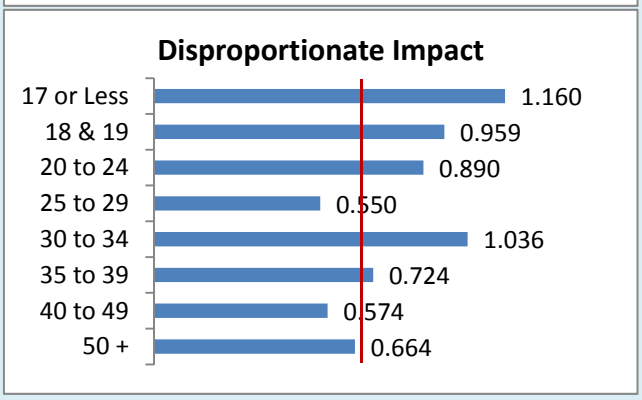
SPAR: The percentage of first-time students with the intent to complete and with a minimum of six units earned who attempted any Math or English in the first three years and earned a degree or certificate, transferred to a four-year institution, or achieved "transfer-prepared" status.

Campus-Based Research

Disproportionate Impact:
Completion Rate (SPAR) by Age: The data below indicate students ages 25 to 29 have the lowest completion rates at 34%. These students are disproportionately impacted when compared to the 73% of students age 17 or less.

Data Analysis and Findings





Resources

- Reading Center
- Writing Lab
- Tutoring (Student Success Center)
- Career and Transfer Center
- Financial Aid Center
- Counseling Center
- Math Center
- My Academic Plan workshops
- MAP Lab
- Career and academic advisement by discipline faculty

Activities

RESEARCH

6.1 Hire Research Project Specialist to conduct a comprehensive analysis of the IVC ESL population.
6.2 Reestablish a workgroup to review AR 5210.
6.3 Provide program/certificate-specific and general workshops.
6.4 Identify students who are 80-90% complete with their program and target student services to these students, closely tracking as they near completion.

OUTREACH

6.5 Increase awareness of on-campus internships and work study opportunities.
6.6 Increase awareness of services offered through the Career Center and increase marketing materials toward this age group.
6.7 Promote/enhance offerings of student clubs and organizations on campus.

EXPANSION OF SERVICES

6.8 Expand evening, weekend and online course and service (Student Success Center, Learning Acquisition Center, etc.) hours and offerings as indicated by research.
6.9 Investigate possible partnerships with local daycare centers and the on-site Child Development Center to offer reduced fees and/or expanded hours for children of young parents.
6.10 Offer additional sections of counseling courses.

Target

Increase the completion rate (SPAR) among students ages 25 to 29 by 3 points from 34% to 37% by spring 2018.

Funding Sources

State allocation for Student Equity, ASIVC fund, General fund, BSI, Perkins, Student Success and Support Program

Student Equity Plan Summary

VII. Indicator: Transfer

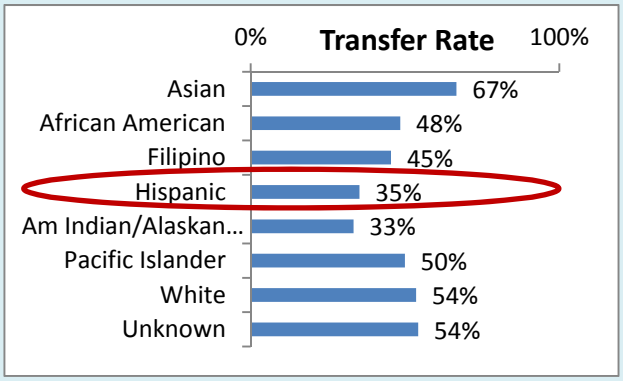
The percentage of first-time students with the intent to complete and with a minimum of six units earned who attempted any Math or English in the first three years and transferred to a four-year institution. (Derived from SPAR)

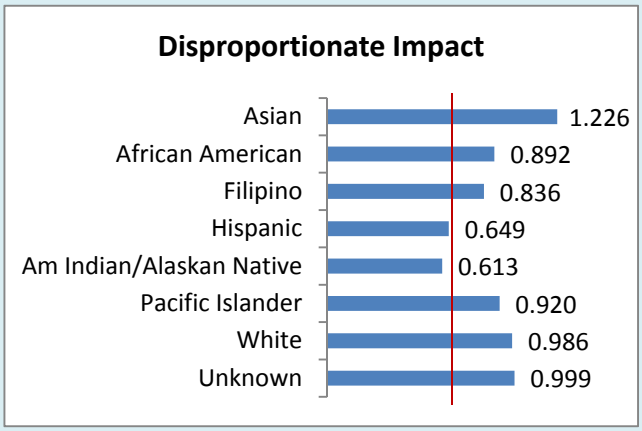
Campus-Based Research

Disproportionate Impact:

Transfer (SPAR) by Ethnicity: The data below indicate that Hispanic students, who have a transfer rate of 35%, experience the greatest adverse impact, when compared with the 67% transfer rate of Asian students. American Indian/Alaskan Native students also seem to be disproportionately impacted, but their cohort is comprised of only 4 students.

Data Analysis and Findings





Resources

- Student Success Center (e.g., Tutoring, Language Acquisition Center)
- Student Ambassadors program
- My Academic Plan workshops
- Infusion of Student Success and Support Program funds
- Workshops to help students develop life/educational goals
- Support Service Programs (e.g., Financial Aid, EOPS/CARE, CalWORKs, DSPS)
- Counseling, Career, and Transfer centers
- International Student Center and counseling
- Athletics Department and student-athlete counseling
- Veterans Services Center
- Student clubs and organizations (i.e. Hispanic Club)
- Multilingual Campus Directory
- Civic and professional groups
- Career and academic advisement by discipline faculty members

Activities

RESEARCH

7.1 Hire Research Project Specialist to conduct a comprehensive analysis of the IVC ESL population.

7.2 Utilize National Student Clearinghouse data to see if students are enrolling instead at other local community colleges that have larger Hispanic populations and HSI-related programs.

7.3 Review results from past and future student satisfaction surveys to determine how connected Hispanic students feel at IVC.

OUTREACH

7.4 Promote and enhance offerings of student clubs (i.e. the Hispanic Club) and organizations on campus.

EXPANSION OF SERVICES

7.5 Expand evening, weekend and online course and service (Student Success Center, Learning Acquisition Center, etc.) hours and offerings as indicated by research.

7.6 Investigate possible partnerships with local daycare center and the on-site Child Development Center to offer reduced fees and/or expanded hours for children of young parents.

7.7 Increase awareness of on-campus internships and work study opportunities.

7.8 Increase awareness of services offered through the Career Center and increase marketing materials toward this ethnic group.

Target

Increase the transfer rate among Hispanic students by 5 points from 35% to 38% by spring 2018.

Funding Sources

State allocation for Student Equity, ASIVC fund, General fund, BSI, Perkins, Student Success and Support Program

Contact People/Student Equity Coordinators

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Student Equity Plan

Campus-Based Research

Irvine Valley College
2014 Student Equity Plan:

Campus-Based Research

OVERVIEW

Based on Title 5 requirements, colleges have been directed to do an evaluation of the Student Equity Plan's student success indicators (Access, Transfer, ESL and Basic Skills Completion, Course Completion, and Degree/Certificate Completion) to assess whether there is a disproportionate impact among certain subpopulations (gender, age, ethnicity, disabled persons, persons who are economically disadvantaged, foster youth, and veterans).

Disproportionate impact is indicated when "the percentage of persons from a particular racial, ethnic, gender, age or disability group who are directed to a particular service or placement based on an assessment instrument, method, or procedure is significantly different from the representation of that group in the population of persons being assessed, and that discrepancy is not justified by empirical evidence demonstrating that the assessment instrument, method or procedure is a valid and reliable predictor of performance in the relevant educational setting."[6]

INDICATOR DEFINITIONS AND DATA

DEFINITIONS OF STUDENT SUBGROUPS

Each of the student equity metrics is disaggregated, when data are available, by age, gender, ethnicity, disability status, economically disadvantaged status, foster youth status, and veteran status.

Students who reported as having one or more disabilities are designated as disabled.

Unless otherwise noted, students who received a Board of Governor's Waiver or PELL grant, are CalWORKs or Workforce Investment Act participants, or are Department of Social Service clients are classified as being economically disadvantaged.

CALCULATING COMPLETION RATE

Completion rates are calculated for each of the five student success indicators by subpopulation. The rate is calculated within the subgroup, where the number of students with the successful outcome is divided by the number of students in the cohort.

CALCULATING DISPROPORTIONATE IMPACT

Two methodologies are generally used to measure disproportionate impact—the 80% Rule and proportionality. The 80% Rule compares the percentage of each disaggregated subgroup to the percentage of the reference subgroup in the same outcome group. The reference group is typically the highest performing subgroup attaining the desired outcome. The disadvantage of this methodology, however, is small sample sizes. If the reference group is very small, the comparison would yield unreliable results. Because of this limitation, the proportionality methodology is used to measure disproportionate impact.

The proportionality methodology compares the percentage of a disaggregated subgroup in an initial cohort to its own percentage in the resultant outcome group. The formula for proportionality index (PI) is the percentage in the outcome group divided by the percentage in the original cohort (Completed Percentage/Cohort Percentage). The following table displays the interpretations of the PI ratios:

Proportionality Index	**Interpretation**
1.0	Proportions of subgroups are equal.
Less Than 1.0	Subgroup is less prevalent in the outcome group.
More Than 1.0	Subgroup is more prevalent in the outcome group.

A ratio of 1.0 indicates that a subgroup is present in both conditions at the same rate. A ratio of less than 1.0 indicates that the subgroup is less prevalent in the outcome than the entire cohort. The higher the proportionality, the higher the rate at which a subgroup has attained a desired educational outcome; the lower the proportionality index, the lower the attainment rate. According to the Center for Urban Education at University of Southern California (USC), a research methods group, subgroups that have a PI ratio less than **.70** indicate that there is a major disparity among the population. Conversely, a ratio greater than 1.0 indicates that the subgroup is more prevalent in the outcome than the cohort.

For purposes of the Student Equity Plan data procedures, disproportionate impact need only be reported for the most current term/year. Therefore, PI is calculated for only the most recent term/year, and areas that are adversely affected are indicated by red text. Raw data used to calculate PI can be found in Appendix 1.

DATA LIMITATIONS

Within the last couple of years, California community colleges have been required to report data on foster youth and veteran students. Prior to this requirement, many colleges including IVC did not collect data on these populations. These data, which are collected locally, must be linked to the data retrieved from Data-on-Demand for proper disaggregation. Because of the lack of historical data, however, disaggregation of the data by foster youth and veteran status does not provide highly reliable findings to inform the creation of possible objectives and activities for these populations. Despite this limitation, the data are disaggregated by foster youth and veteran status in this section. Continued efforts to better identify these two populations will allow for the disaggregation of data by foster youth and veteran status in the next iteration of the plan.

I. Access

The percentage of each population group that is enrolled compared to that group's representation in the adult population within the community.

Data Source
IVC population data were obtained from the Annual/Term Student Count Report found on the California Community Colleges Chancellor's Office Management Information Systems (MIS) Data Mart. The community data were pulled from the 2008-2012 American Community Survey (ACS) and focus on the 16 zip codes that comprise IVC's service area.

Methodology
The proportionality index for access was calculated by dividing the percentage of each subgroup in the IVC population by the percentage of the same subgroup represented in the community. IVC's population includes students enrolled in a credit course during the Fall term.

Findings

- Students 35 years old and older are underrepresented compared to those of the same age in the service area. This is likely attributed to the fact that the College's target population is students who recently graduated from high school.
- With a PI of 0.56, American Indian/Alaskan Native students appear to be adversely affected. The small sample size, however, should be taken into consideration in this analysis.
- Compared to 5.5% of the community population being veterans, only 1.5% of IVC students are veterans. With a PI of 0.28, this subpopulation is severely underrepresented. However, these data are based on students who self-report as veterans. The College is probably serving more veterans than reported. Furthermore, as with age cohorts, veterans as a whole may not be the target population for IVC, although certain subgroups certainly are.

Table 1. Demographics by Gender

Gender	ACS 2008-2012	Irvine Valley College					Fall 2013 PI
		2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	
Female	50.6%	58.1%	57.6%	55.6%	54.9%	54.1%	1.07
Male	49.4%	40.7%	41.5%	42.8%	43.6%	44.2%	0.89
Unknown	0.0%	1.2%	1.0%	1.6%	1.5%	1.7%	n/a
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	

Table 2. Demographics by Age

Age	ACS 2008-2012	Irvine Valley College 2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	Fall 2013 PI
19 or Less	26.42%	24.75%	25.95%	27.46%	28.93%	28.79%	1.09
20 to 24	6.75%	25.34%	26.19%	28.04%	30.64%	31.58%	4.68
25 to 29	6.91%	11.14%	10.85%	10.74%	10.91%	10.37%	1.50
30 to 34	7.26%	5.88%	5.57%	5.78%	5.66%	5.84%	0.80
35 to 39	7.69%	4.36%	4.00%	3.96%	3.72%	3.73%	0.48
40 to 49	16.83%	7.37%	6.89%	6.37%	6.31%	6.07%	0.36
50+	28.13%	21.15%	20.55%	17.64%	13.82%	13.61%	0.48
Unknown	0.00%	0.01%	0.00%	0.00%	0.00%	0.00%	n/a
Total	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	

Table 3. Demographics by Ethnicity

Ethnicity	ACS 2008-2012	Irvine Valley College 2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	Fall 2013 PI
African- American	1.6%	1.9%	1.9%	2.0%	2.1%	2.2%	1.34
American Indian/ Alaskan Native	0.2%	0.4%	0.2%	0.2%	0.1%	0.1%	0.56
Asian	23.6%	29.3%	28.3%	29.2%	29.3%	28.3%	1.20
Hispanic	19.9%	10.4%	11.8%	14.1%	17.1%	19.9%	1.00
Multi-Ethnicity	3.0%	0.0%	1.7%	3.1%	3.8%	4.3%	1.45
Pacific Islander	0.3%	0.5%	0.4%	0.3%	0.3%	0.3%	1.11
Unknown	0.4%	6.7%	8.2%	6.6%	5.2%	3.3%	8.95
White Non-Hispanic	51.0%	50.7%	47.5%	44.5%	42.1%	41.5%	0.81
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	

Table 4. Demographics by Disability Status

DSPS	ACS 2008-2012	Irvine Valley College 2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	Fall 2013 PI
Yes	6.1%	2.1%	2.2%	2.3%	3.1%	4.2%	0.70
No	93.9%	97.9%	97.8%	97.7%	96.9%	95.8%	1.02
Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	

Table 5. Demographics by Economically Disadvantaged Status[7]

Status	ACS 2008-2012	Irvine Valley College 2013-2014	Fall 2013 PI
Yes	11.5%	10.7%	0.93
No	88.5%	89.3%	1.01
Total	**100.0%**	**100.0%**	

Table 6. Demographics by Foster Youth Status

Foster Youth	ACS 2008-2012	Irvine Valley College Fall 2012	Fall 2013	Fall 2013 PI
Yes	0.0%	0.1%	0.1%	2.84
No	100.0%	99.9%	99.9%	1.00
Total	**100.0%**	**100.0%**	**100.0%**	

Table 7. Demographics by Veteran Status

Veteran	ACS 2008-2012	Irvine Valley College Fall 2013	Fall 2013 PI
Yes	5.5%	1.5%	0.28
No	94.5%	98.5%	1.04
Total	**100.0%**	**100.0%**	

II. Course Completion

The ratio of the number of credit courses that students, by population group, complete compared to the number of courses in which students in that group are enrolled on the census day of the term.

Data Source
Course Completion data were obtained from the "Credit Course Retention/Success Rate Summary Report" found on the California Community Colleges Chancellor's Office MIS Data Mart.

Methodology
Course completion refers to the successful completion of a credit course. Successful course grades earned include grades of A, B, C, P, IA, IB, IC or IPP. Credit enrollments includes grades A, B, C, D, F, P, NP, I*, IPP, INP, FW, W and DR. Basic skills, degree applicable, transfer and vocational courses are included in this metric. By subgroup, proportionality index is calculated by dividing the percentage of successful course grades earned by the percentage of credit enrollments.

Findings
There is no disproportionate impact in course completion when disaggregated by gender, age and ethnicity.

Table 8. Course Completion by Gender

	Fall 2009		Fall 2010		Fall 2011		Fall 2012		Fall 2013	
	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI
Female	67.5%	1.013	71.5%	1.022	71.9%	1.022	73.8%	1.027	74.3%	1.032
Male	65.7%	0.985	68.4%	0.977	68.6%	0.976	70.0%	0.974	69.9%	0.971
Unknown	73.8%	1.107	71.5%	1.022	75.3%	1.072	74.9%	1.043	70.9%	0.984
Total	**66.7%**		**70.0%**		**70.3%**		**71.9%**		**72.0%**	

Table 9. Course Completion by Age Group

	Fall 2009		Fall 2010		Fall 2011		Fall 2012		Fall 2013	
	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI
Less than 17	79.1%	1.187	81.5%	1.164	82.9%	1.180	84.1%	1.171	84.5%	1.173
18 & 19	67.7%	1.015	70.5%	1.007	72.6%	1.033	73.4%	1.022	73.8%	1.025
20 to 24	62.5%	0.937	66.7%	0.953	66.3%	0.943	68.5%	0.953	68.2%	0.947
25 to 29	65.9%	0.989	67.4%	0.962	66.9%	0.951	69.1%	0.961	71.1%	0.987
30 to 34	66.5%	0.997	67.9%	0.971	69.5%	0.989	70.1%	0.975	71.7%	0.996
35 to 39	69.6%	1.043	73.4%	1.048	70.7%	1.005	73.5%	1.023	74.4%	1.032
40 to 49	68.1%	1.022	75.6%	1.080	75.9%	1.079	77.2%	1.075	77.4%	1.074
50 +	74.4%	1.116	77.6%	1.109	72.8%	1.036	75.4%	1.049	74.0%	1.027
Total	**66.7%**		**70.0%**		**70.3%**		**71.9%**		**72.0%**	

Table 10. Course Completion by Ethnicity

	Fall 2009		Fall 2010		Fall 2011		Fall 2012		Fall 2013	
	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI
African-American	55.3%	0.829	58.2%	0.831	53.3%	0.759	58.6%	0.816	60.5%	0.840
Am Indian/ Alaskan Native	51.0%	0.765	68.4%	0.977	57.4%	0.816	57.4%	0.799	60.0%	0.833
Asian	69.7%	1.045	74.2%	1.060	74.5%	1.061	77.1%	1.072	76.7%	1.065
Hispanic	62.1%	0.930	62.3%	0.891	62.6%	0.890	64.0%	0.890	65.8%	0.913
Multi-Ethnicity	61.5%	0.922	70.1%	1.001	71.5%	1.017	71.7%	0.998	70.7%	0.982
Pacific Islander	72.9%	1.093	59.3%	0.848	64.2%	0.914	57.9%	0.806	55.6%	0.772
Unknown	66.9%	1.003	71.4%	1.020	73.1%	1.040	76.3%	1.062	70.9%	0.984
White Non-Hispanic	67.1%	1.006	70.8%	1.011	72.0%	1.024	73.6%	1.024	73.7%	1.023
Total	**66.7%**		**70.0%**		**70.3%**		**71.9%**		**72.0%**	

III. ESL and Basic Skills Completion

Data Source
ESL and basic skills completion data was obtained from the California Community College Chancellor's Office Data-on-Demand.

Basic Skills Improvement (BSI) for ESL

The percentage of credit students who attempted a course designated at "levels below transfer" in ESL and successfully completed a college-level ESL or college-level English course within six years.

Methodology
BSI-ESL tracks a cohort of students from the time they first attempt a course at "levels below transfer" in ESL. A cohort is comprised of students who attempted a remedial credit ESL course that particular year and have a Social Security number. By subgroup, proportionality index is calculated by dividing the percentage of students who successfully completed a college-level ESL course or a college-level English course within six years by the percentage of students in the cohort.

Findings

- Students 35 years old and older are less prevalent in the outcome group with PIs decreasing and disproportionate impact increasing with students' age.
- African-American, Filipino and Pacific Islander students appear to be extremely impacted with a PI of 0.00. However, since their cohort sizes are less than 10, these conclusions are not reliable. Students with an unknown ethnicity also appear to be impacted, but identifying this population in order to understand their situation is difficult since their ethnicity is not known.
- With a completion rate of 40%, students who are economically disadvantaged are more prevalent in the outcome group with a PI of 2.00. Conversely, students who are not economically disadvantaged have a lower completion rate of 13.3% and a PI of 0.66.

Table 11. BSI-ESL by Gender

	2003-2004		2004-2005		2005-2006		2006-2007		2007-2008	
	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI
Female	19.6%	1.022	21.6%	1.096	15.6%	1.030	13.8%	1.123	18.2%	0.906
Male	18.4%	0.955	15.6%	0.789	14.0%	0.925	8.8%	0.719	24.2%	1.204
Unknown	n/a	n/a	n/a	n/a	n/a	n/a	0.0%	0.000	50.0%	2.484*[8]
Total	**19.2%**		**19.7%**		**15.2%**		**12.3%**		**20.1%**	

Table 12. BSI-ESL by Age

	2003-2004		2004-2005		2005-2006		2006-2007		2007-2008	
	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI
Less than 17	66.7%	3.468	66.7%	3.377	50.0%	3.295	60.0%	4.873	100.0%	4.967*
18 & 19	50.0%	2.601	73.9%	3.744	57.7%	3.802	48.3%	3.921	60.5%	3.003
20 to 24	31.1%	1.620	42.2%	2.139	33.3%	2.197	26.8%	2.179	43.8%	2.173
25 to 29	18.5%	0.963	15.8%	0.800	18.5%	1.220	9.5%	0.774	27.3%	1.355
30 to 34	17.3%	0.902	15.5%	0.786	8.7%	0.573	11.1%	0.902	16.4%	0.813
35 to 39	10.5%	0.548	3.7%	0.188	7.3%	0.479	3.8%	0.312	11.6%	0.576
40 to 49	11.6%	0.605	10.4%	0.528	9.5%	0.628	3.8%	0.307	6.2%	0.308
50 +	10.1%	0.528	6.6%	0.332	5.3%	0.347	3.1%	0.254	5.3%	0.261
Total	**19.2%**		**19.7%**		**15.2%**		**12.3%**		**20.1%**	

Table 13. BSI-ESL by Ethnicity

	2003-2004		2004-2005		2005-2006		2006-2007		2007-2008	
	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI
Asian	18.1%	0.942	21.3%	1.078	11.8%	0.779	15.5%	1.259	17.3%	0.858
African-American	0.0%	0.000	0.0%	0.000	0.0%	0.000	0.0%	0.000	0.0%	0.000*
Filipino	0.0%	0.000	0.0%	0.000	0.0%	0.000	50.0%	4.061	0.0%	0.000*
Hispanic	11.1%	0.578	10.3%	0.524	22.0%	1.450	0.0%	0.000	14.3%	0.710
Pacific Islander	0.0%	0.000	n/a	n/a	n/a	n/a	n/a	n/a	0.0%	0.000*
White	26.4%	1.373	22.1%	1.120	20.0%	1.318	12.0%	0.972	31.0%	1.537
Unknown	16.7%	0.867	20.8%	1.055	7.7%	0.507	11.5%	0.937	10.7%	0.532
Total	**19.2%**		**19.7%**		**15.2%**		**12.3%**		**20.1%**	

Table 14. BSI-ESL by Disability Status

	2003-04		2004-05		2005-06		2006-07		2007-08	
	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI
Yes	40.0%	2.081	0.0%	0.000	33.3%	2.197	50.0%	4.061	100.0%	4.967*
No	18.8%	0.977	19.8%	1.005	14.8%	0.973	12.1%	0.985	19.2%	0.956
Total	**19.2%**		**19.7%**		**15.2%**		**12.3%**		**20.1%**	

Table 15. BSI-ESL by Economic Disadvantaged Status

	2003-04		2004-05		2005-06		2006-07		2007-08	
	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI
Yes	29.3%	1.526	34.9%	1.767	16.3%	1.077	23.7%	1.926	40.4%	2.004
No	14.7%	0.767	15.5%	0.783	14.8%	0.973	8.6%	0.702	13.3%	0.661
Total	**19.2%**		**19.7%**		**15.2%**		**12.3%**		**20.1%**	

Table 16. BSI-ESL by Foster Youth Status

	2003-04		2004-05		2005-06		2006-07		2007-08	
	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI
Yes	0.0%	0.000	n/a	n/a	0.0%	0.000	n/a	n/a	n/a	n/a
No	19.3%	1.002	19.7%	1.000	15.2%	1.002	12.3%	1.000	20.1%	1.000
Total	**19.2%**		**19.7%**		**15.2%**		**12.3%**		**20.1%**	

Table 17. BSI-ESL by Veteran Status

	2003-04		2004-05		2005-06		2006-07		2007-08	
	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI
Yes	n/a	n/a	n/a	n/a	0.0%	0.000	0.0%	0.000	n/a	n/a
No	19.2%	1.000	19.7%	1.000	15.2%	1.002	12.3%	1.003	20.1%	1.000
Total	**19.2%**		**19.7%**		**15.2%**		**12.3%**		**20.1%**	

Basic Skills Improvement for English

The percentage of credit students who attempted a course designated at "levels below transfer" in English and successfully completed a college-level course in English within six years.

Methodology

BSI-English tracks a cohort of students from the time they first attempt a course at "levels below transfer" in English. A cohort is comprised of students who attempted a remedial credit English course that particular year and have a Social Security number. By subgroup, proportionality index is calculated by dividing the percentage of students who successfully completed college-level English course within six years by the percentage of students in the cohort.

Findings

- When examining by gender, unknown students have the lowest completion rate at 0.0% and a PI of 0.00. Although they appear to be disproportionately impacted, since their cohort size is less than 10 and their identity is unclear, conclusions from these data are not reliable.
- Compared to the youngest age group with a completion rate of 61.7%, students between the ages of 40 and 49 have a completion rate of 28.1%. They are disproportionately impacted with a PI of 0.53.
- African-American students are disproportionately impacted with a PI of 0.62. Their completion rate is half of the highest performing group at 33.3%.
- Foster youth are adversely and disproportionately affected, with a completion rate that is less than half of that for non-Foster Youth students. Since their cohort sizes are less than 10, these conclusions are not reliable. Additionally, since the College began tracking this group recently, their performance and any disproportionate impact cannot be analyzed over time.

Table 18. BSI-English by Gender

	Fall 2009		Fall 2010		Fall 2011		Fall 2012		Fall 2013	
	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI
Female	57.7%	0.985	75.7%	1.120	69.9%	1.040	67.7%	1.003	55.4%	1.036
Male	59.5%	1.015	59.7%	0.883	64.6%	0.960	67.1%	0.994	52.4%	0.980
Unknown	n/a	n/a	0.0%	0.000	n/a	n/a	100.0%	1.481	0.0%	0.000*
Total	**58.6%**		**67.6%**		**67.2%**		**67.5%**		**53.5%**	

Table 19. BSI-English by Age

	2003-2004		2004-2005		2005-2006		2006-2007		2007-2008	
	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI
Less than 17	63.8%	1.089	77.5%	1.146	80.0%	1.190	61.4%	0.909	61.7%	1.152
18 & 19	65.6%	1.119	68.5%	1.013	68.4%	1.017	70.9%	1.050	58.4%	1.090
20 to 24	56.7%	0.967	65.6%	0.971	57.3%	0.852	68.7%	1.017	48.1%	0.898
25 to 29	45.3%	0.773	64.5%	0.954	69.6%	1.035	63.2%	0.935	42.2%	0.789
30 to 34	45.0%	0.768	65.5%	0.969	88.9%	1.322	69.2%	1.025	50.0%	0.934
35 to 39	52.0%	0.887	60.9%	0.900	61.9%	0.921	72.2%	1.070	42.1%	0.787
40 to 49	40.6%	0.693	68.8%	1.017	63.0%	0.936	47.2%	0.699	28.1%	0.526
50 +	50.0%	0.853	69.2%	1.024	83.3%	1.239	20.0%	0.296	40.0%	0.747
Total	**58.6%**	**0.000**	**67.6%**		**67.2%**		**67.5%**		**53.5%**	

Table 20. BSI-English by Ethnicity

	2003-2004		2004-2005		2005-2006		2006-2007		2007-2008	
	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI
Asian	63.5%	1.083	73.4%	1.086	74.3%	1.105	80.4%	1.191	66.3%	1.239
African-American	36.6%	0.624	47.4%	0.701	51.6%	0.768	55.0%	0.815	33.3%	0.623
Filipino	54.5%	0.931	57.1%	0.845	79.3%	1.180	52.4%	0.776	50.0%	0.934
Hispanic	55.6%	0.949	62.3%	0.922	61.2%	0.910	56.2%	0.832	40.6%	0.759
Am Indian/ Alaskan Native	20.0%	0.341	50.0%	0.740	0.0%	0.000	60.0%	0.889	50.0%	0.934*
Pacific Islander	33.3%	0.569	66.7%	0.986	60.0%	0.892	62.5%	0.926	50.0%	0.934*
White	60.6%	1.034	70.6%	1.044	68.2%	1.014	68.2%	1.010	56.6%	1.057
Unknown	57.6%	0.983	62.7%	0.928	62.0%	0.922	66.3%	0.981	49.4%	0.923
Total	**58.6%**		**67.6%**		**67.2%**		**67.5%**		**53.5%**	

Table 21. BSI-English by Disability Status

	2003-04		2004-05		2005-06		2006-07		2007-08	
	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI
Yes	62.1%	1.059	60.0%	0.888	85.3%	1.269	56.5%	0.837	43.1%	0.806
No	58.4%	0.996	68.1%	1.008	66.4%	0.987	68.3%	1.011	54.2%	1.014
Total	**58.6%**		**67.6%**		**67.2%**		**67.5%**		**53.5%**	

Table 22. BSI-English by Economically Disadvantaged Status

	2003-04		2004-05		2005-06		2006-07		2007-08	
	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI
Yes	65.4%	1.116	66.8%	0.988	72.0%	1.071	72.4%	1.072	56.6%	1.057
No	55.2%	0.943	68.0%	1.006	65.0%	0.967	65.4%	0.968	52.3%	0.976
Total	**58.6%**		**67.6%**		**67.2%**		**67.5%**		**53.5%**	

Table 23. BSI-English by Foster Youth Status

	2003-04		2004-05		2005-06		2006-07		2007-08	
	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI
Yes	n/a	n/a	0.0%	0.000	100.0%	1.487	50.0%	0.741	25.0%	0.467*
No	58.6%	1.000	67.8%	1.003	67.2%	0.999	67.6%	1.001	53.7%	1.003
Total	**58.6%**		**67.6%**		**67.2%**		**67.5%**		**53.5%**	

Table 24. BSI-English by Veteran Status

	2003-04		2004-05		2005-06		2006-07		2007-08	
	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI
Yes	25.0%	0.427	80.0%	1.183	90.0%	1.339	66.7%	0.987	66.7%	1.246*
No	58.8%	1.003	67.5%	0.999	66.9%	0.995	67.5%	1.000	53.5%	0.999
Total	**58.6%**		**67.6%**		**67.2%**		**67.5%**		**53.5%**	

Basic Skills Improvement for Math

The percentage of credit students who attempted a course designated at "levels below transfer" in math and successfully completed a college-level course in math within six years.

Methodology

BSI-Math tracks a cohort of students from the time they first attempt a course at "levels below transfer" in math. A cohort is comprised of students who attempted a remedial credit Math course that particular year and have a Social Security number. By subgroup, proportionality index is calculated by dividing the percentage of students who successfully completed college-level math course within six years by the percentage of students in the overall cohort.

Findings

- American Indian/Alaskan Native students are severely impacted with a PI of 0.00. However, the cohort size for this subgroup is less than 10, so results should not be generalized to the general native population. African-American students are also impacted (PI<0.70), but the small cohort size (<30) leads to inconsistent findings over the years.
- Foster youth and veteran students appear to be severely impacted with completion rates of 0.0% and PIs of 0.00, but since their cohort sizes are less than 10, these conclusions are not reliable.

Table 25. BSI-Math by Gender

	2003-2004		2004-2005		2005-2006		2006-2007		2007-2008	
	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI
Female	37.2%	1.024	37.2%	1.036	49.4%	1.084	42.5%	1.035	39.9%	1.018
Male	35.2%	0.969	34.2%	0.951	40.0%	0.879	39.6%	0.964	38.0%	0.969
Unknown	n/a	n/a	n/a	n/a	n/a	n/a	50.0%	1.219	100.0%	2.549*
Total	**36.3%**		**35.9%**		**45.5%**		**41.0%**		**39.2%**	

Table 26. BSI-Math by Age

	2003-2004		2004-2005		2005-2006		2006-2007		2007-2008	
	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI
Less than 17	40.0%	1.103	40.0%	1.113	53.3%	1.172	44.4%	1.083	55.0%	1.402
18 & 19	37.8%	1.042	35.0%	0.974	49.6%	1.090	40.6%	0.989	42.0%	1.070
20 to 24	27.5%	0.758	33.3%	0.928	34.0%	0.747	38.0%	0.926	31.5%	0.802
25 to 29	36.0%	0.992	34.5%	0.960	41.3%	0.907	42.1%	1.026	36.8%	0.939
30 to 34	38.7%	1.067	46.4%	1.292	44.4%	0.976	46.7%	1.137	63.2%	1.610
35 to 39	42.3%	1.166	29.2%	0.812	40.9%	0.899	44.0%	1.072	28.6%	0.728
40 to 49	43.3%	1.194	38.6%	1.075	64.9%	1.425	51.4%	1.252	43.5%	1.108
50 +	42.1%	1.161	47.1%	1.310	47.8%	1.051	15.4%	0.375	35.3%	0.900
Total	**36.3%**		**35.9%**		**45.5%**		**41.0%**		**39.2%**	

Table 27. BSI-Math by Ethnicity

	2003-2004		2004-2005		2005-2006		2006-2007		2007-2008	
	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI
Asian	26.7%	0.735	38.5%	1.071	55.1%	1.210	46.2%	1.125	35.3%	0.900
African-American	8.7%	0.240	37.5%	1.044	20.0%	0.439	62.5%	1.523	27.3%	0.695
Filipino	25.0%	0.689	57.1%	1.591	40.0%	0.879	27.3%	0.665	33.3%	0.850
Hispanic	41.6%	1.145	30.1%	0.839	45.1%	0.991	35.0%	0.853	30.0%	0.765
Am Indian/ Alaskan Native	0.0%	0.000	0.0%	0.000	n/a	n/a	20.0%	0.487	0.0%	0.000*
Pacific Islander	0.0%	0.000	n/a	n/a	50.0%	1.098	20.0%	0.487	33.3%	0.850*
White	38.0%	1.048	40.0%	1.113	44.5%	0.978	42.8%	1.043	45.1%	1.149
Unknown	59.1%	1.629	19.4%	0.541	53.5%	1.175	41.8%	1.019	44.1%	1.123
Total	**36.3%**		**35.9%**		**45.5%**		**41.0%**		**39.2%**	

Table 28. BSI-Math by Disability Status

	2003-04		2004-05		2005-06		2006-07		2007-08	
	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI
Yes	38.2%	1.054	34.5%	0.960	51.5%	1.132	47.7%	1.163	46.7%	1.190
No	36.1%	0.994	36.0%	1.003	45.0%	0.988	40.3%	0.982	38.7%	0.988
Total	**36.3%**		**35.9%**		**45.5%**		**41.0%**		**39.2%**	

Table 29. BSI-Math by Economically Disadvantaged Status

	2003-04		2004-05		2005-06		2006-07		2007-08	
	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI
Yes	29.1%	0.803	38.8%	1.081	46.3%	1.018	45.3%	1.105	36.1%	0.919
No	39.6%	1.090	34.5%	0.961	45.1%	0.991	38.9%	0.947	40.6%	1.034
Total	**36.3%**		**35.9%**		**45.5%**		**41.0%**		**39.2%**	

Table 30. BSI-Math by Foster Youth Status

	2003-04		2004-05		2005-06		2006-07		2007-08	
	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI
Yes	n/a	n/a	33.3%	0.928	0.0%	0.000	33.3%	0.812	0.0%	0.000*
No	36.3%	1.000	35.9%	1.001	45.8%	1.005	41.1%	1.001	39.4%	1.004
Total	**36.3%**		**35.9%**		**45.5%**		**41.0%**		**39.2%**	

Table 31. BSI-Math by Veteran Status

	2003-04		2004-05		2005-06		2006-07		2007-08	
	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI
Yes	66.7%	1.838	25.0%	0.696	37.5%	0.824	66.7%	1.625	0.0%	0.000*
No	36.0%	0.992	36.0%	1.003	45.7%	1.004	40.9%	0.996	39.3%	1.002
Total	**36.3%**		**35.9%**		**45.5%**		**41.0%**		**39.2%**	

IV. Degree and Certificate Completion

30-Units Rate

The percentage of degree/transfer seeking first-time students with a minimum of six units earned who attempted any math or English in the first three years and earned at least 30 units in the CCC system within six years of entry.

Data Source

30 Units data was extracted from the Student Progress and Attainment Rate, downloaded from Data-on-Demand.

Methodology

The 30 Unit Rate includes only students who took a credit course in the California Community College (CCC) system for the first time, have a valid Social Security number, earned six units within the first three years of enrollment anywhere in the CCC system, and attempted a math or English class during those three years. Students who previously enrolled in a course outside of the CCC system are excluded. By subgroup, proportionality index is calculated by dividing the percentage of students who earned 30 units within six years of entry by the percentage of students in the overall cohort.

Findings

- The only group disproportionately is American Indian/Alaskan Native students (PI=0.68). However, this group is comprised of a very small number of students (<10) so the conclusions are not reliable.

Table 32. 30-Units by Gender

	2003-2004		2004-2005		2005-2006		2006-2007		2007-2008	
	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI
Female	67.5%	1.008	68.6%	0.992	70.2%	0.994	70.6%	1.025	75.1%	1.018
Male	66.5%	0.992	69.9%	1.010	71.1%	1.007	67.4%	0.978	72.2%	0.979
Unknown	n/a	n/a	0.0%	0.000	n/a	n/a	75.0%	1.089	100.0%	1.356*
Total	**67.0%**		**69.2%**		**70.6%**		**68.9%**		**73.7%**	

Table 33. 30-Units by Age

	2003-2004		2004-2005		2005-2006		2006-2007		2007-2008	
	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI
Less than 17	62.2%	0.928	68.9%	0.996	65.7%	0.930	63.3%	0.918	67.0%	0.909
18 & 19	74.0%	1.104	72.8%	1.053	77.6%	1.099	74.5%	1.082	79.6%	1.080
20 to 24	59.3%	0.886	63.4%	0.917	58.2%	0.825	65.1%	0.945	64.9%	0.880
25 to 29	50.0%	0.746	48.5%	0.701	53.8%	0.763	55.0%	0.798	62.1%	0.842
30 to 34	65.4%	0.976	70.0%	1.012	57.1%	0.809	62.5%	0.907	85.0%	1.153
35 to 39	42.9%	0.640	35.7%	0.516	52.9%	0.750	54.5%	0.792	81.8%	1.110
40 to 49	52.4%	0.782	61.5%	0.890	66.7%	0.944	45.5%	0.660	56.0%	0.759
50 +	57.1%	0.853	71.4%	1.033	40.0%	0.566	20.0%	0.290	83.3%	1.130
Total	**67.0%**		**69.2%**		**70.6%**		**68.9%**		**73.7%**	

Table 34. 30-Units by Ethnicity

	2003-2004		2004-2005		2005-2006		2006-2007		2007-2008	
	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI
Asian	68.0%	1.014	73.2%	1.059	66.9%	0.948	72.4%	1.051	72.9%	0.989
African-American	47.1%	0.702	55.2%	0.798	48.1%	0.682	53.8%	0.781	72.7%	0.986
Filipino	73.9%	1.103	71.4%	1.033	68.6%	0.971	67.5%	0.980	72.7%	0.986
Hispanic	66.7%	0.995	64.4%	0.931	75.2%	1.064	59.1%	0.857	72.1%	0.978
Am Indian/ Alaskan Native	57.1%	0.853	66.7%	0.964	66.7%	0.944	50.0%	0.726	50.0%	0.678*
Pacific Islander	50.0%	0.746	60.0%	0.868	80.0%	1.133	55.6%	0.806	66.7%	0.904*
White	67.5%	1.008	69.8%	1.008	71.6%	1.015	70.5%	1.023	74.4%	1.009
Unknown	70.4%	1.050	66.7%	0.964	75.3%	1.067	73.0%	1.059	76.8%	1.042
Total	**67.0%**		**69.2%**		**70.6%**		**68.9%**		**73.7%**	

Table 35. 30-Units by Disability Status

	2003-04		2004-05		2005-06		2006-07		2007-08	
	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI
Yes	78.4%	1.171	75.0%	1.084	77.1%	1.092	66.1%	0.959	76.4%	1.036
No	66.4%	0.991	68.9%	0.996	70.4%	0.997	69.0%	1.002	73.6%	0.999
Total	**67.0%**		**69.2%**		**70.6%**		**68.9%**		**73.7%**	

Table 36. 30-Units by Economically Disadvantaged Status

	2003-04		2004-05		2005-06		2006-07		2007-08	
	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI
Yes	75.5%	1.127	79.0%	1.143	82.5%	1.168	80.7%	1.171	83.5%	1.133
No	62.6%	0.934	63.2%	0.913	64.6%	0.915	62.6%	0.909	67.7%	0.918
Total	**67.0%**		**69.2%**		**70.6%**		**68.9%**		**73.7%**	

Table 37. 30-Units by Foster Youth Status

	2003-04		2004-05		2005-06		2006-07		2007-08	
	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI
Yes	0.0%	0.000	n/a	n/a	100.0%	1.416	100.0%	1.451	100.0%	1.356*
No	67.1%	1.001	69.2%	1.000	70.6%	1.000	68.9%	1.000	73.7%	0.999
Total	**67.0%**		**69.2%**		**70.6%**		**68.9%**		**73.7%**	

Table 38. 30-Units by Veteran Status

	2003-04		2004-05		2005-06		2006-07		2007-08	
	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI
Yes	50.0%	0.746	50.0%	0.723	80.0%	1.133	75.0%	1.089	100.0%	1.356*
No	67.0%	1.001	69.2%	1.001	70.6%	0.999	68.9%	1.000	73.7%	1.000
Total	**67.0%**		**69.2%**		**70.6%**		**68.9%**		**73.7%**	

Persistence Rate

The percentage of degree/transfer seeking first-time students with a minimum of six units earned who attempted any math or English in the first three years and enrolled in the first three consecutive primary semester terms anywhere in the CCC system.

Data Source

Persistence data were extracted from the Student Progress and Attainment Rate, downloaded from Data-on-Demand.

Methodology

The Persistence Rate includes only students who took a credit course in the California Community College (CCC) system for the first time, have a valid Social Security number, earned six units within the first three years of enrollment anywhere in the CCC system, and attempted a math or English course during those three years. Students who previously enrolled in a course outside of the CCC system are excluded. By subgroup, proportionality index is calculated by dividing the percentage of students who enrolled in their first three consecutive primary semester terms anywhere in the CCC system by the percentage of students in the overall cohort.

Findings

- Younger students ages 17 and less are adversely affected with a persistence rate of 49.9%. However, this age group includes high school students who directly enroll in a four-year institution immediately following graduation from high school.
- When examining persistence rates by ethnicity, students who identified as American Indian/Alaskan Native and Pacific Islander are disproportionately impacted. However, since these two groups are comprised of a very small number of students (<10), conclusions drawn from these data are not reliable.

Table 39. Persistence by Gender

	2003-2004		2004-2005		2005-2006		2006-2007		2007-2008	
	Persistence Rate (%)	PI	Persistence Rate (%)	PI	Persistence Rate (%)	PI	Persistence Rate (%)	PI	Persistence Rate (%)	PI
Female	65.3%	0.989	69.2%	1.019	68.6%	0.985	68.5%	1.010	73.6%	1.027
Male	66.9%	1.011	66.7%	0.981	70.7%	1.016	67.2%	0.991	69.6%	0.971
Unknown	n/a	n/a	100.0%	1.471	n/a	n/a	75.0%	1.106	85.7%	1.196*
Total	**66.1%**		**68.0%**		**69.6%**		**67.8%**		**71.7%**	

Table 40. Persistence by Age

	2003-2004		2004-2005		2005-2006		2006-2007		2007-2008	
	Persistence Rate (%)	PI	Persistence Rate (%)	PI	Persistence Rate (%)	PI	Persistence Rate (%)	PI	Persistence Rate (%)	PI
Less than 17	40.1%	0.607	53.1%	0.782	53.0%	0.762	43.4%	0.640	49.9%	0.696
18 & 19	81.8%	1.237	76.7%	1.128	81.9%	1.177	82.6%	1.218	85.4%	1.191
20 to 24	63.7%	0.964	67.7%	0.997	57.1%	0.821	65.1%	0.960	71.2%	0.993
25 to 29	60.5%	0.916	48.5%	0.713	69.2%	0.995	65.0%	0.959	62.1%	0.866
30 to 34	69.2%	1.047	70.0%	1.030	64.3%	0.924	50.0%	0.737	70.0%	0.977
35 to 39	64.3%	0.972	71.4%	1.051	47.1%	0.676	54.5%	0.804	72.7%	1.015
40 to 49	66.7%	1.008	69.2%	1.019	66.7%	0.958	68.2%	1.005	64.0%	0.893
50 +	100.0%	1.513	71.4%	1.051	70.0%	1.006	80.0%	1.180	91.7%	1.279
Total	**66.1%**		**68.0%**		**69.6%**		**67.8%**		**71.7%**	

Table 41. Persistence by Ethnicity

	2003-2004		2004-2005		2005-2006		2006-2007		2007-2008	
	Persistence Rate (%)	PI	Persistence Rate (%)	PI	Persistence Rate (%)	PI	Persistence Rate (%)	PI	Persistence Rate (%)	PI
Asian	59.1%	0.894	64.7%	0.952	63.9%	0.918	60.3%	0.889	66.9%	0.934
African-American	52.9%	0.801	65.5%	0.964	51.9%	0.745	61.5%	0.907	90.9%	1.268
Filipino	60.9%	0.921	81.0%	1.191	62.9%	0.903	70.0%	1.032	69.7%	0.972
Hispanic	72.6%	1.099	66.1%	0.973	73.3%	1.053	67.8%	1.000	75.3%	1.050
Am Indian/ Alaskan Native	57.1%	0.864	100.0%	1.471	66.7%	0.958	75.0%	1.106	50.0%	0.698*
Pacific Islander	100.0%	1.513	100.0%	1.471	60.0%	0.862	100.0%	1.475	50.0%	0.698*
White	68.7%	1.039	68.2%	1.003	73.6%	1.057	69.9%	1.031	71.9%	1.004
Unknown	70.4%	1.064	73.1%	1.075	64.4%	0.925	75.7%	1.116	76.2%	1.062
Total	**66.1%**		**68.0%**		**69.6%**		**67.8%**		**71.7%**	

Table 42. Persistence by Disability Status

	2003-04		2004-05		2005-06		2006-07		2007-08	
	Persistence Rate (%)	PI	Persistence Rate (%)	PI	Persistence Rate (%)	PI	Persistence Rate (%)	PI	Persistence Rate (%)	PI
Yes	72.5%	1.097	70.5%	1.037	85.7%	1.231	81.4%	1.200	81.8%	1.142
No	65.8%	0.995	67.8%	0.998	69.1%	0.992	67.1%	0.990	71.2%	0.994
Total	**66.1%**		**68.0%**		**69.6%**		**67.8%**		**71.6%**	

Table 43. Persistence by Economically Disadvantaged Status

	2003-04		2004-05		2005-06		2006-07		2007-08	
	Persistence Rate (%)	PI	Persistence Rate (%)	PI	Persistence Rate (%)	PI	Persistence Rate (%)	PI	Persistence Rate (%)	PI
Yes	69.2%	1.046	73.3%	1.078	72.6%	1.043	73.7%	1.086	75.0%	1.046
No	64.5%	0.976	64.7%	0.953	68.1%	0.978	64.7%	0.954	69.6%	0.971
Total	**66.1%**		**68.0%**		**69.6%**		**67.8%**		**71.7%**	

Table 44. Persistence by Foster Youth Status

	2003-04		2004-05		2005-06		2006-07		2007-08	
	Persistence Rate (%)	PI	Persistence Rate (%)	PI	Persistence Rate (%)	PI	Persistence Rate (%)	PI	Persistence Rate (%)	PI
Yes	100.0%	1.513	n/a	n/a	100.0%	1.437	100.0%	1.475	100.0%	1.395*
No	66.1%	0.999	68.0%	1.000	69.6%	1.000	67.8%	1.000	71.6%	0.999
Total	**66.1%**		**68.0%**		**69.6%**		**67.8%**		**71.7%**	

Table 45. Persistence by Veteran Status

	2003-04		2004-05		2005-06		2006-07		2007-08	
	Persistence Rate (%)	PI	Persistence Rate (%)	PI	Persistence Rate (%)	PI	Persistence Rate (%)	PI	Persistence Rate (%)	PI
Yes	100.0%	1.513	50.0%	0.736	60.0%	0.862	25.0%	0.369	100.0%	1.395*
No	66.0%	0.999	68.0%	1.001	69.6%	1.001	68.0%	1.002	71.7%	1.000
Total	**66.1%**		**68.0%**		**69.6%**		**67.8%**		**71.7%**	

Completion Rate (Student Progress and Attainment Rate)

The percentage of degree/transfer seeking first-time students with a minimum of six units earned who attempted any math or English in the first three years and achieved any of the following outcomes within six years of entry:

- ***Earned an AA/AS or credit certificate (Chancellor's Office approved)***
- ***Transferred to a four-year institution (students shown to have enrolled at any four-year institution of higher education after enrolling at a CCC)***
- ***Achieved "Transfer Prepared" status (student successfully completed 60 UC/CSU transferable units with a GPA >=2.0)***

Data Source

SPAR data was downloaded from Data-on-Demand.

Methodology

SPAR includes only students who took a credit course in the California Community College (CCC) system for the first time, have a valid Social Security number, earned six units within the first three years of enrollment anywhere in the CCC system, and attempted a math or English course during those three years. Students who previously enrolled in a course outside of the CCC system are excluded. By subgroup, proportionality index is calculated by dividing the percentage of students who earned any of the above outcomes within six years of entry by the percentage of students in the overall cohort.

Findings

- Students between the ages of 25 and 29 have the lowest completion rate (34.5%) of any age group and are disproportionately impacted (PI=0.55). Students 40 years old and older are also disproportionately impacted with completion rates of nearly 40.0%.
- When disaggregated by ethnicity, students who identified as American Indian/Alaskan Native are disproportionately impacted with a PI of 0.53.
- With a completion rate of 25.0% and PI of 0.40, foster youth are most disproportionately impacted. However, this group is comprised of a very small number of students (<10), so interpreting these data are not reliable or valid, nor can the experience of this group yet be tracked over time.

Table 46. SPAR by Gender

	2003-2004		2004-2005		2005-2006		2006-2007		2007-2008	
	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI
Female	63.8%	1.028	58.0%	0.967	63.0%	1.020	65.1%	1.043	64.4%	1.027
Male	60.4%	0.973	62.0%	1.034	60.5%	0.979	59.9%	0.961	61.2%	0.975
Unknown	n/a	n/a	0.0%	0.000	n/a	n/a	75.0%	1.203	57.1%	0.911*
Total	**62.1%**		**59.9%**		**61.8%**		**62.4%**		**62.7%**	

Table 47. SPAR by Age

	2003-2004		2004-2005		2005-2006		2006-2007		2007-2008	
	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI
Less than 17	72.0%	1.161	79.9%	1.333	74.7%	1.209	75.1%	1.204	72.7%	1.160
18 & 19	61.8%	0.997	56.5%	0.943	59.4%	0.961	61.2%	0.982	60.2%	0.959
20 to 24	54.9%	0.885	45.2%	0.754	51.6%	0.836	43.0%	0.690	55.9%	0.890
25 to 29	47.4%	0.763	39.4%	0.657	53.8%	0.871	35.0%	0.561	34.5%	0.550
30 to 34	30.8%	0.496	30.0%	0.501	57.1%	0.925	31.3%	0.501	65.0%	1.036
35 to 39	35.7%	0.576	21.4%	0.358	23.5%	0.381	36.4%	0.583	45.5%	0.724
40 to 49	52.4%	0.844	46.2%	0.770	27.8%	0.449	31.8%	0.510	36.0%	0.574
50 +	14.3%	0.230	14.3%	0.238	20.0%	0.324	0.0%	0.000	41.7%	0.664
Total	**62.1%**	**0.000**	**59.9%**		**61.8%**		**62.4%**		**62.7%**	

Table 48. SPAR by Ethnicity

	2003-2004		2004-2005		2005-2006		2006-2007		2007-2008	
	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI
Asian	69.5%	1.120	73.2%	1.222	74.5%	1.206	76.1%	1.220	76.0%	1.212
African-American	44.1%	0.711	34.5%	0.575	51.9%	0.839	34.6%	0.555	48.5%	0.773
Filipino	26.1%	0.420	71.4%	1.192	54.3%	0.878	52.5%	0.842	54.5%	0.869
Hispanic	54.7%	0.881	45.8%	0.764	49.1%	0.794	50.9%	0.816	44.2%	0.705
Am Indian/ Alaskan Native	28.6%	0.460	33.3%	0.556	33.3%	0.539	75.0%	1.203	33.3%	0.531*
Pacific Islander	50.0%	0.806	80.0%	1.335	60.0%	0.971	33.3%	0.534	66.7%	1.063*
White	61.3%	0.988	57.8%	0.964	60.5%	0.980	60.2%	0.965	61.4%	0.978
Unknown	81.5%	1.313	61.5%	1.027	61.6%	0.997	65.8%	1.055	63.6%	1.013
Total	**62.1%**		**59.9%**		**61.8%**		**62.4%**		**62.7%**	

Table 49. SPAR by Disability Status

	2003-04		2004-05		2005-06		2006-07		2007-08	
	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI
Yes	47.1%	0.758	43.2%	0.720	57.1%	0.925	39.0%	0.625	54.5%	0.869
No	62.9%	1.013	60.8%	1.014	62.0%	1.003	63.6%	1.020	63.1%	1.005
Total	**62.1%**		**59.9%**		**61.8%**		**62.4%**		**62.8%**	

Table 50. SPAR by Economically Disadvantaged Status

	2003-04		2004-05		2005-06		2006-07		2007-08	
	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI
Yes	60.5%	0.975	59.5%	0.992	62.5%	1.011	61.6%	0.988	61.1%	0.974
No	62.9%	1.013	60.2%	1.005	61.5%	0.995	62.8%	1.007	63.8%	1.016
Total	**62.1%**		**59.9%**		**61.8%**		**62.4%**		**62.7%**	

Table 51. SPAR by Foster Youth Status

	2003-04		2004-05		2005-06		2006-07		2007-08	
	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI
Yes	100.0%	1.611	n/a	n/a	0.0%	0.000	0.0%	0.000	25.0%	0.398*
No	62.0%	0.999	59.9%	1.000	61.9%	1.001	62.4%	1.001	62.8%	1.002
Total	**62.1%**		**59.9%**		**61.8%**		**62.4%**		**62.7%**	

Table 52. SPAR by Veteran Status

	2003-04		2004-05		2005-06		2006-07		2007-08	
	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI
Yes	50.0%	0.806	25.0%	0.417	40.0%	0.647	25.0%	0.401	100.0%	1.594*
No	62.1%	1.000	60.1%	1.003	61.9%	1.002	62.5%	1.002	62.7%	1.000
Total	**62.1%**		**59.9%**		**61.8%**		**62.4%**		**62.7%**	

Degree and Certificate Completion (Derived from SPAR)

The percentage of first-time students with a minimum of six units earned who attempted any math or English in the first three years and earned an AA/AS or credit certificate (Chancellor's Office approved) within six years of entry.

Data Source

Degree and Certificate Completion was extracted from the Student Progress and Attainment Rate, downloaded from Data-on-Demand.

Methodology

Award completion includes only students who took a credit course in the California Community College (CCC) system for the first time, have a valid Social Security number, earned six units within the first three years of enrollment anywhere in the CCC system, and attempted a math or English course during those three years. Students who previously enrolled in courses outside of the CCC system are excluded. By subgroup, proportionality index is calculated by dividing the percentage of students who earned a degree or certificate within six years of entry by the percentage of students in the overall cohort.

Findings

- The only group disproportionately is American Indian/Alaskan Native students (PI=0.68). However, since this group is comprised of a very small number of students (<10), the conclusions drawn from the date are not reliable or valid.

Table 53. Award Completion by Gender

	2003-2004		2004-2005		2005-2006		2006-2007		2007-2008	
	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI
Female	24.2%	1.148	22.8%	1.160	27.7%	1.096	31.2%	1.127	34.1%	1.165
Male	17.9%	0.853	16.7%	0.848	22.7%	0.898	24.4%	0.882	24.6%	0.838
Unknown	n/a	n/a	0.0%	0.000	n/a	n/a	50.0%	1.808	28.6%	0.975*
Total	**21.0%**		**19.7%**		**25.3%**		**27.7%**		**29.3%**	

Table 54. Award Completion by Age

	2003-2004		2004-2005		2005-2006		2006-2007		2007-2008	
	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI
Less than 17	16.4%	0.781	21.7%	1.102	25.6%	1.014	25.2%	0.911	24.6%	0.840
18 & 19	22.7%	1.079	18.3%	0.932	26.3%	1.043	30.6%	1.106	31.8%	1.084
20 to 24	20.9%	0.992	20.4%	1.040	23.1%	0.914	25.6%	0.925	29.7%	1.014
25 to 29	28.9%	1.375	24.2%	1.234	19.2%	0.762	35.0%	1.265	31.0%	1.059
30 to 34	26.9%	1.279	20.0%	1.018	28.6%	1.131	12.5%	0.452	40.0%	1.365
35 to 39	28.6%	1.357	0.0%	0.000	11.8%	0.466	18.2%	0.657	36.4%	1.241
40 to 49	23.8%	1.131	38.5%	1.957	16.7%	0.660	4.5%	0.164	24.0%	0.819
50 +	14.3%	0.679	14.3%	0.727	20.0%	0.792	0.0%	0.000	33.3%	1.137
Total	**21.0%**	**0.000**	**19.7%**		**25.3%**		**27.7%**		**29.3%**	

Table 55. Award Completion by Ethnicity

	2003-2004		2004-2005		2005-2006		2006-2007		2007-2008	
	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI
Asian	17.0%	0.807	23.2%	1.181	28.5%	1.129	33.0%	1.193	33.1%	1.128
African-American	23.5%	1.118	10.3%	0.526	7.4%	0.293	11.5%	0.417	21.2%	0.724
Filipino	13.0%	0.620	28.6%	1.454	22.9%	0.905	22.5%	0.813	27.3%	0.930
Hispanic	23.9%	1.137	19.5%	0.992	29.2%	1.156	25.1%	0.909	26.8%	0.916
Am Indian/ Alaskan Native	14.3%	0.679	0.0%	0.000	33.3%	1.320	0.0%	0.000	0.0%	0.000*
Pacific Islander	25.0%	1.188	0.0%	0.000	40.0%	1.584	33.3%	1.205	33.3%	1.137*
White	22.6%	1.072	18.5%	0.942	24.1%	0.956	26.7%	0.966	28.7%	0.980
Unknown	22.2%	1.056	19.2%	0.979	19.2%	0.759	27.9%	1.010	28.5%	0.972
Total	**21.0%**		**19.7%**		**25.3%**		**27.7%**		**29.3%**	

Table 56. Award Completion by Disability Status

	2003-04		2004-05		2005-06		2006-07		2007-08	
	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI
Yes	19.6%	0.932	20.5%	1.041	22.9%	0.905	22.0%	0.797	25.5%	0.867
No	21.1%	1.004	19.6%	0.998	25.3%	1.003	28.0%	1.011	29.5%	1.005
Total	**21.0%**		**19.7%**		**25.3%**		**27.7%**		**29.4%**	

Table 57. Award Completion by Economically Disadvantaged Status

	2003-04		2004-05		2005-06		2006-07		2007-08	
	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI
Yes	23.9%	1.136	26.7%	1.360	33.2%	1.313	38.2%	1.380	34.4%	1.175
No	19.5%	0.929	15.4%	0.781	21.3%	0.842	22.1%	0.798	26.1%	0.891
Total	**21.0%**		**19.7%**		**25.3%**		**27.7%**		**29.3%**	

V. Transfer

Transfer Prepared (Derived from SPAR)

The percentage of first-time students with a minimum of six units earned who attempted any math or English in the first three years and achieved "Transfer Prepared" status (student successfully completed 60 UC/CSU transferable units with a GPA >=2.0) within six years of entry.

Data Source

Transfer Prepared was extracted from the Student Progress and Attainment Rate, downloaded from Data-on-Demand.

Methodology

Transfer Prepared includes only students who took a credit course in the California Community College (CCC) system for the first time, have a valid Social Security number, earned six units within the first three years of enrollment anywhere in the CCC system, and attempted a math or English course during those three years. Students who previously enrolled in a course outside of the CCC system are excluded. By subgroup, proportionality index is calculated by dividing the percentage of students who successfully completed 60 UC/CSU transferable units with a GPA >=2.0 within six years of entry by the percentage of students in the overall cohort.

Findings

- Students between the ages of 25 and 29 have a completion rate over 50% less than the highest performing group. With a PI of 0.53, they are disproportionately impacted. Another adversely affected group is those 40 to 49 years of age, with one out of five of these students becoming transfer prepared (PI=0.52). Students 50 year old and older are most impacted with a PI of 0.00.
- When disaggregated by ethnicity, students who identified as American Indian/Alaskan Native are most impacted with a PI of 0.00. However, since this group is comprised of a very small number of students (<10), conclusions drawn from these numbers are not reliable or valid. Aside from this American Indian/Alaskan Native, African-American students have the lowest percentage of students becoming transfer prepared (24.2%). With a PI of 0.62, these students are also disproportionately impacted.

Table 58. Transfer Prepared by Gender

	2003-2004		2004-2005		2005-2006		2006-2007		2007-2008	
	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI
Female	36.4%	1.021	35.6%	0.988	37.7%	0.986	40.7%	1.088	38.8%	0.998
Male	34.9%	0.979	36.5%	1.014	38.8%	1.014	34.2%	0.916	38.8%	1.001
Unknown	n/a	n/a	0.0%	0.000	n/a	n/a	75.0%	2.006	42.9%	1.104*
Total	**35.7%**		**36.0%**		**38.2%**		**37.4%**		**38.8%**	

Table 59. Transfer Prepared by Age

	2003-2004		2004-2005		2005-2006		2006-2007		2007-2008	
	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI
Less than 17	32.9%	0.922	40.9%	1.136	35.5%	0.930	30.8%	0.825	34.7%	0.894
18 & 19	42.9%	1.201	39.0%	1.083	43.4%	1.135	45.5%	1.216	44.2%	1.139
20 to 24	26.4%	0.739	24.7%	0.686	34.1%	0.892	25.6%	0.684	35.1%	0.905
25 to 29	21.1%	0.590	21.2%	0.588	23.1%	0.604	20.0%	0.535	20.7%	0.533
30 to 34	7.7%	0.216	10.0%	0.277	35.7%	0.935	18.8%	0.502	30.0%	0.773
35 to 39	21.4%	0.601	0.0%	0.000	11.8%	0.308	9.1%	0.243	27.3%	0.703
40 to 49	19.0%	0.534	23.1%	0.640	11.1%	0.291	4.5%	0.122	20.0%	0.515
50 +	14.3%	0.400	0.0%	0.000	0.0%	0.000	0.0%	0.000	0.0%	0.000
Total	**35.7%**		**36.0%**		**38.2%**		**37.4%**		**38.8%**	

Table 60. Transfer Prepared by Ethnicity

	2003-2004		2004-2005		2005-2006		2006-2007		2007-2008	
	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI
Asian	40.2%	1.126	38.8%	1.077	38.4%	1.005	42.4%	1.135	45.6%	1.174
African-American	20.6%	0.577	24.1%	0.670	22.2%	0.582	19.2%	0.514	24.2%	0.624
Filipino	13.0%	0.366	61.9%	1.717	40.0%	1.047	32.5%	0.869	48.5%	1.249
Hispanic	35.9%	1.006	28.8%	0.799	36.6%	0.959	29.8%	0.798	31.1%	0.800
Am Indian/ Alaskan Native	14.3%	0.400	0.0%	0.000	33.3%	0.873	25.0%	0.669	0.0%	0.000*
Pacific Islander	0.0%	0.000	60.0%	1.664	40.0%	1.047	33.3%	0.892	33.3%	0.859*
White	35.0%	0.982	34.8%	0.964	39.7%	1.038	37.4%	1.000	37.5%	0.965
Unknown	44.4%	1.246	43.6%	1.209	35.6%	0.932	42.3%	1.133	39.7%	1.024
Total	**35.7%**		**36.0%**		**38.2%**		**37.4%**		**38.8%**	

Table 61. Transfer Prepared by Disability Status

	2003-04		2004-05		2005-06		2006-07		2007-08	
	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI
Yes	27.5%	0.770	31.8%	0.883	45.7%	1.197	28.8%	0.771	36.4%	0.937
No	36.1%	1.012	36.3%	1.006	38.0%	0.993	37.8%	1.012	38.9%	1.003
Total	**35.7%**		**36.0%**		**38.2%**		**37.4%**		**38.8%**	

Table 62. Transfer Prepared by Economically Disadvantaged Status

	2003-04		2004-05		2005-06		2006-07		2007-08	
	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI
Yes	42.7%	1.196	42.2%	1.172	45.8%	1.198	46.4%	1.241	44.3%	1.140
No	32.0%	0.898	32.3%	0.896	34.4%	0.900	32.6%	0.872	35.4%	0.913
Total	**35.7%**		**36.0%**		**38.2%**		**37.4%**		**38.8%**	

Transfers (Derived from SPAR)

The percentage of first-time students with a minimum of six units earned who attempted any math or English in the first three years and transferred to a four-year institution (students shown to have enrolled at any four-year institution of higher education after enrolling at a CCC) within six years of entry.

Data Source

Transfers were extracted from the Student Progress and Attainment Rate, downloaded from Data-on-Demand.

Methodology

Transfers include only students who took a credit course in the California Community College (CCC) system for the first time, have a valid Social Security number, earned six units within the first three years of enrollment anywhere in the CCC system, and attempted a Math or English course during those three years. Students who previously enrolled in a course outside of the CCC system are excluded. By subgroup, proportionality index is calculated by dividing the percentage of students who successfully transferred to a four-year institution within six years of entry by the percentage of students in the overall cohort.

Findings

- Students between the ages of 25 and 29 have a completion rate of 17.2%. With a PI of 0.32, compared to the youngest age group who has a completion rate of 66.4%, 25-29 year old students are highly disproportionately impacted. Additionally, students 35 years old and older are adversely affected with an average completion rate of approximately 24.0%.
- When disaggregated by ethnicity, students who identified as American Indian/Alaskan Native are most impacted with a PI of 0.61. However, since this group is comprised of a very small number of students (<10), conclusions drawn from these numbers are not reliable or valid. Another subgroup disproportionately impacted is Hispanic students, who have a PI of 0.65. These students' transfer rate is approximately half of that for Asians, the highest performing ethnic group.

Table 63. Transfers by Gender

	2003-2004		2004-2005		2005-2006		2006-2007		2007-2008	
	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI
Female	54.3%	1.006	49.8%	0.947	54.6%	1.033	57.2%	1.046	55.9%	1.028
Male	53.6%	0.994	55.3%	1.053	51.0%	0.965	52.3%	0.957	52.8%	0.972
Unknown	n/a	n/a	0.0%	0.000	n/a	n/a	75.0%	1.372	57.1%	1.051*
Total	**54.0%**		**52.6%**		**52.9%**		**54.7%**		**54.4%**	

Table 64. Transfers by Age

	2003-2004		2004-2005		2005-2006		2006-2007		2007-2008	
	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI
Less than 17	67.1%	1.244	75.6%	1.438	67.8%	1.281	71.3%	1.305	66.4%	1.221
18 & 19	53.6%	0.994	47.1%	0.896	50.3%	0.950	51.4%	0.940	52.0%	0.957
20 to 24	46.2%	0.855	41.9%	0.798	44.0%	0.831	37.2%	0.681	45.0%	0.829
25 to 29	28.9%	0.537	27.3%	0.519	34.6%	0.654	20.0%	0.366	17.2%	0.317
30 to 34	19.2%	0.356	20.0%	0.381	35.7%	0.675	18.8%	0.343	45.0%	0.828
35 to 39	28.6%	0.530	21.4%	0.408	11.8%	0.222	27.3%	0.499	27.3%	0.502
40 to 49	28.6%	0.530	30.8%	0.586	11.1%	0.210	22.7%	0.416	28.0%	0.515
50 +	0.0%	0.000	14.3%	0.272	10.0%	0.189	0.0%	0.000	16.7%	0.307
Total	**54.0%**		**52.6%**		**52.9%**		**54.7%**		**54.4%**	

Table 65. Transfers by Ethnicity

	2003-2004		2004-2005		2005-2006		2006-2007		2007-2008	
	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI
Asian	62.9%	1.166	63.4%	1.206	68.8%	1.301	69.4%	1.269	66.7%	1.226
African-American	38.2%	0.709	31.0%	0.591	40.7%	0.770	26.9%	0.493	48.5%	0.892
Filipino	26.1%	0.484	47.6%	0.906	45.7%	0.864	47.5%	0.869	45.5%	0.836
Hispanic	42.7%	0.792	41.5%	0.790	39.1%	0.740	42.7%	0.781	35.3%	0.649
Am Indian/ Alaskan Native	28.6%	0.530	33.3%	0.634	33.3%	0.630	75.0%	1.372	33.3%	0.613*
Pacific Islander	25.0%	0.463	60.0%	1.142	60.0%	1.134	33.3%	0.610	50.0%	0.920*
White	53.7%	0.995	51.7%	0.984	50.4%	0.953	51.8%	0.947	53.6%	0.986
Unknown	64.8%	1.201	52.6%	1.000	52.1%	0.984	57.7%	1.055	54.3%	0.999
Total	**54.0%**		**52.6%**		**52.9%**		**54.7%**		**54.4%**	

Table 66. Transfers by Disability Status

	2003-04		2004-05		2005-06		2006-07		2007-08	
	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI
Yes	35.3%	0.654	36.4%	0.692	40.0%	0.756	28.8%	0.527	45.5%	0.835
No	54.9%	1.018	53.4%	1.015	53.3%	1.008	56.0%	1.025	54.8%	1.007
Total	**54.0%**		**52.6%**		**52.9%**		**54.7%**		**54.4%**	

Table 67. Transfers by Economically Disadvantaged Status

	2003-04		2004-05		2005-06		2006-07		2007-08	
	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI
Yes	51.9%	0.961	50.9%	0.968	50.7%	0.958	52.2%	0.955	51.5%	0.947
No	55.0%	1.020	53.6%	1.020	54.0%	1.021	56.0%	1.024	56.2%	1.033
Total	**54.0%**		**52.6%**		**52.9%**		**54.7%**		**54.4%**	

Transfer Velocity

Of first-time college students who have shown "behavioral intent to transfer," the percentage of students who transfer to a four-year institution six years after initial enrollment.

Data Source

Transfer Velocity data was obtained from the Transfer Velocity Report found on the California Community Colleges Chancellor's Office MIS Data Mart.

Methodology

Transfer Velocity tracks cohorts of first-time college students for six years to determine if these students have intent to transfer based on their course-taking patterns. This "behavioral intent to transfer" refers to students who have completed 12 credit units and attempted transfer-level math or English within six years of entry into the CCC system. Six years after initial enrollment, cohorts are finalized and rates are calculated retroactively. By subgroup, proportionality index is calculated by dividing the percentage of students who successfully transferred to a four-year institution within six years after initial enrollment by the percentage of students in the overall cohort.

Findings

- The youngest age group has the highest transfer velocity rate, 64.6%; in contrast, students between the ages of 25 and 29 have a rate of 33.3%. With a PI of 0.55, they are disproportionately impacted. Students between the ages of 35 to 39 as well as 50+ are also adversely affected, but these groups are comprised of a very small number of students (<10), so conclusions from these data are not reliable.
- By ethnicity, American Indian/Alaskan Native students are severely disproportionately impacted (PI=0.00). However, since this group is comprised of a very small number of students (<10), conclusions drawn from these numbers are not reliable or valid
- With a transfer velocity rate of 25%, economically disadvantaged students are disproportionately impacted (PI=0.42). However, since this group is comprised of a very small number of students (<10), conclusions drawn from these numbers are not reliable or valid.

Table 68. Transfer Velocity by Gender

	Fall 2009		Fall 2010		Fall 2011		Fall 2012		Fall 2013	
	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI
Female	58.3%	1.020	48.5%	0.944	57.4%	1.049	58.9%	1.037	61.9%	1.029
Male	56.1%	0.982	54.3%	1.058	52.1%	0.951	54.8%	0.964	58.2%	0.967
Unknown	n/a	n/a	0.0%	0.000	n/a	n/a	66.7%	1.172	80.0%	1.330*
Total	**57.2%**		**51.3%**		**54.7%**		**56.9%**		**60.1%**	

Table 69. Transfer Velocity by Age

	2003-2004		2004-2005		2005-2006		2006-2007		2007-2008	
	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI
Less than 17	65.0%	1.138	69.7%	1.359	65.3%	1.192	64.7%	1.137	64.6%	1.075
18 & 19	57.3%	1.002	46.7%	0.910	52.0%	0.949	55.8%	0.981	59.3%	0.986
20 to 24	52.6%	0.921	49.3%	0.960	53.4%	0.976	50.8%	0.893	59.7%	0.993
25 to 29	28.6%	0.500	26.7%	0.520	42.9%	0.783	12.5%	0.220	33.3%	0.554
30 to 34	26.7%	0.467	20.0%	0.390	71.4%	1.305	15.4%	0.271	60.0%	0.998
35 to 39	60.0%	1.050	0.0%	0.000	0.0%	0.000	0.0%	0.000	20.0%	0.333*
40 to 49	33.3%	0.583	25.0%	0.487	8.3%	0.152	30.0%	0.528	42.9%	0.713
50 +	0.0%	0.000	50.0%	0.974	25.0%	0.457	0.0%	0.000	33.3%	0.554*
Unknown							100.0%	1.758		
Total	**57.2%**		**51.3%**		**54.7%**		**56.9%**		**60.1%**	

Table 70. Transfer Velocity by Ethnicity

	2003-2004		2004-2005		2005-2006		2006-2007		2007-2008	
	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI
African-American	42.1%	0.737	29.2%	0.568	21.4%	0.391	29.4%	0.517	60.9%	1.012
Am Indian/ Alaskan Native	20.0%	0.350	50.0%	0.974	33.3%	0.609	75.0%	1.319	0.0%	0.000*
Asian	68.0%	1.189	62.0%	1.208	70.5%	1.288	69.4%	1.220	65.7%	1.092
Filipino	38.9%	0.680	55.6%	1.082	44.0%	0.804	51.6%	0.908	58.3%	0.970
Hispanic	41.4%	0.724	42.9%	0.835	43.8%	0.801	43.5%	0.764	46.6%	0.775
Pacific Islander	100.0%	1.749	50.0%	0.974	75.0%	1.370	37.5%	0.659	50.0%	0.831*
Unknown	63.6%	1.113	54.1%	1.054	53.6%	0.979	54.5%	0.959	62.6%	1.041
White Non-Hispanic	56.4%	0.986	49.0%	0.955	52.0%	0.949	55.7%	0.979	59.8%	0.994
Total	**57.2%**		**51.3%**		**54.7%**		**56.9%**		**60.1%**	

Table 71. Transfer Velocity by Disability Status

	2003-04		2004-05		2005-06		2006-07		2007-08	
	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI
Yes	44.7%	0.783	41.2%	0.802	41.7%	0.761	36.6%	0.643	53.8%	0.895
No	57.8%	1.012	51.8%	1.010	55.1%	1.007	57.7%	1.014	60.4%	1.004
Total	**57.2%**		**51.3%**		**54.7%**		**56.9%**		**60.1%**	

Table 72. Transfer Velocity by Economically Disadvantaged Status

	2003-04		2004-05		2005-06		2006-07		2007-08	
	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI
Yes	0.0%	0.000	16.7%	0.325	16.7%	0.304	0.0%	0.000	25.0%	0.416*
No	57.2%	1.001	51.6%	1.006	55.0%	1.005	57.0%	1.003	60.3%	1.002
Total	**57.2%**		**51.3%**		**54.7%**		**56.9%**		**60.1%**	

Student Equity Plan

Goals and Activities

Goals and Activities

Provide sufficient details to illustrate your college's student equity goals and objectives. List action activities to ensure student equity outcomes whenever disparity is noted within any success indicator area for any student population group. Goals should include performance measures for determining progress toward achieving the desired outcomes. The measures should identify the baseline data finding/s from the basic research which forms the basis for noting an equity issue, as well as the amount of progress to be achieved. Establish target dates for achieving expected outcomes and list the staff person (position) involved in its completion (title 5 §54220(a)(2)). Describe implementation actions to activities identified to address student equity goals to include, but not limited to, existing student equity related programs on your campus (title 5 §54220(a)(3)).

A. ACCESS

"Compare the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community served"

Objective 1

By 2016: Identify 100% of former foster youth students at Irvine Valley College and ensure they are receiving the necessary services to facilitate their success.

By 2017: Pell-eligible FY students will be contacted directly to ensure all students complete the FAFSA application and all Chafee-eligible students receive their grant.

ACTIVITY	EXPECTED OUTCOMES	RESPONSIBLE PERSON	TARGET START DATE
RESEARCH:			
1.1 Coordinate with District IT to establish a MySite foster youth module.	Flag all foster youth students and relevant information in the Student Information System for foster youth data collection and report building.	District IT	Spring 2015

1.2 Coordinate with District IT to eliminate enrollment barriers pertaining to automatic non-resident coding upon applying.	Increase foster youth students' access.	District IT and Admissions and Records	Spring 2017
OUTREACH:			
1.3 Establish a Foster Youth Liaison as the contact person for FY students and the community.	Coordinate services and increase awareness.	Financial Aid Office	Spring 2015
1.4 Work with local agencies to identify current foster youth students.	Coordinate services and increase awareness. Increase foster youth students' access.	Financial Aid Office	Fall 2016
1.5 Work with local high schools to identify McKinney-Veto students.	Coordinate services and increase awareness.	Financial Aid Office, Outreach Director	Spring 2017
1.6 Conduct FAFSA workshops in early fall/spring semesters for any and all students who identify as foster youth.	Conduct specialized outreach to this demographic.	Financial Aid Office, Outreach Director	Spring 2015
EXPANSION OF SERVICES:			
1.7 Dedicate funding to develop a foster youth one-stop shop on campus that includes access to academic counseling, referrals to on-campus and off-campus services, and other support services.	Increase services and resources to facilitate student success.	Financial Aid Office, Outreach Director	Fall 2018
1.8 Conduct training with all faculty and staff involved in the delivery of basic skills courses to students regarding the specialized needs of foster youth and strategies for supporting their success.	Professional development to increase the awareness of the targeted population's needs.	Student Equity Coordinator	Spring 2018

Objective 2

Identify 100% of enrolled veteran students eligible for services offered by spring 2016. Ensure all identified veteran students have received advisement and have a comprehensive academic plan by spring 2018.

ACTIVITY	EXPECTED OUTCOMES	RESPONSIBLE PERSON	TARGET START DATE
RESEARCH:			
2.1 Coordinate with District IT to establish a veterans MySite module.	To have the ability to flag all veteran students and relevant information in the Student Information System for veteran data collection and report building.	District IT	Spring 2015
OUTREACH:			
2.2 Advertise the annual Veteran Symposium in the local community, i.e.: Irvine World News.	To invite veterans in the community to our campus.	Sr. Veterans Specialist	2015 Symposium
2.3 Hire an Outreach Coordinator.	To conduct specialized outreach to this demographic.	Outreach Director	Spring 2015
2.4 Develop a Veteran Inclusion plan.	a) Identify current veteran students who have not taken advantage of services offered at the VSC, and b) to encourage current veteran students to self-identify.	Veterans Services Director / Outreach, Research Department	Fall 2015/ Spring 2016
EXPANSION OF SERVICES:			
2.5 Remediation including tutoring and workshops. Increase support services re: housing, food, mental health. Establish book program for students with financial needs.	To facilitate the successful completion of veteran students and target the weaknesses found in this population.	Veterans Services Director / Community Resources	Fall 2015
2.6 Implement a remediation program to include tutoring and counseling.	Improve students' placement scores upon admission and prior to retesting.	Veterans Services Director, Student Success Center, SSSP, EOPS	Spring 2016
2.7 Integrate and partner with campus Disabled Students Programs and Services.	Offer accommodations for the physical and mental health issues many veterans face.	Counseling Services Dean, Veteran Services Director, DSPS department	Ongoing

2.8 Build an educational resource base for campus personnel by providing in-services for those that are observing issues with our veterans and who are supporting their education.	Increase awareness of the challenges this population faces and provide professional development opportunities that are focused on helping our veteran students.	Veterans Services Director	Fall 2015
2.9 Develop referral system utilizing the VA mental health and medical system.	Maximize student veteran access to medical benefits.	Veterans Services Director, local office of Department of Veterans Affairs	Spring/Fall 2016

C. COURSE COMPLETION

"Ratio of the number of credit courses that students by population group actually complete by the end of the term compared to the number of courses in which students in that group are enrolled on the census day of the term"

No objectives or activities were created for this metric since the data revealed no disproportionate impact.

D. ESL AND BASIC SKILLS COMPLETION

"Ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course to the number of those students who complete such a final course"

Objective 3

Increase rates of Basic Skills Improvement (BSI) for ESL among students age 35+ according to their individual education goals by 3 points from 23% to 26% by spring 2018.

ACTIVITY	EXPECTED OUTCOMES	RESPONSIBLE PERSON	TARGET DATE
RESEARCH:			
3.1 Hire Project Specialists in the Research Department to conduct a comprehensive analysis of the IVC ESL population.	Determine whether these students are taking ESL courses for primarily social rather than academic reasons.	Director, Research and Planning	Spring 2015
	Determine the educational goals of the students in the identified group, as well as the number/percentage who are/have enrolled in other for-credit, college-level courses; and who enrolls only in ESL classes.	Research Department	Spring 2015

	Investigate if target students are applying for financial aid, and the type of aid for which they are applying (e.g., BOG fee waiver, Pell Grant, work study, etc.).	Research Department	Spring 2015
	Determine if students are taking only 30 units and leaving upon disqualification for further financial aid.	Research Department	Spring 2015
3.2 Conduct an exit survey.	Investigate if students will continue/discontinue taking ESL classes and for what reasons.	Research Department	Spring 2015
3.3 Visit established non-credit ESL programs in other community colleges.	Assess potential enhanced non-credit ESL program before implementing any changes.	ESL Faculty	Summer/Fall 2015
3.4 Research progress and development of the South Orange County Regional Comprehensive Plan for Adult Education in response to AB86.	To assess the incorporation of AB86 efforts at IVC with SEP findings to identify overlap and areas to combine efforts.	ESL Faculty/AB86	Summer/Fall 2015
OUTREACH:			
3.5 Promote in multiple languages free tutoring in Basic Skills/ESL at the Student Success Center and enrollment in the Language Acquisition Center.	Increase services and awareness for specific target population.	ESL Faculty, Marketing, Student Success Center	Spring 2018
3.6 Promote the revised ESL Academic English sequence in Writing 1 with ESL students, ESL instructors, and counselors.	Increase course offerings and academic English sequence.	ESL Faculty	Fall 2014/ Spring 2015
3.7 Target marketing efforts to businesses and institutions that employ and serve this demographic.	Outreach awareness.	Outreach Director, Career Center	Fall 2016
EXPANSION OF SERVICES:			
3.8 Consider developing a community education platform and expanding evening, weekend, and online courses and services for a multi-level, enhanced non-credit ESL program for students who want to take courses for non-academic reasons such as vocational, survival skills, citizenship, and lifelong learning purposes.	Increase course offerings.	ESL Faculty	Spring 2018
3.9 Create a non-credit Language Acquisition Center lab curriculum to augment classroom instruction.	Increase course offerings.	ESL Faculty	Fall 2018

Objective 4

Increase rates of Basic Skills Improvement (BSI) for English among students age 40 to 49 according to their individual education goals by 3 points from 28% to 31% by spring 2018.

ACTIVITY	EXPECTED OUTCOMES	RESPONSIBLE PERSON	TARGET DATE
RESEARCH:			
4.1 Hire Research Project Specialist.	Determine the educational goals of the students in the identified group, as well as their employment status and the number of hours employed per week.	Research Department	Spring 2016
	Create a pretest survey to assess appropriate placement test.	Research Department	Spring 2016
	Investigate if students are applying for financial aid, and the type of aid they are applying for (e.g., BOG fee waiver, Pell Grant, work study, etc.).	Research Department	Spring 2016
	Determine if students are taking only 30 units and leaving upon disqualification for further aid, or if they are taking one or two classes.	Research Department	Spring 2016
	Investigate, using methods including surveys, why students do not complete (e.g., placement, financial reasons, external commitments, etc.).	Research Department	Spring 2016
	Collect data on whether these students are completing the ESL sequence.	Research Department	Spring 2016
	Identify the desirability and availability of English courses offered in the evenings and on the weekends (survey).	Research Department	Spring 2016
4.2 Research what other colleges in Region 8 with similar completion rates are doing to target this population, and whether they offer non-credit options.	Determine best practices.	SEP Coordinator, ESL Department, and English Department	Spring 2016
4.3 Investigate updating the online orientation process.	Improve orientation processes for ESL population.	SSSP Director and Dean of Counseling Services	Spring 2016
OUTREACH:			
4.4 Consider publishing flyers about available services in multiple languages.	Increase outreach services.	Marketing Department	Fall 2015

EXPANSION OF SERVICES:			
4.5 Investigate whether to expand the availability of English courses (i.e. accelerated or pre-collegiate English) and services (i.e. Student Success Center), including in the evenings and on the weekends.	Expanding English courses/services.	Office of Instruction	Spring 2017
4.6 Offer a greater variety of topics for Writing 1.	Appeal to more diverse students and provide students more opportunities to write in a more practical way that applies to other areas of study.	Writing Faculty	Fall 2015
4.7 Offer more counseling services to ESL and international students.	Expand services/ensure development of MAPs and successful pathways.	Counseling Department	Spring 2016

Objective 5

Increase rates of Basic Skills Improvement (BSI) for English among African/African-American students according to their individual education goals by 3 points from 33% to 36% by spring 2018.

ACTIVITY	EXPECTED OUTCOMES	RESPONSIBLE PERSON	TARGET DATE
RESEARCH:			
5.1 Hire Research Project Specialist.	Determine the percentage of students who are international, then disaggregate the data by native and non-native English speakers.	Research Department	Spring 2016
	Determine the educational goals of the students in the identified group, as well as their employment status and the number of hours employed per week.	Research Department	Spring 2016
	Determine the percentage of students who are impacted by external commitments (e.g., family barriers and crises).	Research Department	Spring 2016
	Investigate if students are applying for financial aid, and the type of aid they are applying for (e.g., BOG fee waiver, Pell Grant, work study, etc.).	Research Department	Spring 2016
	Investigate if students are entering the workforce immediately after attending IVC instead of completing their program.	Research Department	Spring 2016
5.2 Review results from past and future student satisfaction surveys to determine how connected African/African-American students feel at IVC.	Differentiate needs between African and African-American students. Provide campus with findings.	Research Department	Spring 2016
OUTREACH:			
5.3 Promote and enhance offerings of student clubs and organizations on campus.	Increase student engagement and connectedness.	Student Life Director/Outreach Director	Summer 2015
EXPANSION OF SERVICES:			
5.4 Expand, if necessary, the availability of English courses and services such as the Student Success Center in the evenings and on the weekends.	Expand services.	Office of Instruction	Spring 2017

E. DEGREE AND CERTIFICATE COMPLETION

"Ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal"

Objective 6

Increase the completion rate (SPAR) among students ages 25 to 29 by 3 points from 34% to 37% by spring 2018.

ACTIVITY	EXPECTED OUTCOMES	RESPONSIBLE PERSON	TARGET DATE
RESEARCH:			
6.1 Hire Research Project Specialist.	Determine the educational goals of the students in the identified group, as well as their employment status and the number of hours employed per week.	Research Department	Spring 2017
	Determine what percentage of students are veterans.	Research Department	Spring 2017
	Investigate if students are applying for financial aid and the type of aid they are applying for (e.g., BOG fee waiver, Pell Grant, work study, etc.).	Research Department	Spring 2017
	Determine the percentage of students who are impacted by external commitments (e.g., family barriers and crises).	Research Department	Spring 2017
	Investigate if students are leaving IVC without a degree or certificate in order to pursue professional schooling; they may not feel they "need" a degree or certificate from IVC.	Research Department	Spring 2017
6.2 Reestablish a workgroup to update AR 5210.	Comply with CCLC regulation, Ed Code, Title 5.	BPARC	
6.3 Provide program/ certificate-specific and general workshops.	Inform students about the process to apply for degrees and certificates.	Transfer Center/Career Placement Officer/CTE Counselor	Fall 2015
6.4 Identify students who are 80-90% complete with their program and target student services to these students, closely tracking as they near completion.	Ensure student success rates.	Counseling Department/ Admissions Evaluator	Spring 2017

OUTREACH:			
6.5 Increase awareness of on-campus internships and work study opportunities.	Expand services.	Career Center, Marketing, Financial Aid Office, CalWORKs	Fall 2016
6.6 Increase awareness of services offered through the Career Center and increase marketing materials toward this age group.	Expand services.	Career Center, Marketing, Financial Aid Office, CalWORKs	Fall 2016
6.7 Promote and enhance offerings of student clubs and organizations on campus.	Increase student engagement and connectedness.	Student Life Director/Outreach Director	Summer 2015
EXPANSION OF SERVICES:			
6.8 Expand evening, weekend and online course and service (Student Success Center, Learning Acquisition Center, etc.) hours and offerings as indicated by research.	Increase course offerings and expand services.	Faculty, Student Success Center, Student Services	Fall 2018
6.9 Investigate possible partnerships with local daycare center and the on-site Child Development Center to offer reduced fees and/or expanded hours for children of young parents.	Determine fee structure and available services.	Child Development Center	Spring 2017
6.10 Offer additional sections of Counseling courses.	Improve matriculation process, ensure student success.	Counseling Department	Spring 2016

F. TRANSFER

"Ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English to the number of students in that group who actually transfer after one or more (up to six) years"

Objective 7

Increase the transfer rate among Hispanic students by 5 points from 35% to 38% by spring 2018.

ACTIVITY	EXPECTED OUTCOMES	RESPONSIBLE PERSON	TARGET DATE
RESEARCH:			
7.1 Hire Research Project Specialist.	Determine the age, educational goals and employment status (including hours employed per week), and residency status of the students in the identified group, as well as what percentage are veterans.	Research Department	Spring 2017
	Investigate if students are applying for financial aid and the type of aid they are applying for (e.g., BOG fee waiver, Pell Grant, work study, etc.).	Research Department	Spring 2017
	Determine the percentage of students who are impacted by external commitments (e.g., family barriers and crises).	Research Department	Spring 2017
	Determine the percentage of students who are first-generation, low-income.	Research Department	Spring 2017
	Investigate if students are entering the workforce after attending IVC, or are leaving IVC prematurely to take jobs.	Research Department	Spring 2017
7.2 Use National Student Clearinghouse data.	See if students are enrolling at other local community colleges that have larger Hispanic populations and HSI-related programs.	Research Department	Spring 2017
7.3 Review results from past and future student satisfaction surveys to determine how connected Hispanic students feel at IVC.	Increase Hispanic students' engagement and connectedness.	Research Department	Spring 2017
OUTREACH:			
7.4 Promote and enhance offerings of student clubs (i.e. the Hispanic Club) and organizations on campus.	Increase Hispanic students' engagement, connectedness, and success.	Outreach Director, SEP Coordinator, ASIVC	Spring 2016

EXPANSION OF SERVICES:			
7.5 Expand evening, weekend and online course and service (Student Success Center, Learning Acquisition Center, etc.) hours and offerings as indicated by research.	Expand services.	Office of Instruction	Fall 2018
7.6 Investigate possible partnerships with local daycare center and the on-site Child Development Center to offer reduced fees and/or expanded hours for children of young parents.	Determine fee structure and available services.	Director, Child Development Center / SEP Coordinator	Spring 2017
7.7 Increase awareness of on-campus internships and work study opportunities.	Expand services and awareness.	Financial Aid, Outreach Director, Career Center	Spring 2016
7.8 Increase awareness of services offered through the Career Center and increase marketing materials toward this ethnic group.	Expand services and awareness.	Career Center, Marketing	Spring 2016

Student Equity Plan

Budget

Irvine Valley College
2014 Student Equity Plan:

Budget

SOURCES OF FUNDING

List sources of funding for activities in the plan. Because an institution-wide response to student equity is appropriate, all institutional funds can be viewed as resources for student equity (title 5 §54220(a)(4)). The budget should link to the goals and the evaluation sections of these guidelines. If separate Student Equity funding becomes available, colleges will be notified at a later date.

The primary sources of funding for planned activities referenced in the Irvine Valley College Student Equity Plan include general funds, grants and categorical funding, such as Student Success and Support Program funding, and IVC Foundation funding.

During the 2014-2015 planning year, IVC will hold discussions in strategic planning committee meetings to further identify specific funding sources and amounts to support objectives and activities.

All budget requests related to Student Equity activities will follow the same college-wide budget allocation process. Requests will be ranked by the Strategic Planning and Accreditation Committee (SPAC), after which the top ranked requests will be funded and implemented. In the future, a more formal process will be presented to the IEC and SSAMMO for approval.

The first year of the plan will be dedicated to planning and conducting additional research on the six disproportionately impacted areas. The budget will be used toward this additional research as well as, but not limited to, release time, professional development (e.g., regional meetings, conferences, trainings), guest speakers, campus-wide retreats, outreach efforts, and travel expenses.

Student Equity Plan Budget *(2014-2015)*

Activity	Projected Cost	Details
Hire SEP Coordinator (or backfill time)	$65,000	The Chancellor's Office recommends that each college hire someone to oversee the SEP process to ensure activities are implemented according to the plan, and that funding is expended appropriately and in a timely manner. The College may choose to hire a full-time/part-time SEP Coordinator or backfill time for a faculty member.
Hire part-time researcher(s) to focus on disproportionate impact for targeted students	$35,000	Each indicator area requires additional campus-based research to establish baseline data. A part-time researcher (or researchers) will focus on activities outlined in the SEP, including addressing questions raised in the planning process for all seven indicator areas.
Stipends/activities to support ESL instructional efforts for all older targeted students as noted in SEP	$30,000	SEP funding regulations will not support activities that generate FTES. In order for faculty members to work on SEP initiatives, they must provide services above and beyond their FTES generated work.
Stipends/activities to support English instructional efforts for all older targeted students as noted in SEP	$30,000	SEP funding regulations will not support activities that generate FTES. In order for faculty members to work on SEP initiatives, they must provide services above and beyond their FTES generated work.
Hire Full Time Outreach Director to focus on the needs of targeted students, including Hispanic and African/African-American students, and foster youth	$120,000	Each initiative will require an outreach component. The SEP Workgroup recommends the college hire a full-time Outreach Director to ensure outreach efforts are reaching targeted populations.
Support Veterans Services Center and foster youth efforts	$35,000	The Veterans Director has established a short- and long-term plan to address the many and overwhelming needs of the students who utilize veterans services. The Chancellor's Office directs Colleges to research data for Foster Youth and increase services to targeted population.
Support counseling/advisement efforts/activities for targeted students.	$32,763	Support counseling/advisement efforts for targeted students by paying for non-FTES generating activities such as workshops in the Transfer Center, discipline workshops, and visits to local four-year institutions.
Support student services, outreach services, and instructional efforts for targeted population.	$32,764	For additional non-FTES generating activities in Student Services, Instruction, and Outreach.
Total allocations :	$380,527	

Budget adjustments will be made throughout the 2015-2018 funding period to ensure all activities are covered appropriately.

Student Equity Plan

Evaluation Schedule and Process

Evaluation Schedule and Process

EVALUATION SCHEDULE AND PROCESS

Indicate the schedule and process for evaluating progress in implementing the goals identified in the plan (title 5 §54220(a)(5)). The evaluation should link to the goals and budget sections of these guidelines. The evaluation process should also link to the college program review process. The process needs to ensure how to address compliance issues, and mitigate disproportionate impact where found.

Ideally, the Student Equity Plan would be embedded into all elements of college-wide research, planning and dialogue. The 2014 Student Equity Plan informs and is supported by the District-Wide/College Goals and Objectives, Educational and Facilities Master Plan, Strategic Plan, Technology Plan, and the Student Success and Support Plan. The goals and activities of the Student Equity Plan are integrated with the goals and activities of the Student Success and Support Plan.

The Student Equity Plan consists of the following components: Campus Based Research, Data Analysis and Findings, Objectives, Activities, Resources, and Funding. The evaluation of the Student Equity Plan will be an ongoing process reviewed by the College President, Strategic Planning and Accreditation Committee (SPAC), Student Success, Access, Matriculation, Marketing and Outreach Committee (SSAMMO), Institutional Effectiveness Committee (IEC), and Academic Planning and Technology Committee (APTC). SPAC is co-chaired by the college president and the president of the Academic Senate, as the lead governance council for the college. SSAMMO, IEC, and APTC are three of the four college strategic planning committees; IEC is the committee to which the Student Equity Workgroup submits the Student Equity Plan, and SSAMMO is the committee to which the Student Equity Work Group reports activities.

Irvine Valley College's program review process requires each program/department to conduct regular self-evaluations that lead to resource requests and budget allocations. As Student Equity Plan activities are assigned and completed, responsible individuals shall incorporate the progress made into their Program Review, allowing them to request resources and/or funds to support their efforts to mitigate the disproportionate impact on indicated groups.

Individuals/departments responsible for the activities outlined for each goal in the 2014 Student Equity Plan will submit a report bi-annually to the Student Equity Coordinator. The Coordinator will review these reports and present them to IEC and SSAMMO, then forward them to ATPC and SPAC for review and discussion. Barriers presented in the report will be addressed in effort to mitigate disproportionate impact to targeted groups. The President will give the final approval of the annual report. Annual reports will be submitted to the Chancellor's Office in a timely manner to meet specified deadlines.

Student Equity Plan

Attachments

Irvine Valley College

2014 Student Equity Plan:

Attachments

APPENDIX 1: FULL DATA SETS

SECTION 1: ACCESS

Table 1. Demographics by Gender

Gender	ACS 2008-2012	Irvine Valley College					2012-2013 PI
		2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	
Female	250,894	14,339	15,279	14,185	12,318	10,907	
	50.6%	58.1%	57.6%	55.6%	54.9%	54.1%	1.07
Male	245,070	10,042	11,009	10,901	9,793	8,917	
	49.4%	40.7%	41.5%	42.8%	43.6%	44.2%	0.89
Unknown	-	298	256	407	331	343	
	0.0%	1.2%	1.0%	1.6%	1.5%	1.7%	n/a
Total	495,964	24,679	26,544	25,493	22,442	20,167	
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	

Table 2. Demographics by Age

Age	ACS 2008-2012	Irvine Valley College					2012-2013 PI
		2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	
19 or Less	131,027	6,109	6,889	7,001	6,492	5,807	
	26.42%	24.75%	25.95%	27.46%	28.93%	28.79%	1.09
20 to 24	33,462	6,254	6,951	7,148	6,876	6,369	
	6.75%	25.34%	26.19%	28.04%	30.64%	31.58%	4.68
25 to 29	34,294	2,750	2,881	2,739	2,449	2,091	
	6.91%	11.14%	10.85%	10.74%	10.91%	10.37%	1.50
30 to 34	36,028	1,450	1,479	1,474	1,271	1,178	
	7.26%	5.88%	5.57%	5.78%	5.66%	5.84%	0.80
35 to 39	38,162	1,076	1,061	1,009	834	752	
	7.69%	4.36%	4.00%	3.96%	3.72%	3.73%	0.48
40 to 49	83,464	1,819	1,828	1,625	1,417	1,224	
	16.83%	7.37%	6.89%	6.37%	6.31%	6.07%	0.36
50+	139,527	5,219	5,454	4,496	3,102	2,745	
	28.13%	21.15%	20.55%	17.64%	13.82%	13.61%	0.48
Unknown	-	2	1	1	1	1	
	0.00%	0.01%	0.00%	0.00%	0.00%	0.00%	n/a
Total	495,964	24,679	26,544	25,493	22,442	20,167	
	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	

Table 3. Demographics by Ethnicity

Ethnicity	ACS 2008-2012	Irvine Valley College					2012-2013 PI
		2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	
African-American	8,113	480	492	513	477	441	
	1.6%	1.9%	1.9%	2.0%	2.1%	2.2%	1.34
American Indian/ Alaskan Native	1,150	92	61	45	31	26	
	0.2%	0.4%	0.2%	0.2%	0.1%	0.1%	0.56
Asian	117,221	7,224	7,505	7,435	6,580	5,717	
	23.6%	29.3%	28.3%	29.2%	29.3%	28.3%	1.20
Hispanic	98,750	2,566	3,144	3,606	3,842	4,020	
	19.9%	10.4%	11.8%	14.1%	17.1%	19.9%	1.00
Multi-Ethnicity	14,737	7	461	783	852	869	
	3.0%	0.0%	1.7%	3.1%	3.8%	4.3%	1.45
Pacific Islander	1,313	132	101	87	58	59	
	0.3%	0.5%	0.4%	0.3%	0.3%	0.3%	1.11
Unknown	1,841	1,662	2,173	1,677	1,160	670	
	0.4%	6.7%	8.2%	6.6%	5.2%	3.3%	8.95
White Non-Hispanic	252,839	12,516	12,607	11,347	9,442	8,365	
	51.0%	50.7%	47.5%	44.5%	42.1%	41.5%	0.81
Total	495,964	24,679	26,544	25,493	22,442	20,167	
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	

Table 4. Demographics by Disability Status

Status	ACS 2008-2012	Irvine Valley College					2012-2013 PI
		2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	
Yes	30,007	521	597	598	694	842	
	6.1%	2.1%	2.2%	2.3%	3.1%	4.2%	0.70
No	463,944	24,158	25,947	24,895	21,748	19,325	
	93.9%	97.9%	97.8%	97.7%	96.9%	95.8%	1.02
Total	493,951	24,679	26,544	25,493	22,442	20,167	
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	

Table 5. Demographics by Economically Disadvantaged Status

Status	ACS 2008-2012	Irvine Valley College 2013-2014	2013-2014 PI
Yes	20,777	2,155	
	11.5%	10.7%	0.93
No	159,178	18,012	
	88.5%	89.3%	1.01
Total	179,954	20,167	
	100.0%	100.0%	

Table 6. Demographics by Foster Youth Status

Status	ACS 2008-2012	Irvine Valley College		Fall 2013 PI
		Fall 2012	Fall 2013	
Yes	132	13	11	
	0.0%	0.1%	0.1%	2.84
No	495,832	14,349	14,535	
	100.0%	99.9%	99.9%	1.00
Total	495,964	14,362	14,546	
	100.0%	100.0%	100.0%	

Table 7. Demographics by Veteran Status

Status	ACS 2008-2012	Irvine Valley College Fall 2013	Fall 2013 PI
Yes	20,838	222	
	5.5%	1.5%	0.28
No	355,956	14,324	
	94.5%	98.5%	1.04
Total	376,794	14,546	
	100.0%	100.0%	

SECTION 2: COURSE COMPLETION

Table 8A. Course Completion Rates by Gender

		Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Female	Cohort Total	51,872	52,907	51,812	52,713	53,852
	% Completed	67.5%	71.5%	71.9%	73.8%	74.3%
Male	Cohort Total	50,990	52,093	52,576	55,786	57,987
	% Completed	65.7%	68.4%	68.6%	70.0%	69.9%
Unknown	Cohort Total	943	1,401	1,240	1,253	1,319
	% Completed	73.8%	71.5%	75.3%	74.9%	70.9%
Total	Cohort Total	103,805	106,401	105,628	109,752	113,158
	% Completed	66.7%	70.0%	70.3%	71.9%	72.0%

Table 8B. Course Completion Disproportionate Impact by Gender

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Female	1.013	1.022	1.022	1.027	1.032
Male	0.985	0.977	0.976	0.974	0.971
Unknown	1.107	1.022	1.072	1.043	0.984

Table 9A. Course Completion Rates by Age Group

		Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
17 or less	Cohort Total	4,724	5,025	4,630	4,913	4,695
	% Completed	79.1%	81.5%	82.9%	84.1%	84.5%
18 and 19	Cohort Total	33,898	36,086	38,039	40,300	41,353
	% Completed	67.7%	70.5%	72.6%	73.4%	73.8%
20 to 24	Cohort Total	34,211	35,072	36,365	38,637	41,460
	% Completed	62.5%	66.7%	66.3%	68.5%	68.2%
25 to 29	Cohort Total	10,939	10,884	10,273	9,588	9,980
	% Completed	65.9%	67.4%	66.9%	69.1%	71.1%
30 to 34	Cohort Total	5,374	5,535	4,889	5,136	4,958
	% Completed	66.5%	67.9%	69.5%	70.1%	71.7%
35 to 39	Cohort Total	3,785	3,494	3,157	3,154	3,047
	% Completed	69.6%	73.4%	70.7%	73.5%	74.4%
40 to 49	Cohort Total	5,480	5,288	4,881	4,553	4,340
	% Completed	68.1%	75.6%	75.9%	77.2%	77.4%
50+	Cohort Total	5,394	5,017	3,394	3,471	3,325
	% Completed	74.4%	77.6%	72.8%	75.4%	74.0%
Total	Cohort Total	103,805	106,401	105,628	109,752	113,158
	% Completed	66.7%	70.0%	70.3%	71.9%	72.0%

Table 9B. Course Completion Disproportionate Impact by Age Group

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
17 or less	1.187	1.164	1.180	1.171	1.173
18 & 19	1.015	1.007	1.033	1.022	1.025
20 to 24	0.937	0.953	0.943	0.953	0.947
25 to 29	0.989	0.962	0.951	0.961	0.987
30 to 34	0.997	0.971	0.989	0.975	0.996
35 to 39	1.043	1.048	1.005	1.023	1.032
40 to 49	1.022	1.080	1.079	1.075	1.074
50+	1.116	1.109	1.036	1.049	1.027

Table 10A. Course Completion Rates by Ethnicity

		Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
African-American	Cohort Total	2,582	2,512	2,817	2,689	2,899
	% Completed	55.3%	58.2%	53.3%	58.6%	60.5%
Am Indian/ Alaskan Native	Cohort Total	392	215	136	195	110
	% Completed	51.0%	68.4%	57.4%	57.4%	60.0%
Asian	Cohort Total	30,659	30,261	30,393	31,472	34,260
	% Completed	69.7%	74.2%	74.5%	77.1%	76.7%
Hispanic	Cohort Total	15,468	18,159	21,650	25,620	27,985
	% Completed	62.1%	62.3%	62.6%	64.0%	65.8%
Multi-Ethnicity	Cohort Total	1,695	3,569	4,683	5,498	5,625
	% Completed	61.5%	70.1%	71.5%	71.7%	70.7%
Pacific Islander	Cohort Total	476	359	355	409	293
	% Completed	72.9%	59.3%	64.2%	57.9%	55.6%
Unknown	Cohort Total	6,748	8,732	5,478	2,970	2,320
	% Completed	66.9%	71.4%	73.1%	76.3%	70.9%
White Non-Hispanic	Cohort Total	45,785	42,594	40,116	40,899	39,666
	% Completed	67.1%	70.8%	72.0%	73.6%	73.7%
Total	Cohort Total	103,805	106,401	105,628	109,752	113,158
	% Completed	66.7%	70.0%	70.3%	71.9%	72.0%

Table 10B. Course Completion Disproportionate Impact by Ethnicity

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
African-American	0.829	0.831	0.759	0.816	0.840
American Indian/ Alaskan Native	0.765	0.977	0.816	0.799	0.833
Asian	1.045	1.060	1.061	1.072	1.065
Hispanic	0.930	0.891	0.890	0.890	0.913
Multi-Ethnicity	0.922	1.001	1.017	0.998	0.982
Pacific Islander	1.093	0.848	0.914	0.806	0.772
Unknown	1.003	1.020	1.040	1.062	0.984
White Non-Hispanic	1.006	1.011	1.024	1.024	1.023

SECTION 3: ESL AND BASIC SKILLS COMPLETION

Basic Skills Improvement for ESL

The percentage of credit students who attempted a course designated at "levels below transfer" in ESL and successfully completed a college-level ESL or English course within six years. The cohort is defined as the year the student attempts a course at "levels below transfer" in ESL at IVC.

Table 11A. BSI-ESL Completion Rates by Gender

		2003-04	2004-05	2005-06	2006-07	2007-08
Female	Cohort Total	331	268	288	282	318
	% Completed	19.6%	21.6%	15.6%	13.8%	18.2%
Male	Cohort Total	158	122	114	113	132
	% Completed	18.4%	15.6%	14.0%	8.8%	24.2%
Unknown	Cohort Total	0	0	0	3	2
	% Completed	n/a	n/a	n/a	0.0%	50.0%
Total	Cohort Total	489	390	402	398	452
	% Completed	19.2%	19.7%	15.2%	12.3%	20.1%

Table 11B. BSI-ESL Disproportionate Impact by Gender

	2003-04	2004-05	2005-06	2006-07	2007-08
Female	1.022	1.096	1.030	1.123	0.906
Male	0.955	0.789	0.925	0.719	1.204
Unknown	n/a	n/a	n/a	0.000	2.484

Table 12A. BSI-ESL Completion Rates by Age Group

		2003-04	2004-05	2005-06	2006-07	2007-08
17 or less	Cohort Total	12	15	2	10	4
	% Completed	66.7%	66.7%	50.0%	60.0%	100.0%
18 and 19	Cohort Total	32	23	26	29	43
	% Completed	50.0%	73.9%	57.7%	48.3%	60.5%
20 to 24	Cohort Total	61	45	36	41	48
	% Completed	31.1%	42.2%	33.3%	26.8%	43.8%
25 to 29	Cohort Total	54	38	54	42	44
	% Completed	18.5%	15.8%	18.5%	9.5%	27.3%
30 to 34	Cohort Total	75	58	46	54	55
	% Completed	17.3%	15.5%	8.7%	11.1%	16.4%
35 to 39	Cohort Total	57	54	55	52	69
	% Completed	10.5%	3.7%	7.3%	3.8%	11.6%
40 to 49	Cohort Total	129	96	126	106	113
	% Completed	11.6%	10.4%	9.5%	3.8%	6.2%
50+	Cohort Total	69	61	57	64	76
	% Completed	10.1%	6.6%	5.3%	3.1%	5.3%
Total	Cohort Total	489	390	402	398	452
	% Completed	19.2%	19.7%	15.2%	12.3%	20.1%

Table 12B. BSI-ESL Disproportionate Impact by Age Group

	2003-04	2004-05	2005-06	2006-07	2007-08
17 or less	3.468	3.377	3.295	4.873	4.967
18 & 19	2.601	3.744	3.802	3.921	3.003
20 to 24	1.620	2.139	2.197	2.179	2.173
25 to 29	0.963	0.800	1.220	0.774	1.355
30 to 34	0.902	0.786	0.573	0.902	0.813
35 to 39	0.548	0.188	0.479	0.312	0.576
40 to 49	0.605	0.528	0.628	0.307	0.308
50+	0.528	0.332	0.347	0.254	0.261

Table 13A. BSI-ESL Completion Rates by Ethnicity

		2003-04	2004-05	2005-06	2006-07	2007-08
Asian	Cohort Total	254	202	203	200	243
	% Completed	18.1%	21.3%	11.8%	15.5%	17.3%
African-American	Cohort Total	10	1	2	1	1
	% Completed	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	Cohort Total	2	1	1	2	4
	% Completed	0.0%	0.0%	0.0%	50.0%	0.0%
Hispanic	Cohort Total	54	58	50	52	49
	% Completed	11.1%	10.3%	22.0%	0.0%	14.3%
Pacific Islander	Cohort Total	1	0	0	0	1
	% Completed	0.0%	n/a	n/a	n/a	0.0%
White	Cohort Total	144	104	120	117	126
	% Completed	26.4%	22.1%	20.0%	12.0%	31.0%
Unknown	Cohort Total	24	24	26	26	28
	% Completed	16.7%	20.8%	7.7%	11.5%	10.7%
Total	Cohort Total	489	390	402	398	452
	% Completed	19.2%	19.7%	15.2%	12.3%	20.1%

Table 13B. BSI-ESL Disproportionate Impact by Ethnicity

	2003-04	2004-05	2005-06	2006-07	2007-08
Asian	0.942	1.078	0.779	1.259	0.858
African-American	0.000	0.000	0.000	0.000	0.000
Filipino	0.000	0.000	0.000	4.061	0.000
Hispanic	0.578	0.524	1.450	0.000	0.710
Pacific Islander	0.000	n/a	n/a	n/a	0.000
White	1.373	1.120	1.318	0.972	1.537
Unknown	0.867	1.055	0.507	0.937	0.532

Table 14A. BSI-ESL Completion Rates by Disability Status

		2003-04	2004-05	2005-06	2006-07	2007-08
Yes	Cohort Total	10	2	9	2	5
	% Completed	40.0%	0.0%	33.3%	50.0%	100.0%
No	Cohort Total	479	388	393	396	447
	% Completed	18.8%	19.8%	14.8%	12.1%	19.2%
Total	Cohort Total	489	390	402	398	452
	% Completed	19.2%	19.7%	15.2%	12.3%	20.1%

Table 14B. BSI-ESL Disproportionate Impact by Disability Status

	2003-04	2004-05	2005-06	2006-07	2007-08
Yes	2.081	0.000	2.197	4.061	4.967
No	0.977	1.005	0.973	0.985	0.956

Table 15A. BSI-ESL Completion Rates by Economically Disadvantaged Status

		2003-04	2004-05	2005-06	2006-07	2007-08
Yes	Cohort Total	150	86	104	97	114
	% Completed	29.3%	34.9%	16.3%	23.7%	40.4%
No	Cohort Total	339	304	298	301	338
	% Completed	14.7%	15.5%	14.8%	8.6%	13.3%
Total	Cohort Total	489	390	402	398	452
	% Completed	19.2%	19.7%	15.2%	12.3%	20.1%

Table 15B. BSI-ESL Disproportionate Impact by Economically Disadvantaged Status

	2003-04	2004-05	2005-06	2006-07	2007-08
Yes	1.526	1.767	1.077	1.926	2.004
No	0.767	0.783	0.973	0.702	0.661

Table 16A. BSI-ESL Completion Rates by Foster Youth Status

		2003-04	2004-05	2005-06	2006-07	2007-08
Yes	Cohort Total	1	0	1	0	0
	% Completed	0.0%	n/a	0.0%	n/a	n/a
No	Cohort Total	488	390	401	398	452
	% Completed	19.3%	19.7%	15.2%	12.3%	20.1%
Total	Cohort Total	489	390	402	398	452
	% Completed	19.2%	19.7%	15.2%	12.3%	20.1%

Table 16B. BSI-ESL Disproportionate Impact by Foster Youth Status

	2003-04	2004-05	2005-06	2006-07	2007-08
Yes	0.000	n/a	0.000	n/a	n/a
No	1.002	1.000	1.002	1.000	1.000

Table 17A. BSI-ESL Completion Rates by Veteran Status

		2003-04	2004-05	2005-06	2006-07	2007-08
Yes	Cohort Total	0	0	1	1	0
	% Completed	n/a	n/a	0.0%	0.0%	n/a
No	Cohort Total	489	390	401	397	452
	% Completed	19.2%	19.7%	15.2%	12.3%	20.1%
Total	Cohort Total	489	390	402	398	452
	% Completed	19.2%	19.7%	15.2%	12.3%	20.1%

Table 17B. BSI-ESL Disproportionate Impact by Veteran Status

	2003-04	2004-05	2005-06	2006-07	2007-08
Yes	n/a	n/a	0.000	0.000	n/a
No	1.000	1.000	1.002	1.003	1.000

Basic Skills Improvement for English

The percentage of credit students who attempted a course designated at "levels below transfer" in English and successfully completed a college-level course in English within six years.

Table 18A. BSI-English Completion Rates by Gender

		2003-04	2004-05	2005-06	2006-07	2007-08
Female	Cohort Total	447	391	379	353	386
	% Completed	57.7%	75.7%	69.9%	67.7%	55.4%
Male	Cohort Total	437	392	381	353	391
	% Completed	59.5%	59.7%	64.6%	67.1%	52.4%
Unknown	Cohort Total	0	1	0	2	6
	% Completed	n/a	0.0%	n/a	100.0%	0.0%
Total	Cohort Total	884	784	760	708	783
	% Completed	58.6%	67.6%	67.2%	67.5%	53.5%

Table 18B. BSI-English Disproportionate Impact by Gender

	2003-04	2004-05	2005-06	2006-07	2007-08
Female	0.985	1.120	1.040	1.003	1.036
Male	1.015	0.883	0.960	0.994	0.980
Unknown	n/a	0.000	n/a	1.481	0.000

Table 19A. BSI-English Completion Rates by Age Group

		2003-04	2004-05	2005-06	2006-07	2007-08
17 or less	Cohort Total	58	40	60	44	60
	% Completed	63.8%	77.5%	80.0%	61.4%	61.7%
18 and 19	Cohort Total	418	390	405	402	437
	% Completed	65.6%	68.5%	68.4%	70.9%	58.4%
20 to 24	Cohort Total	203	195	171	134	156
	% Completed	56.7%	65.6%	57.3%	68.7%	48.1%
25 to 29	Cohort Total	64	62	46	38	45
	% Completed	45.3%	64.5%	69.6%	63.2%	42.2%
30 to 34	Cohort Total	40	29	18	26	24
	% Completed	45.0%	65.5%	88.9%	69.2%	50.0%
35 to 39	Cohort Total	25	23	21	18	19
	% Completed	52.0%	60.9%	61.9%	72.2%	42.1%
40 to 49	Cohort Total	64	32	27	36	32
	% Completed	40.6%	68.8%	63.0%	47.2%	28.1%
50+	Cohort Total	12	13	12	10	10
	% Completed	50.0%	69.2%	83.3%	20.0%	40.0%
Total	Cohort Total	884	784	760	708	783
	% Completed	58.6%	67.6%	67.2%	67.5%	53.5%

Table 19B. BSI-English Disproportionate Impact by Age Group

	2003-04	2004-05	2005-06	2006-07	2007-08
17 or Less	1.089	1.146	1.190	0.909	1.152
18 & 19	1.119	1.013	1.017	1.050	1.090
20 to 24	0.967	0.971	0.852	1.017	0.898
25 to 29	0.773	0.954	1.035	0.935	0.789
30 to 34	0.768	0.969	1.322	1.025	0.934
35 to 39	0.887	0.900	0.921	1.070	0.787
40 to 49	0.693	1.017	0.936	0.699	0.526
50 +	0.853	1.024	1.239	0.296	0.747

Table 20A. BSI-English Completion Rates by Ethnicity

		2003-04	2004-05	2005-06	2006-07	2007-08
Asian	Cohort Total	230	192	171	158	175
	% Completed	63.5%	73.4%	74.3%	80.4%	66.3%
African-American	Cohort Total	41	38	31	20	30
	% Completed	36.6%	47.4%	51.6%	55.0%	33.3%
Filipino	Cohort Total	33	28	29	21	26
	% Completed	54.5%	57.1%	79.3%	52.4%	50.0%
Hispanic	Cohort Total	142	130	165	130	160
	% Completed	55.6%	62.3%	61.2%	56.2%	40.6%
Am Indian/ Alaskan Native	Cohort Total	5	4	1	5	4
	% Completed	20.0%	50.0%	0.0%	60.0%	50.0%
Pacific Islander	Cohort Total	6	3	5	8	8
	% Completed	33.3%	66.7%	60.0%	62.5%	50.0%
White	Cohort Total	368	330	308	286	297
	% Completed	60.6%	70.6%	68.2%	68.2%	56.6%
Unknown	Cohort Total	59	59	50	80	83
	% Completed	57.6%	62.7%	62.0%	66.3%	49.4%
Total	Cohort Total	884	784	760	708	783
	% Completed	58.6%	67.6%	67.2%	67.5%	53.5%

Table 20B. BSI-English Disproportionate Impact by Ethnicity

	2003-04	2004-05	2005-06	2006-07	2007-08
Asian	1.083	1.086	1.105	1.191	1.239
African-American	0.624	0.701	0.768	0.815	0.623
Filipino	0.931	0.845	1.180	0.776	0.934
Hispanic	0.949	0.922	0.910	0.832	0.759
Am Indian/ Alaskan Native	0.341	0.740	0.000	0.889	0.934
Pacific Islander	0.569	0.986	0.892	0.926	0.934
White	1.034	1.044	1.014	1.010	1.057
Unknown	0.983	0.928	0.922	0.981	0.923

Table 21A. BSI-English Completion Rates by Disability Status

		2003-04	2004-05	2005-06	2006-07	2007-08
Yes	Cohort Total	58	50	34	46	51
	% Completed	62.1%	60.0%	85.3%	56.5%	43.1%
No	Cohort Total	826	734	726	662	732
	% Completed	58.4%	68.1%	66.4%	68.3%	54.2%
Total	Cohort Total	884	784	760	708	783
	% Completed	58.6%	67.6%	67.2%	67.5%	53.5%

Table 21B. BSI-English Disproportionate Impact by Disability Status

	2003-04	2004-05	2005-06	2006-07	2007-08
Yes	1.059	0.888	1.269	0.837	0.806
No	0.996	1.008	0.987	1.011	1.014

Table 22A. BSI-English Completion Rates by Economically Disadvantaged Status

		2003-04	2004-05	2005-06	2006-07	2007-08
Yes	Cohort Total	292	253	243	217	228
	% Completed	65.4%	66.8%	72.0%	72.4%	56.6%
No	Cohort Total	592	531	517	491	555
	% Completed	55.2%	68.0%	65.0%	65.4%	52.3%
Total	Cohort Total	884	784	760	708	783
	% Completed	58.6%	67.6%	67.2%	67.5%	53.5%

Table 22B. BSI-English Disproportionate Impact by Economically Disadvantaged Status

	2003-04	2004-05	2005-06	2006-07	2007-08
Yes	1.116	0.988	1.071	1.072	1.057
No	0.943	1.006	0.967	0.968	0.976

Table 23A. BSI-English Completion Rates by Foster Youth Status

		2003-04	2004-05	2005-06	2006-07	2007-08
Yes	Cohort Total	0	2	1	2	4
	% Completed	n/a	0.0%	100.0%	50.0%	25.0%
No	Cohort Total	884	782	759	706	779
	% Completed	58.6%	67.8%	67.2%	67.6%	53.7%
Total	Cohort Total	884	784	760	708	783
	% Completed	58.6%	67.6%	67.2%	67.5%	53.5%

Table 23B. BSI-English Disproportionate Impact by Foster Youth Status

	2003-04	2004-05	2005-06	2006-07	2007-08
Yes	n/a	0.000	1.487	0.741	0.467
No	1.000	1.003	0.999	1.001	1.003

Table 24A. BSI-English Completion Rates by Veteran Status

		2003-04	2004-05	2005-06	2006-07	2007-08
Yes	Cohort Total	4	5	10	3	3
	% Completed	25.0%	80.0%	90.0%	66.7%	66.7%
No	Cohort Total	880	779	750	705	780
	% Completed	58.8%	67.5%	66.9%	67.5%	53.5%
Total	Cohort Total	884	784	760	708	783
	% Completed	58.6%	67.6%	67.2%	67.5%	53.5%

Table 24B. BSI-English Disproportionate Impact by Veteran Status

	2003-04	2004-05	2005-06	2006-07	2007-08
Yes	0.427	1.183	1.339	0.987	1.246
No	1.003	0.999	0.995	1.000	0.999

Basic Skills Improvement for Math

The percentage of credit students who attempted a course designated at "levels below transfer" in math and successfully completed a college-level course in math within six years.

Table 25A. BSI-Math Completion Rates by Gender

		2003-04	2004-05	2005-06	2006-07	2007-08
Female	Cohort Total	183	215	237	219	278
	% Completed	37.2%	37.2%	49.4%	42.5%	39.9%
Male	Cohort Total	145	158	165	225	213
	% Completed	35.2%	34.2%	40.0%	39.6%	38.0%
Unknown	Cohort Total	0	0	0	2	1
	% Completed	n/a	n/a	n/a	50.0%	100.0%
Total	Cohort Total	328	373	402	446	492
	% Completed	36.3%	35.9%	45.5%	41.0%	39.2%

Table 25B. BSI-Math Disproportionate Impact by Gender

	2003-04	2004-05	2005-06	2006-07	2007-08
Female	1.024	1.036	1.084	1.035	1.018
Male	0.969	0.951	0.879	0.964	0.969
Unknown	n/a	n/a	n/a	1.219	2.549

Table 26A. BSI-Math Completion Rates by Age Group

		2003-04	2004-05	2005-06	2006-07	2007-08
17 or less	Cohort Total	10	5	15	9	20
	% Completed	40.0%	40.0%	53.3%	44.4%	55.0%
18 and 19	Cohort Total	82	80	135	175	181
	% Completed	37.8%	35.0%	49.6%	40.6%	42.0%
20 to 24	Cohort Total	80	117	97	100	124
	% Completed	27.5%	33.3%	34.0%	38.0%	31.5%
25 to 29	Cohort Total	50	58	46	57	57
	% Completed	36.0%	34.5%	41.3%	42.1%	36.8%
30 to 34	Cohort Total	31	28	27	30	19
	% Completed	38.7%	46.4%	44.4%	46.7%	63.2%
35 to 39	Cohort Total	26	24	22	25	28
	% Completed	42.3%	29.2%	40.9%	44.0%	28.6%
40 to 49	Cohort Total	30	44	37	37	46
	% Completed	43.3%	38.6%	64.9%	51.4%	43.5%
50+	Cohort Total	19	17	23	13	17
	% Completed	42.1%	47.1%	47.8%	15.4%	35.3%
Total	Cohort Total	328	373	402	446	492
	% Completed	36.3%	35.9%	45.5%	41.0%	39.2%

Table 26B. BSI-Math Disproportionate Impact by Age Group

	2003-04	2004-05	2005-06	2006-07	2007-08
17 or Less	1.103	1.113	1.172	1.083	1.402
18 & 19	1.042	0.974	1.090	0.989	1.070
20 to 24	0.758	0.928	0.747	0.926	0.802
25 to 29	0.992	0.960	0.907	1.026	0.939
30 to 34	1.067	1.292	0.976	1.137	1.610
35 to 39	1.166	0.812	0.899	1.072	0.728
40 to 49	1.194	1.075	1.425	1.252	1.108
50 +	1.161	1.310	1.051	0.375	0.900

Table 27A. BSI-Math Completion Rates by Ethnicity

		2003-04	2004-05	2005-06	2006-07	2007-08
Asian	Cohort Total	30	26	49	39	51
	% Completed	26.7%	38.5%	55.1%	46.2%	35.3%
African-American	Cohort Total	23	24	20	16	22
	% Completed	8.7%	37.5%	20.0%	62.5%	27.3%
Filipino	Cohort Total	8	7	15	11	21
	% Completed	25.0%	57.1%	40.0%	27.3%	33.3%
Hispanic	Cohort Total	77	73	82	100	100
	% Completed	41.6%	30.1%	45.1%	35.0%	30.0%
Am Indian/ Alaskan Native	Cohort Total	2	2	0	5	3
	% Completed	0.0%	0.0%	n/a	20.0%	0.0%
Pacific Islander	Cohort Total	3	0	2	5	3
	% Completed	0.0%	n/a	50.0%	20.0%	33.3%
White	Cohort Total	163	205	191	215	233
	% Completed	38.0%	40.0%	44.5%	42.8%	45.1%
Unknown	Cohort Total	22	36	43	55	59
	% Completed	59.1%	19.4%	53.5%	41.8%	44.1%
Total	Cohort Total	328	373	402	446	492
	% Completed	36.3%	35.9%	45.5%	41.0%	39.2%

Table 27B. BSI-Math Disproportionate Impact by Ethnicity

	2003-04	2004-05	2005-06	2006-07	2007-08
Asian	0.735	1.071	1.210	1.125	0.900
African-American	0.240	1.044	0.439	1.523	0.695
Filipino	0.689	1.591	0.879	0.665	0.850
Hispanic	1.145	0.839	0.991	0.853	0.765
Am Indian/ Alaskan Native	0.000	0.000	n/a	0.487	0.000
Pacific Islander	0.000	n/a	1.098	0.487	0.850
White	1.048	1.113	0.978	1.043	1.149
Unknown	1.629	0.541	1.175	1.019	1.123

Table 28A. BSI-Math Completion Rates by Disability Status

		2003-04	2004-05	2005-06	2006-07	2007-08
Yes	Cohort Total	34	29	33	44	30
	% Completed	38.2%	34.5%	51.5%	47.7%	46.7%
No	Cohort Total	294	344	369	402	462
	% Completed	36.1%	36.0%	45.0%	40.3%	38.7%
Total	Cohort Total	328	373	402	446	492
	% Completed	36.3%	35.9%	45.5%	41.0%	39.2%

Table 28B. BSI-Math Disproportionate Impact by Disability Status

	2003-04	2004-05	2005-06	2006-07	2007-08
Yes	1.054	0.960	1.132	1.163	1.190
No	0.994	1.003	0.988	0.982	0.988

Table 29A. BSI-Math Completion Rates by Economically Disadvantaged Status

		2003-04	2004-05	2005-06	2006-07	2007-08
Yes	Cohort Total	103	121	136	150	147
	% Completed	29.1%	38.8%	46.3%	45.3%	36.1%
No	Cohort Total	225	252	266	296	345
	% Completed	39.6%	34.5%	45.1%	38.9%	40.6%
Total	Cohort Total	328	373	402	446	492
	% Completed	36.3%	35.9%	45.5%	41.0%	39.2%

Table 29B. BSI-Math Disproportionate Impact by Economically Disadvantaged Status

	2003-04	2004-05	2005-06	2006-07	2007-08
Yes	0.803	1.081	1.018	1.105	0.919
No	1.090	0.961	0.991	0.947	1.034

Table 30A. BSI-Math Completion Rates by Foster Youth Status

		2003-04	2004-05	2005-06	2006-07	2007-08
Yes	Cohort Total	0	3	2	3	2
	% Completed	n/a	33.3%	0.0%	33.3%	0.0%
No	Cohort Total	328	370	400	443	490
	% Completed	36.3%	35.9%	45.8%	41.1%	39.4%
Total	Cohort Total	328	373	402	446	492
	% Completed	36.3%	35.9%	45.5%	41.0%	39.2%

Table 30B. BSI-Math Disproportionate Impact by Foster Youth Status

	2003-04	2004-05	2005-06	2006-07	2007-08
Yes	n/a	0.928	0.000	0.812	0.000
No	1.000	1.001	1.005	1.001	1.004

Table 31A. BSI-Math Completion Rates by Veteran Status

		2003-04	2004-05	2005-06	2006-07	2007-08
Yes	Cohort Total	3	4	8	3	1
	% Completed	66.7%	25.0%	37.5%	66.7%	0.0%
No	Cohort Total	325	369	394	443	491
	% Completed	36.0%	36.0%	45.7%	40.9%	39.3%
Total	Cohort Total	328	373	402	446	492
	% Completed	36.3%	35.9%	45.5%	41.0%	39.2%

Table 31B. BSI-Math Disproportionate Impact by Veteran Status

	2003-04	2004-05	2005-06	2006-07	2007-08
Yes	1.838	0.696	0.824	1.625	0.000
No	0.992	1.003	1.004	0.996	1.002

SECTION 4: DEGREE AND CERTIFICATE COMPLETION

30-Units Rate

The percentage of first-time students with minimum of 6 units earned who attempted any math or English in the first three years and earned at least 30 units in the CCC system within six years of entry.

Table 32A. 30-Units Completion Rates by Gender

		2003-04	2004-05	2005-06	2006-07	2007-08
Female	Cohort Total	505	452	560	558	694
	% Completed	67.5%	68.6%	70.2%	70.6%	75.1%
Male	Cohort Total	507	468	529	631	708
	% Completed	66.5%	69.9%	71.1%	67.4%	72.2%
Unknown	Cohort Total	0	1	0	4	7
	% Completed	n/a	0.0%	n/a	75.0%	100.0%
Total	Cohort Total	1,012	921	1,089	1,193	1,409
	% Completed	67.0%	69.2%	70.6%	68.9%	73.7%

Table 32B. 30-Units Disproportionate Impact by Gender

	2003-04	2004-05	2005-06	2006-07	2007-08
Female	1.008	0.992	0.994	1.025	1.018
Male	0.992	1.010	1.007	0.978	0.979
Unknown	n/a	0.000	n/a	1.089	1.356

Table 33A. 30-Units Completion Rates by Age Group

		2003-04	2004-05	2005-06	2006-07	2007-08
17 or less	Cohort Total	304	254	332	373	455
	% Completed	62.2%	68.9%	65.7%	63.3%	67.0%
18 and 19	Cohort Total	511	497	581	660	746
	% Completed	74.0%	72.8%	77.6%	74.5%	79.6%
20 to 24	Cohort Total	91	93	91	86	111
	% Completed	59.3%	63.4%	58.2%	65.1%	64.9%
25 to 29	Cohort Total	38	33	26	20	29
	% Completed	50.0%	48.5%	53.8%	55.0%	62.1%
30 to 34	Cohort Total	26	10	14	16	20
	% Completed	65.4%	70.0%	57.1%	62.5%	85.0%
35 to 39	Cohort Total	14	14	17	11	11
	% Completed	42.9%	35.7%	52.9%	54.5%	81.8%
40 to 49	Cohort Total	21	13	18	22	25
	% Completed	52.4%	61.5%	66.7%	45.5%	56.0%
50+	Cohort Total	7	7	10	5	12
	% Completed	57.1%	71.4%	40.0%	20.0%	83.3%
Total	Cohort Total	1,012	921	1,089	1,193	1,409
	% Completed	67.0%	69.2%	70.6%	68.9%	73.7%

Table 33B. 30-Units Disproportionate Impact by Age Group

	2003-04	2004-05	2005-06	2006-07	2007-08
17 or Less	0.928	0.996	0.930	0.918	0.909
18 & 19	1.104	1.053	1.099	1.082	1.080
20 to 24	0.886	0.917	0.825	0.945	0.880
25 to 29	0.746	0.701	0.763	0.798	0.842
30 to 34	0.976	1.012	0.809	0.907	1.153
35 to 39	0.640	0.516	0.750	0.792	1.110
40 to 49	0.782	0.890	0.944	0.660	0.759
50 +	0.853	1.033	0.566	0.290	1.130

Table 34A. 30-Units Completion Rates by Ethnicity

		2003-04	2004-05	2005-06	2006-07	2007-08
Asian	Cohort Total	259	224	263	297	384
	% Completed	68.0%	73.2%	66.9%	72.4%	72.9%
African-American	Cohort Total	34	29	27	26	33
	% Completed	47.1%	55.2%	48.1%	53.8%	72.7%
Filipino	Cohort Total	23	21	35	40	33
	% Completed	73.9%	71.4%	68.6%	67.5%	72.7%
Hispanic	Cohort Total	117	118	161	171	190
	% Completed	66.7%	64.4%	75.2%	59.1%	72.1%
Am Indian/ Alaskan Native	Cohort Total	7	3	3	4	6
	% Completed	57.1%	66.7%	66.7%	50.0%	50.0%
Pacific Islander	Cohort Total	4	5	5	9	6
	% Completed	50.0%	60.0%	80.0%	55.6%	66.7%
White	Cohort Total	514	443	522	535	606
	% Completed	67.5%	69.8%	71.6%	70.5%	74.4%
Unknown	Cohort Total	54	78	73	111	151
	% Completed	70.4%	66.7%	75.3%	73.0%	76.8%
Total	Cohort Total	1,012	921	1,089	1,193	1,409
	% Completed	67.0%	69.2%	70.6%	68.9%	73.7%

Table 34B. 30-Units Disproportionate Impact by Ethnicity

	2003-04	2004-05	2005-06	2006-07	2007-08
Asian	1.014	1.059	0.948	1.051	0.989
African-American	0.702	0.798	0.682	0.781	0.986
Filipino	1.103	1.033	0.971	0.980	0.986
Hispanic	0.995	0.931	1.064	0.857	0.978
Am Indian/ Alaskan Native	0.853	0.964	0.944	0.726	0.678
Pacific Islander	0.746	0.868	1.133	0.806	0.904
White	1.008	1.008	1.015	1.023	1.009
Unknown	1.050	0.964	1.067	1.059	1.042

Table 35A. 30-Units Completion Rates by Disability Status

		2003-04	2004-05	2005-06	2006-07	2007-08
Yes	Cohort Total	51	44	35	59	55
	% Completed	78.4%	75.0%	77.1%	66.1%	76.4%
No	Cohort Total	961	877	1,054	1,134	1,352
	% Completed	66.4%	68.9%	70.4%	69.0%	73.6%
Total	Cohort Total	1,012	921	1,089	1,193	1,407
	% Completed	67.0%	69.2%	70.6%	68.9%	73.7%

Table 35B. 30-Units Disproportionate Impact by Disability Status

	2003-04	2004-05	2005-06	2006-07	2007-08
Yes	1.171	1.084	1.092	0.959	1.036
No	0.991	0.996	0.997	1.002	0.999

Table 36A. 30-Units Completion Rates by Economically Disadvantaged Status

		2003-04	2004-05	2005-06	2006-07	2007-08
Yes	Cohort Total	347	348	365	414	540
	% Completed	75.5%	79.0%	82.5%	80.7%	83.5%
No	Cohort Total	665	573	724	779	869
	% Completed	62.6%	63.2%	64.6%	62.6%	67.7%
Total	Cohort Total	1,012	921	1,089	1,193	1,409
	% Completed	67.0%	69.2%	70.6%	68.9%	73.7%

Table 36B. 30-Units Disproportionate Impact by Economically Disadvantaged Status*

	2003-04	2004-05	2005-06	2006-07	2007-08
Yes	1.127	1.143	1.168	1.171	1.133
No	0.934	0.913	0.915	0.909	0.918

Table 37A. 30-Units Completion Rates by Foster Youth Status

		2003-04	2004-05	2005-06	2006-07	2007-08
Yes	Cohort Total	1	0	1	1	4
	% Completed	0.0%	n/a	100.0%	100.0%	100.0%
No	Cohort Total	1,011	921	1,088	1,192	1,405
	% Completed	67.1%	69.2%	70.6%	68.9%	73.7%
Total	Cohort Total	1,012	921	1,089	1,193	1,409
	% Completed	67.0%	69.2%	70.6%	68.9%	73.7%

Table 37B. 30-Units Disproportionate Impact by Foster Youth Status

	2003-04	2004-05	2005-06	2006-07	2007-08
Yes	0.000	n/a	1.416	1.451	1.356
No	1.001	1.000	1.000	1.000	0.999

Table 38A. 30-Units Completion Rates by Veteran Status

		2003-04	2004-05	2005-06	2006-07	2007-08
Yes	Cohort Total	2	4	5	4	1
	% Completed	50.0%	50.0%	80.0%	75.0%	100.0%
No	Cohort Total	1,010	917	1,084	1,189	1,408
	% Completed	67.0%	69.2%	70.6%	68.9%	73.7%
Total	Cohort Total	1,012	921	1,089	1,193	1,409
	% Completed	67.0%	69.2%	70.6%	68.9%	73.7%

Table 38B. 30-Unit Disproportionate Impact by Veteran Status

	2003-04	2004-05	2005-06	2006-07	2007-08
Yes	0.746	0.723	1.133	1.089	1.356
No	1.001	1.001	0.999	1.000	1.000

Persistence Rate

The percentage of first-time students with minimum of 6 units earn who attempted any math or English in the first three years and enroll in first three consecutive primary semester terms anywhere in the CCC system.

Table 39A. Persistence Rates by Gender

		2003-04	2004-05	2005-06	2006-07	2007-08
Female	Cohort Total	505	452	560	558	694
	% Completed	65.3%	69.2%	68.6%	68.5%	73.6%
Male	Cohort Total	507	468	529	631	708
	% Completed	66.9%	66.7%	70.7%	67.2%	69.6%
Unknown	Cohort Total	0	1	0	4	7
	% Completed	n/a	100.0%	n/a	75.0%	85.7%
Total	Cohort Total	1,012	921	1,089	1,193	1,409
	% Completed	66.1%	68.0%	69.6%	67.8%	71.7%

Table 39B. Persistence Disproportionate Impact by Gender

	2003-04	2004-05	2005-06	2006-07	2007-08
Female	0.989	1.019	0.985	1.010	1.027
Male	1.011	0.981	1.016	0.991	0.971
Unknown	n/a	1.471	n/a	1.106	1.196

Table 40A. Persistence Rates by Age Group

		2003-04	2004-05	2005-06	2006-07	2007-08
17 or less	Cohort Total	304	254	332	373	455
	% Completed	40.1%	53.1%	53.0%	43.4%	49.9%
18 and 19	Cohort Total	511	497	581	660	746
	% Completed	81.8%	76.7%	81.9%	82.6%	85.4%
20 to 24	Cohort Total	91	93	91	86	111
	% Completed	63.7%	67.7%	57.1%	65.1%	71.2%
25 to 29	Cohort Total	38	33	26	20	29
	% Completed	60.5%	48.5%	69.2%	65.0%	62.1%
30 to 34	Cohort Total	26	10	14	16	20
	% Completed	69.2%	70.0%	64.3%	50.0%	70.0%
35 to 39	Cohort Total	14	14	17	11	11
	% Completed	64.3%	71.4%	47.1%	54.5%	72.7%
40 to 49	Cohort Total	21	13	18	22	25
	% Completed	66.7%	69.2%	66.7%	68.2%	64.0%
50+	Cohort Total	7	7	10	5	12
	% Completed	100.0%	71.4%	70.0%	80.0%	91.7%
Total	Cohort Total	1,012	921	1,089	1,193	1,409
	% Completed	66.1%	68.0%	69.6%	67.8%	71.7%

Table 40B. Persistence Disproportionate Impact by Age Group

	2003-04	2004-05	2005-06	2006-07	2007-08
17 or Less	0.607	0.782	0.762	0.640	0.696
18 & 19	1.237	1.128	1.177	1.218	1.191
20 to 24	0.964	0.997	0.821	0.960	0.993
25 to 29	0.916	0.713	0.995	0.959	0.866
30 to 34	1.047	1.030	0.924	0.737	0.977
35 to 39	0.972	1.051	0.676	0.804	1.015
40 to 49	1.008	1.019	0.958	1.005	0.893
50 +	1.513	1.051	1.006	1.180	1.279

Table 41A. Persistence Rates by Ethnicity

		2003-04	2004-05	2005-06	2006-07	2007-08
Asian	Cohort Total	259	224	263	297	384
	% Completed	59.1%	64.7%	63.9%	60.3%	66.9%
African-American	Cohort Total	34	29	27	26	33
	% Completed	52.9%	65.5%	51.9%	61.5%	90.9%
Filipino	Cohort Total	23	21	35	40	33
	% Completed	60.9%	81.0%	62.9%	70.0%	69.7%
Hispanic	Cohort Total	117	118	161	171	190
	% Completed	72.6%	66.1%	73.3%	67.8%	75.3%
Am Indian/ Alaskan Native	Cohort Total	7	3	3	4	6
	% Completed	57.1%	100.0%	66.7%	75.0%	50.0%
Pacific Islander	Cohort Total	4	5	5	9	6
	% Completed	100.0%	100.0%	60.0%	100.0%	50.0%
White	Cohort Total	514	443	522	535	606
	% Completed	68.7%	68.2%	73.6%	69.9%	71.9%
Unknown	Cohort Total	54	78	73	111	151
	% Completed	70.4%	73.1%	64.4%	75.7%	76.2%
Total	Cohort Total	1,012	921	1,089	1,193	1,409
	% Completed	66.1%	68.0%	69.6%	67.8%	71.7%

Table 41B. Persistence Disproportionate Impact by Ethnicity

	2003-04	2004-05	2005-06	2006-07	2007-08
Asian	0.894	0.952	0.918	0.889	0.934
African-American	0.801	0.964	0.745	0.907	1.268
Filipino	0.921	1.191	0.903	1.032	0.972
Hispanic	1.099	0.973	1.053	1.000	1.050
Am Indian/ Alaskan Native	0.864	1.471	0.958	1.106	0.698
Pacific Islander	1.513	1.471	0.862	1.475	0.698
White	1.039	1.003	1.057	1.031	1.004
Unknown	1.064	1.075	0.925	1.116	1.062

Table 42A. Persistence Rates by Disability Status

		2003-04	2004-05	2005-06	2006-07	2007-08
Yes	Cohort Total	51	44	35	59	55
	% Completed	72.5%	70.5%	85.7%	81.4%	81.8%
No	Cohort Total	961	877	1,054	1,134	1,352
	% Completed	65.8%	67.8%	69.1%	67.1%	71.2%
Total	Cohort Total	1,012	921	1,089	1,193	1,407
	% Completed	66.1%	68.0%	69.6%	67.8%	71.6%

Table 42B. Persistence Disproportionate Impact by Disability Status

	2003-04	2004-05	2005-06	2006-07	2007-08
Yes	1.097	1.037	1.231	1.200	1.142
No	0.995	0.998	0.992	0.990	0.994

Table 43A. Persistence Rates by Economically Disadvantaged Status

		2003-04	2004-05	2005-06	2006-07	2007-08
Yes	Cohort Total	347	348	365	414	540
	% Completed	69.2%	73.3%	72.6%	73.7%	75.0%
No	Cohort Total	665	573	724	779	869
	% Completed	64.5%	64.7%	68.1%	64.7%	69.6%
Total	Cohort Total	1,012	921	1,089	1,193	1,409
	% Completed	66.1%	68.0%	69.6%	67.8%	71.7%

Table 43B. Persistence Disproportionate Impact by Economically Disadvantaged Status

	2003-04	2004-05	2005-06	2006-07	2007-08
Yes	1.046	1.078	1.043	1.086	1.046
No	0.976	0.953	0.978	0.954	0.971

Table 44A. Persistence Rate by Foster Youth Status

		2003-04	2004-05	2005-06	2006-07	2007-08
Yes	Cohort Total	1	0	1	1	4
	% Completed	100.0%	n/a	100.0%	100.0%	100.0%
No	Cohort Total	1,011	921	1,088	1,192	1,405
	% Completed	66.1%	68.0%	69.6%	67.8%	71.6%
Total	Cohort Total	1,012	921	1,089	1,193	1,409
	% Completed	66.1%	68.0%	69.6%	67.8%	71.7%

Table 44B. Persistence Disproportionate Impact by Foster Youth Status

	2003-04	2004-05	2005-06	2006-07	2007-08
Yes	1.513	n/a	1.437	1.475	1.395
No	0.999	1.000	1.000	1.000	0.999

Table 45A. Persistence Rates by Veteran Status

		2003-04	2004-05	2005-06	2006-07	2007-08
Yes	Cohort Total	2	4	5	4	1
	% Completed	100.0%	50.0%	60.0%	25.0%	100.0%
No	Cohort Total	1,010	917	1,084	1,189	1,408
	% Completed	66.0%	68.0%	69.6%	68.0%	71.7%
Total	Cohort Total	1,012	921	1,089	1,193	1,409
	% Completed	66.1%	68.0%	69.6%	67.8%	71.7%

Table 45B. Persistence Disproportionate Impact by Veteran Status

	2003-04	2004-05	2005-06	2006-07	2007-08
Yes	1.513	0.736	0.862	0.369	1.395
No	0.999	1.001	1.001	1.002	1.000

Completion Rate (Student Progress and Attainment Rate)

The percentage of first-time students with minimum of 6 units earned who attempted any math or English in the first three years and achieved any of the following outcomes within six years of entry:

- Earned AA/AS or credit Certificate (Chancellor's Office approved)
- Transfer to four-year institution (students shown to have enrolled at any four-year institution of higher education after enrolling at a CCC)
- Achieved "Transfer Prepared" (student successfully completed 60 UC/CSU transferable units with a GPA >=2.0)

Table 46A. SPAR by Gender

		2003-04	2004-05	2005-06	2006-07	2007-08
Female	Cohort Total	505	452	560	558	694
	% Completed	63.8%	58.0%	63.0%	65.1%	64.4%
Male	Cohort Total	507	468	529	631	708
	% Completed	60.4%	62.0%	60.5%	59.9%	61.2%
Unknown	Cohort Total	0	1	0	4	7
	% Completed	n/a	0.0%	n/a	75.0%	57.1%
Total	Cohort Total	1,012	921	1,089	1,193	1,409
	% Completed	62.1%	59.9%	61.8%	62.4%	62.7%

Table 46B. SPAR Disproportionate Impact by Gender

	2003-04	2004-05	2005-06	2006-07	2007-08
Female	1.028	0.967	1.020	1.043	1.027
Male	0.973	1.034	0.979	0.961	0.975
Unknown	n/a	0.000	n/a	1.203	0.911

Table 47A. SPAR by Age Group

		2003-04	2004-05	2005-06	2006-07	2007-08
17 or less	Cohort Total	304	254	332	373	455
	% Completed	72.0%	79.9%	74.7%	75.1%	72.7%
18 and 19	Cohort Total	511	497	581	660	746
	% Completed	61.8%	56.5%	59.4%	61.2%	60.2%
20 to 24	Cohort Total	91	93	91	86	111
	% Completed	54.9%	45.2%	51.6%	43.0%	55.9%
25 to 29	Cohort Total	38	33	26	20	29
	% Completed	47.4%	39.4%	53.8%	35.0%	34.5%
30 to 34	Cohort Total	26	10	14	16	20
	% Completed	30.8%	30.0%	57.1%	31.3%	65.0%
35 to 39	Cohort Total	14	14	17	11	11
	% Completed	35.7%	21.4%	23.5%	36.4%	45.5%
40 to 49	Cohort Total	21	13	18	22	25
	% Completed	52.4%	46.2%	27.8%	31.8%	36.0%
50+	Cohort Total	7	7	10	5	12
	% Completed	14.3%	14.3%	20.0%	0.0%	41.7%
Total	Cohort Total	1,012	921	1,089	1,193	1,409
	% Completed	62.1%	59.9%	61.8%	62.4%	62.7%

Table 47B. SPAR Disproportionate Impact by Age Group

	2003-04	2004-05	2005-06	2006-07	2007-08
17 or Less	1.161	1.333	1.209	1.204	1.160
18 & 19	0.997	0.943	0.961	0.982	0.959
20 to 24	0.885	0.754	0.836	0.690	0.890
25 to 29	0.763	0.657	0.871	0.561	0.550
30 to 34	0.496	0.501	0.925	0.501	1.036
35 to 39	0.576	0.358	0.381	0.583	0.724
40 to 49	0.844	0.770	0.449	0.510	0.574
50 +	0.230	0.238	0.324	0.000	0.664

Table 48A. SPAR by Ethnicity

		2003-04	2004-05	2005-06	2006-07	2007-08
Asian	Cohort Total	259	224	263	297	384
	% Completed	69.5%	73.2%	74.5%	76.1%	76.0%
African-American	Cohort Total	34	29	27	26	33
	% Completed	44.1%	34.5%	51.9%	34.6%	48.5%
Filipino	Cohort Total	23	21	35	40	33
	% Completed	26.1%	71.4%	54.3%	52.5%	54.5%
Hispanic	Cohort Total	117	118	161	171	190
	% Completed	54.7%	45.8%	49.1%	50.9%	44.2%
Am Indian/ Alaskan Native	Cohort Total	7	3	3	4	6
	% Completed	28.6%	33.3%	33.3%	75.0%	33.3%
Pacific Islander	Cohort Total	4	5	5	9	6
	% Completed	50.0%	80.0%	60.0%	33.3%	66.7%
White	Cohort Total	514	443	522	535	606
	% Completed	61.3%	57.8%	60.5%	60.2%	61.4%
Unknown	Cohort Total	54	78	73	111	151
	% Completed	81.5%	61.5%	61.6%	65.8%	63.6%
Total	Cohort Total	1,012	921	1,089	1,193	1,409
	% Completed	62.1%	59.9%	61.8%	62.4%	62.7%

Table 48B. SPAR Disproportionate Impact by Ethnicity

	2003-04	2004-05	2005-06	2006-07	2007-08
Asian	1.120	1.222	1.206	1.220	1.212
African-American	0.711	0.575	0.839	0.555	0.773
Filipino	0.420	1.192	0.878	0.842	0.869
Hispanic	0.881	0.764	0.794	0.816	0.705
Am Indian/ Alaskan Native	0.460	0.556	0.539	1.203	0.531
Pacific Islander	0.806	1.335	0.971	0.534	1.063
White	0.988	0.964	0.980	0.965	0.978
Unknown	1.313	1.027	0.997	1.055	1.013

Table 49A. SPAR by Disability Status

		2003-04	2004-05	2005-06	2006-07	2007-08
Yes	Cohort Total	51	44	35	59	55
	% Completed	47.1%	43.2%	57.1%	39.0%	54.5%
No	Cohort Total	961	877	1,054	1,134	1,352
	% Completed	62.9%	60.8%	62.0%	63.6%	63.1%
Total	Cohort Total	1,012	921	1,089	1,193	1,407
	% Completed	62.1%	59.9%	61.8%	62.4%	62.8%

Table 49B. SPAR Disproportionate Impact by Disability Status

	2003-04	2004-05	2005-06	2006-07	2007-08
Yes	0.758	0.720	0.925	0.625	0.869
No	1.013	1.014	1.003	1.020	1.005

Table 50A. SPAR by Economically Disadvantaged Status

		2003-04	2004-05	2005-06	2006-07	2007-08
Yes	Cohort Total	347	348	365	414	540
	% Completed	60.5%	59.5%	62.5%	61.6%	61.1%
No	Cohort Total	665	573	724	779	869
	% Completed	62.9%	60.2%	61.5%	62.8%	63.8%
Total	Cohort Total	1,012	921	1,089	1,193	1,409
	% Completed	62.1%	59.9%	61.8%	62.4%	62.7%

Table 50B. SPAR Disproportionate Impact by Economically Disadvantaged Status

	2003-04	2004-05	2005-06	2006-07	2007-08
Yes	0.975	0.992	1.011	0.988	0.974
No	1.013	1.005	0.995	1.007	1.016

Table 51A. SPAR by Foster Youth Status

		2003-04	2004-05	2005-06	2006-07	2007-08
Yes	Cohort Total	1	0	1	1	4
	% Completed	100.0%	n/a	0.0%	0.0%	25.0%
No	Cohort Total	1,011	921	1,088	1,192	1,405
	% Completed	62.0%	59.9%	61.9%	62.4%	62.8%
Total	Cohort Total	1,012	921	1,089	1,193	1,409
	% Completed	62.1%	59.9%	61.8%	62.4%	62.7%

Table 51B. SPAR Disproportionate Impact by Foster Youth Status

	2003-04	2004-05	2005-06	2006-07	2007-08
Yes	1.611	n/a	0.000	0.000	0.398
No	0.999	1.000	1.001	1.001	1.002

Table 52A. SPAR by Veteran Status

		2003-04	2004-05	2005-06	2006-07	2007-08
Yes	Cohort Total	2	4	5	4	1
	% Completed	50.0%	25.0%	40.0%	25.0%	100.0%
No	Cohort Total	1,010	917	1,084	1,189	1,408
	% Completed	62.1%	60.1%	61.9%	62.5%	62.7%
Total	Cohort Total	1,012	921	1,089	1,193	1,409
	% Completed	62.1%	59.9%	61.8%	62.4%	62.7%

Table 52B. SPAR Disproportionate Impact by Veteran Status

	2003-04	2004-05	2005-06	2006-07	2007-08
Yes	0.806	0.417	0.647	0.401	1.594
No	1.000	1.003	1.002	1.002	1.000

Degree and Certificate Completion

Derived from SPAR. The percentage of first-time students with minimum of 6 units earned who attempted any math or English in the first three years and earned an AA/AS or credit certificate (Chancellor's Office approved) within six years of entry.

Table 53A. Award Completion Rates by Gender

		2003-04	2004-05	2005-06	2006-07	2007-08
Female	Cohort Total	505	452	560	558	694
	% Completed	24.2%	22.8%	27.7%	31.2%	34.1%
Male	Cohort Total	507	468	529	631	708
	% Completed	17.9%	16.7%	22.7%	24.4%	24.6%
Unknown	Cohort Total	0	1	0	4	7
	% Completed	n/a	0.0%	n/a	50.0%	28.6%
Total	Cohort Total	1,012	921	1,089	1,193	1,409
	% Completed	21.0%	19.7%	25.3%	27.7%	29.3%

Table 53B. Award Completion Disproportionate Impact by Gender

	2003-04	2004-05	2005-06	2006-07	2007-08
Female	1.148	1.160	1.096	1.127	1.165
Male	0.853	0.848	0.898	0.882	0.838
Unknown	n/a	0.000	n/a	1.808	0.975

Table 54A. Award Completion Rates by Age Group

		2003-04	2004-05	2005-06	2006-07	2007-08
17 or less	Cohort Total	304	254	332	373	455
	% Completed	16.4%	21.7%	25.6%	25.2%	24.6%
18 and 19	Cohort Total	511	497	581	660	746
	% Completed	22.7%	18.3%	26.3%	30.6%	31.8%
20 to 24	Cohort Total	91	93	91	86	111
	% Completed	20.9%	20.4%	23.1%	25.6%	29.7%
25 to 29	Cohort Total	38	33	26	20	29
	% Completed	28.9%	24.2%	19.2%	35.0%	31.0%
30 to 34	Cohort Total	26	10	14	16	20
	% Completed	26.9%	20.0%	28.6%	12.5%	40.0%
35 to 39	Cohort Total	14	14	17	11	11
	% Completed	28.6%	0.0%	11.8%	18.2%	36.4%
40 to 49	Cohort Total	21	13	18	22	25
	% Completed	23.8%	38.5%	16.7%	4.5%	24.0%
50+	Cohort Total	7	7	10	5	12
	% Completed	14.3%	14.3%	20.0%	0.0%	33.3%
Total	Cohort Total	1,012	921	1,089	1,193	1,409
	% Completed	21.0%	19.7%	25.3%	27.7%	29.3%

Table 54B. Award Completion Disproportionate Impact by Age Group

	2003-04	2004-05	2005-06	2006-07	2007-08
17 or Less	0.781	1.102	1.014	0.911	0.840
18 & 19	1.079	0.932	1.043	1.106	1.084
20 to 24	0.992	1.040	0.914	0.925	1.014
25 to 29	1.375	1.234	0.762	1.265	1.059
30 to 34	1.279	1.018	1.131	0.452	1.365
35 to 39	1.357	0.000	0.466	0.657	1.241
40 to 49	1.131	1.957	0.660	0.164	0.819
50 +	0.679	0.727	0.792	0.000	1.137

Table 55A. Award Completion Rates by Ethnicity

		2003-04	2004-05	2005-06	2006-07	2007-08
Asian	Cohort Total	259	224	263	297	384
	% Completed	17.0%	23.2%	28.5%	33.0%	33.1%
African-American	Cohort Total	34	29	27	26	33
	% Completed	23.5%	10.3%	7.4%	11.5%	21.2%
Filipino	Cohort Total	23	21	35	40	33
	% Completed	13.0%	28.6%	22.9%	22.5%	27.3%
Hispanic	Cohort Total	117	118	161	171	190
	% Completed	23.9%	19.5%	29.2%	25.1%	26.8%
Am Indian/ Alaskan Native	Cohort Total	7	3	3	4	6
	% Completed	14.3%	0.0%	33.3%	0.0%	0.0%
Pacific Islander	Cohort Total	4	5	5	9	6
	% Completed	25.0%	0.0%	40.0%	33.3%	33.3%
White	Cohort Total	514	443	522	535	606
	% Completed	22.6%	18.5%	24.1%	26.7%	28.7%
Unknown	Cohort Total	54	78	73	111	151
	% Completed	22.2%	19.2%	19.2%	27.9%	28.5%
Total	Cohort Total	1,012	921	1,089	1,193	1,409
	% Completed	21.0%	19.7%	25.3%	27.7%	29.3%

Table 55B. Award Completion Disproportionate Impact by Ethnicity

	2003-04	2004-05	2005-06	2006-07	2007-08
Asian	0.807	1.181	1.129	1.193	1.128
African-American	1.118	0.526	0.293	0.417	0.724
Filipino	0.620	1.454	0.905	0.813	0.930
Hispanic	1.137	0.992	1.156	0.909	0.916
Am Indian/ Alaskan Native	0.679	0.000	1.320	0.000	0.000
Pacific Islander	1.188	0.000	1.584	1.205	1.137
White	1.072	0.942	0.956	0.966	0.980
Unknown	1.056	0.979	0.759	1.010	0.972

Table 56A. Award Completion Rates by Disability Status

		2003-04	2004-05	2005-06	2006-07	2007-08
Yes	Cohort Total	51	44	35	59	55
	% Completed	19.6%	20.5%	22.9%	22.0%	25.5%
No	Cohort Total	961	877	1,054	1,134	1,352
	% Completed	21.1%	19.6%	25.3%	28.0%	29.5%
Total	Cohort Total	1,012	921	1,089	1,193	1,407
	% Completed	21.0%	19.7%	25.3%	27.7%	29.4%

Table 56B. Award Completion Disproportionate Impact by Disability Status

	2003-04	2004-05	2005-06	2006-07	2007-08
Yes	0.932	1.041	0.905	0.797	0.867
No	1.004	0.998	1.003	1.011	1.005

Table 57A. Award Completion Rates by Economically Disadvantaged Status

		2003-04	2004-05	2005-06	2006-07	2007-08
Yes	Cohort Total	347	348	365	414	540
	% Completed	23.9%	26.7%	33.2%	38.2%	34.4%
No	Cohort Total	665	573	724	779	869
	% Completed	19.5%	15.4%	21.3%	22.1%	26.1%
Total	Cohort Total	1,012	921	1,089	1,193	1,409
	% Completed	21.0%	19.7%	25.3%	27.7%	29.3%

Table 57B. Award Completion Disproportionate Impact by Economically Disadvantaged Status

	2003-04	2004-05	2005-06	2006-07	2007-08
Yes	1.136	1.360	1.313	1.380	1.175
No	0.929	0.781	0.842	0.798	0.891

Transfer Prepared

Derived from SPAR. The percentage of first-time students with minimum of 6 units earned who attempted any math or English in the first three years and achieved "Transfer Prepared" (student successfully completed 60 UC/CSU transferable units with a GPA >=2.0) within six years of entry.

Table 58A. Transfer Prepared Rates by Gender

		2003-04	2004-05	2005-06	2006-07	2007-08
Female	Cohort Total	505	452	560	558	694
	% Completed	36.4%	35.6%	37.7%	40.7%	38.8%
Male	Cohort Total	507	468	529	631	708
	% Completed	34.9%	36.5%	38.8%	34.2%	38.8%
Unknown	Cohort Total	0	1	0	4	7
	% Completed	n/a	0.0%	n/a	75.0%	42.9%
Total	Cohort Total	1,012	921	1,089	1,193	1,409
	% Completed	35.7%	36.0%	38.2%	37.4%	38.8%

Table 58B. Transfer Prepared Disproportionate Impact by Gender

	2003-04	2004-05	2005-06	2006-07	2007-08
Female	1.021	0.988	0.986	1.088	0.998
Male	0.979	1.014	1.014	0.916	1.001
Unknown	n/a	0.000	n/a	2.006	1.104

Table 59A. Transfer Prepared Rates by Age Group

		2003-04	2004-05	2005-06	2006-07	2007-08
17 or less	Cohort Total	304	254	332	373	455
	% Completed	32.9%	40.9%	35.5%	30.8%	34.7%
18 and 19	Cohort Total	511	497	581	660	746
	% Completed	42.9%	39.0%	43.4%	45.5%	44.2%
20 to 24	Cohort Total	91	93	91	86	111
	% Completed	26.4%	24.7%	34.1%	25.6%	35.1%
25 to 29	Cohort Total	38	33	26	20	29
	% Completed	21.1%	21.2%	23.1%	20.0%	20.7%
30 to 34	Cohort Total	26	10	14	16	20
	% Completed	7.7%	10.0%	35.7%	18.8%	30.0%
35 to 39	Cohort Total	14	14	17	11	11
	% Completed	21.4%	0.0%	11.8%	9.1%	27.3%
40 to 49	Cohort Total	21	13	18	22	25
	% Completed	19.0%	23.1%	11.1%	4.5%	20.0%
50+	Cohort Total	7	7	10	5	12
	% Completed	14.3%	0.0%	0.0%	0.0%	0.0%
Total	Cohort Total	1,012	921	1,089	1,193	1,409
	% Completed	35.7%	36.0%	38.2%	37.4%	38.8%

Table 59B. Transfer Prepared Disproportionate Impact by Age Group

	2003-04	2004-05	2005-06	2006-07	2007-08
17 or Less	0.922	1.136	0.930	0.825	0.894
18 & 19	1.201	1.083	1.135	1.216	1.139
20 to 24	0.739	0.686	0.892	0.684	0.905
25 to 29	0.590	0.588	0.604	0.535	0.533
30 to 34	0.216	0.277	0.935	0.502	0.773
35 to 39	0.601	0.000	0.308	0.243	0.703
40 to 49	0.534	0.640	0.291	0.122	0.515
50 +	0.400	0.000	0.000	0.000	0.000

Table 60A. Transfer Prepared Rates by Ethnicity

		2003-04	2004-05	2005-06	2006-07	2007-08
Asian	Cohort Total	259	224	263	297	384
	% Completed	40.2%	38.8%	38.4%	42.4%	45.6%
African-American	Cohort Total	34	29	27	26	33
	% Completed	20.6%	24.1%	22.2%	19.2%	24.2%
Filipino	Cohort Total	23	21	35	40	33
	% Completed	13.0%	61.9%	40.0%	32.5%	48.5%
Hispanic	Cohort Total	117	118	161	171	190
	% Completed	35.9%	28.8%	36.6%	29.8%	31.1%
Am Indian/ Alaskan Native	Cohort Total	7	3	3	4	6
	% Completed	14.3%	0.0%	33.3%	25.0%	0.0%
Pacific Islander	Cohort Total	4	5	5	9	6
	% Completed	0.0%	60.0%	40.0%	33.3%	33.3%
White	Cohort Total	514	443	522	535	606
	% Completed	35.0%	34.8%	39.7%	37.4%	37.5%
Unknown	Cohort Total	54	78	73	111	151
	% Completed	44.4%	43.6%	35.6%	42.3%	39.7%
Total	Cohort Total	1,012	921	1,089	1,193	1,409
	% Completed	35.7%	36.0%	38.2%	37.4%	38.8%

Table 60B. Transfer Prepared Disproportionate Impact by Ethnicity

	2003-04	2004-05	2005-06	2006-07	2007-08
Asian	1.126	1.077	1.005	1.135	1.174
African-American	0.577	0.670	0.582	0.514	0.624
Filipino	0.366	1.717	1.047	0.869	1.249
Hispanic	1.006	0.799	0.959	0.798	0.800
Am Indian/ Alaskan Native	0.400	0.000	0.873	0.669	0.000
Pacific Islander	0.000	1.664	1.047	0.892	0.859
White	0.982	0.964	1.038	1.000	0.965
Unknown	1.246	1.209	0.932	1.133	1.024

Table 61A. Transfer Prepared Rates by Disability Status

		2003-04	2004-05	2005-06	2006-07	2007-08
Yes	Cohort Total	51	44	35	59	55
	% Completed	27.5%	31.8%	45.7%	28.8%	36.4%
No	Cohort Total	961	877	1,054	1,134	1,352
	% Completed	36.1%	36.3%	38.0%	37.8%	38.9%
Total	Cohort Total	1,012	921	1,089	1,193	1,407
	% Completed	35.7%	36.0%	38.2%	37.4%	38.8%

Table 61B. Transfer Prepared Disproportionate Impact by Disability Status

	2003-04	2004-05	2005-06	2006-07	2007-08
Yes	0.770	0.883	1.197	0.771	0.937
No	1.012	1.006	0.993	1.012	1.003

Table 62A. Transfer Prepared Rates by Economically Disadvantaged Status

		2003-04	2004-05	2005-06	2006-07	2007-08
Yes	Cohort Total	347	348	365	414	540
	% Completed	42.7%	42.2%	45.8%	46.4%	44.3%
No	Cohort Total	665	573	724	779	869
	% Completed	32.0%	32.3%	34.4%	32.6%	35.4%
Total	Cohort Total	1,012	921	1,089	1,193	1,409
	% Completed	35.7%	36.0%	38.2%	37.4%	38.8%

Table 62B. Transfer Prepared Disproportionate Impact by Economically Disadvantaged Status

	2003-04	2004-05	2005-06	2006-07	2007-08
Yes	1.196	1.172	1.198	1.241	1.140
No	0.898	0.896	0.900	0.872	0.913

SECTION 5: TRANSFER

Transfers

Derived from SPAR. The percentage of first-time students with minimum of 6 units earned who attempted any math or English in the first three years and transfer to a four-year institution (students shown to have enrolled at any four-year institution of higher education after enrolling at a CCC) within six years of entry.

Table 63A. Transfer Rates by Gender

		2003-04	2004-05	2005-06	2006-07	2007-08
Female	Cohort Total	505	452	560	558	694
	% Completed	54.3%	49.8%	54.6%	57.2%	55.9%
Male	Cohort Total	507	468	529	631	708
	% Completed	53.6%	55.3%	51.0%	52.3%	52.8%
Unknown	Cohort Total	0	1	0	4	7
	% Completed	n/a	0.0%	n/a	75.0%	57.1%
Total	Cohort Total	1,012	921	1,089	1,193	1,409
	% Completed	54.0%	52.6%	52.9%	54.7%	54.4%

Table 63B. Transfers Disproportionate Impact by Gender

	2003-04	2004-05	2005-06	2006-07	2007-08
Female	1.006	0.947	1.033	1.046	1.028
Male	0.994	1.053	0.965	0.957	0.972
Unknown	n/a	0.000	n/a	1.372	1.051

Table 64A. Transfer Rates by Age Group

		2003-04	2004-05	2005-06	2006-07	2007-08
17 or less	Cohort Total	304	254	332	373	455
	% Completed	67.1%	75.6%	67.8%	71.3%	66.4%
18 and 19	Cohort Total	511	497	581	660	746
	% Completed	53.6%	47.1%	50.3%	51.4%	52.0%
20 to 24	Cohort Total	91	93	91	86	111
	% Completed	46.2%	41.9%	44.0%	37.2%	45.0%
25 to 29	Cohort Total	38	33	26	20	29
	% Completed	28.9%	27.3%	34.6%	20.0%	17.2%
30 to 34	Cohort Total	26	10	14	16	20
	% Completed	19.2%	20.0%	35.7%	18.8%	45.0%
35 to 39	Cohort Total	14	14	17	11	11
	% Completed	28.6%	21.4%	11.8%	27.3%	27.3%
40 to 49	Cohort Total	21	13	18	22	25
	% Completed	28.6%	30.8%	11.1%	22.7%	28.0%
50+	Cohort Total	7	7	10	5	12
	% Completed	0.0%	14.3%	10.0%	0.0%	16.7%
Total	Cohort Total	1,012	921	1,089	1,193	1,409
	% Completed	54.0%	52.6%	52.9%	54.7%	54.4%

Table 64B. Transfers Disproportionate Impact by Age Group

	2003-04	2004-05	2005-06	2006-07	2007-08
17 or Less	1.244	1.438	1.281	1.305	1.221
18 & 19	0.994	0.896	0.950	0.940	0.957
20 to 24	0.855	0.798	0.831	0.681	0.829
25 to 29	0.537	0.519	0.654	0.366	0.317
30 to 34	0.356	0.381	0.675	0.343	0.828
35 to 39	0.530	0.408	0.222	0.499	0.502
40 to 49	0.530	0.586	0.210	0.416	0.515
50 +	0.000	0.272	0.189	0.000	0.307

Table 65A. Transfer Rates by Ethnicity

		2003-04	2004-05	2005-06	2006-07	2007-08
Asian	Cohort Total	259	224	263	297	384
	% Completed	62.9%	63.4%	68.8%	69.4%	66.7%
African-American	Cohort Total	34	29	27	26	33
	% Completed	38.2%	31.0%	40.7%	26.9%	48.5%
Filipino	Cohort Total	23	21	35	40	33
	% Completed	26.1%	47.6%	45.7%	47.5%	45.5%
Hispanic	Cohort Total	117	118	161	171	190
	% Completed	42.7%	41.5%	39.1%	42.7%	35.3%
Am Indian/ Alaskan Native	Cohort Total	7	3	3	4	6
	% Completed	28.6%	33.3%	33.3%	75.0%	33.3%
Pacific Islander	Cohort Total	4	5	5	9	6
	% Completed	25.0%	60.0%	60.0%	33.3%	50.0%
White	Cohort Total	514	443	522	535	606
	% Completed	53.7%	51.7%	50.4%	51.8%	53.6%
Unknown	Cohort Total	54	78	73	111	151
	% Completed	64.8%	52.6%	52.1%	57.7%	54.3%
Total	Cohort Total	1,012	921	1,089	1,193	1,409
	% Completed	54.0%	52.6%	52.9%	54.7%	54.4%

Table 65B. Transfers Disproportionate Impact by Ethnicity

	2003-04	2004-05	2005-06	2006-07	2007-08
Asian	1.166	1.206	1.301	1.269	1.226
African-American	0.709	0.591	0.770	0.493	0.892
Filipino	0.484	0.906	0.864	0.869	0.836
Hispanic	0.792	0.790	0.740	0.781	0.649
Am Indian/ Alaskan Native	0.530	0.634	0.630	1.372	0.613
Pacific Islander	0.463	1.142	1.134	0.610	0.920
White	0.995	0.984	0.953	0.947	0.986
Unknown	1.201	1.000	0.984	1.055	0.999

Table 66A. Transfer Rates by Disability Status

		2003-04	2004-05	2005-06	2006-07	2007-08
Yes	Cohort Total	51	44	35	59	55
	% Completed	35.3%	36.4%	40.0%	28.8%	45.5%
No	Cohort Total	961	877	1,054	1,134	1,352
	% Completed	54.9%	53.4%	53.3%	56.0%	54.8%
Total	Cohort Total	1,012	921	1,089	1,193	1,407
	% Completed	54.0%	52.6%	52.9%	54.7%	54.4%

Table 66B. Transfers Disproportionate Impact by Disability Status

	2003-04	2004-05	2005-06	2006-07	2007-08
Yes	0.654	0.692	0.756	0.527	0.835
No	1.018	1.015	1.008	1.025	1.007

Table 67A. Transfer Rates by Economically Disadvantaged Status

		2003-04	2004-05	2005-06	2006-07	2007-08
Yes	Cohort Total	347	348	365	414	540
	% Completed	51.9%	50.9%	50.7%	52.2%	51.5%
No	Cohort Total	665	573	724	779	869
	% Completed	55.0%	53.6%	54.0%	56.0%	56.2%
Total	Cohort Total	1,012	921	1,089	1,193	1,409
	% Completed	54.0%	52.6%	52.9%	54.7%	54.4%

Table 67B. Transfers Disproportionate Impact by Economically Disadvantaged Status

	2003-04	2004-05	2005-06	2006-07	2007-08
Yes	0.961	0.968	0.958	0.955	0.947
No	1.020	1.020	1.021	1.024	1.033

Transfer Velocity

Based on Transfer Velocity report: The method tracks cohorts of first-time college students for six years to determine if they show "behavioral intent to transfer."

Table 68A. Transfer Velocity by Gender

		2003-04	2004-05	2005-06	2006-07	2007-08
Female	Cohort Total	350	357	411	514	483
	% Completed	58.3%	48.5%	57.4%	58.9%	61.9%
Male	Cohort Total	376	359	411	538	483
	% Completed	56.1%	54.3%	52.1%	54.8%	58.2%
Unknown	Cohort Total	0	1	0	3	5
	% Completed	n/a	0.0%	n/a	66.7%	80.0%
Total	Cohort Total	726	717	822	1,055	971
	% Completed	57.2%	51.3%	54.7%	56.9%	60.1%

Table 68B. Transfer Velocity Disproportionate Impact by Gender

	2003-04	2004-05	2005-06	2006-07	2007-08
Female	1.020	0.944	1.049	1.037	1.029
Male	0.982	1.058	0.951	0.964	0.967
Unknown	n/a	0.000	n/a	1.172	1.330

Table 69A. Transfer Velocity by Age Group

		2003-04	2004-05	2005-06	2006-07	2007-08
17 or less	Cohort Total	226	185	239	371	314
	% Completed	65.0%	69.7%	65.3%	64.7%	64.6%
18 and 19	Cohort Total	386	422	481	572	543
	% Completed	57.3%	46.7%	52.0%	55.8%	59.3%
20 to 24	Cohort Total	57	67	58	65	67
	% Completed	52.6%	49.3%	53.4%	50.8%	59.7%
25 to 29	Cohort Total	21	10	14	16	15
	% Completed	28.6%	26.7%	42.9%	12.5%	33.3%
30 to 34	Cohort Total	15	10	7	13	10
	% Completed	26.7%	20.0%	71.4%	15.4%	60.0%
35 to 39	Cohort Total	5	8	7	6	5
	% Completed	60.0%	0.0%	0.0%	0.0%	20.0%
40 to 49	Cohort Total	12	8	12	10	14
	% Completed	33.3%	25.0%	8.3%	30.0%	42.9%
50+	Cohort Total	4	2	4	1	3
	% Completed	0.0%	50.0%	25.0%	0.0%	33.3%
Unknown	Cohort Total	0	0	0	1	0
	% Completed	n/a	n/a	n/a	100.0%	n/a
Total	Cohort Total	726	712	822	1,055	971
	% Completed	57.2%	51.3%	54.7%	56.9%	60.1%

Table 69B. Transfer Velocity Disproportionate Impact by Age Group

	2003-04	2004-05	2005-06	2006-07	2007-08
17 or Less	1.138	1.359	1.192	1.137	1.075
18 & 19	1.002	0.910	0.949	0.981	0.986
20 to 24	0.921	0.960	0.976	0.893	0.993
25 to 29	0.500	0.520	0.783	0.220	0.554
30 to 34	0.467	0.390	1.305	0.271	0.998
35 to 39	1.050	0.000	0.000	0.000	0.333
40 to 49	0.583	0.487	0.152	0.528	0.713
50 +	0.000	0.974	0.457	0.000	0.554
Unknown	n/a	n/a	n/a	1.758	n/a

Table 70A. Transfer Velocity by Ethnicity

		2003-04	2004-05	2005-06	2006-07	2007-08
African-American	Cohort Total	19	24	14	17	23
	% Completed	42.1%	29.2%	21.4%	29.4%	60.9%
Am Indian/ Alaskan Native	Cohort Total	5	2	3	4	2
	% Completed	20.0%	50.0%	33.3%	75.0%	0.0%
Asian	Cohort Total	203	171	207	271	300
	% Completed	68.0%	62.0%	70.5%	69.4%	65.7%
Filipino	Cohort Total	18	18	25	31	24
	% Completed	38.9%	55.6%	44.0%	51.6%	58.3%
Hispanic	Cohort Total	87	84	130	138	118
	% Completed	41.4%	42.9%	43.8%	43.5%	46.6%
Pacific Islander	Cohort Total	1	4	4	8	2
	% Completed	100.0%	50.0%	75.0%	37.5%	50.0%
Unknown	Cohort Total	33	61	56	110	99
	% Completed	63.6%	54.1%	53.6%	54.5%	62.6%
White Non-Hispanic	Cohort Total	360	353	383	476	403
	% Completed	56.4%	49.0%	52.0%	55.7%	59.8%
Total	Cohort Total	726	717	822	1,055	971
	% Completed	57.2%	51.3%	54.7%	56.9%	60.1%

Table 70B. Transfer Velocity Disproportionate Impact by Ethnicity

	2003-04	2004-05	2005-06	2006-07	2007-08
African-American	0.737	0.568	0.391	0.517	1.012
American Indian/ Alaskan Native	0.350	0.974	0.609	1.319	0.000
Asian	1.189	1.208	1.288	1.220	1.092
Filipino	0.680	1.082	0.804	0.908	0.970
Hispanic	0.724	0.835	0.801	0.764	0.775
Pacific Islander	1.749	0.974	1.370	0.659	0.831
Unknown	1.113	1.054	0.979	0.959	1.041
White Non-Hispanic	0.986	0.955	0.949	0.979	0.994

Table 71A. Transfer Velocity by Disability Status

		2003-04	2004-05	2005-06	2006-07	2007-08
Yes	Cohort Total	38	34	24	41	39
	% Completed	44.7%	41.2%	41.7%	36.6%	53.8%
No	Cohort Total	688	683	798	1,014	932
	% Completed	57.8%	51.8%	55.1%	57.7%	60.4%
Total	Cohort Total	726	717	822	1,055	971
	% Completed	57.2%	51.3%	54.7%	56.9%	60.1%

Table 71B. Transfer Velocity Disproportionate Impact by Disability Status

	2003-04	2004-05	2005-06	2006-07	2007-08
Yes	0.783	0.802	0.761	0.643	0.895
No	1.012	1.010	1.007	1.014	1.004

Table 72A. Transfer Velocity by CalWORKs Status

		2003-04	2004-05	2005-06	2006-07	2007-08
Yes	Cohort Total	1	6	6	3	4
	% Completed	0.0%	16.7%	16.7%	0.0%	25.0%
No	Cohort Total	725	711	816	1,052	967
	% Completed	57.2%	51.6%	55.0%	57.0%	60.3%
Total	Cohort Total	726	717	822	1,055	971
	% Completed	57.2%	51.3%	54.7%	56.9%	60.1%

Table 72B. Transfer Velocity Disproportionate Impact by CalWORKs Status

	2003-04	2004-05	2005-06	2006-07	2007-08
Yes	0.000	0.325	0.304	0.000	0.416
No	1.001	1.006	1.005	1.003	1.002

[1] South Orange County Community College District. *Board Policy and Administrative Regulation 5410*.
[2] State of California. *Education Code* § 78220(a).
[3] Orange County Children's Partnership (2013). The 19th Annual Report on the Conditions of Children in Orange County. Retrieved from http://www1.ochca.com/ochealthinfo.com/docs/occp/report2013/pdf/04_Educ/FosterServices85.pdf
[4] State of California. *California Code of Regulations, Title 5* § 55502(d).
[5] Agresti, A., & Finlay, B. (2009). *Statistical methods for the social sciences.* Upper Saddle River, N.J.: Pearson Prentice Hall.
[6] State of California. *California Code of Regulations, Title 5* § 55502(d).
[7] ACS 2008-2012 data are derived from the S1901 5-year estimate report, which provides data on each household's annual income. Households with an annual income of less than $25,000 are considered economically disadvantaged for the purposes of this measure. This poverty threshold was determined based on the US Census Bureau's Poverty Threshold for 2013, where $24,028 is the threshold for a household of four.
[8] An asterisk (*) indicates that the subgroup is comprised of fewer than 10 students, so results should be interpreted with this caveat.

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT **ITEM: 6.6**
DATE: 11/17/14

TO: Board of Trustees

FROM: Gary L. Poertner, Chancellor

RE: SOCCCD: District-wide Air Blown Fiber, Award of Bid No. 318D, T and D Communications, Inc.

ACTION: Approval

BACKGROUND

While undertaking the district-wide network refresh project, staff determined new data communications infrastructure throughout the district was necessary to accommodate the new network capabilities.

STATUS

On October 10 and 17, 2014, SOCCCD ran a newspaper advertisement for consideration of the District-wide Air Blown Fiber project. On October 20, 2014 eight bidders attended the mandatory job walks at each campus. Five bids were received on October 28, 2014. Staff reviewed the bids and recommends award (EXHIBIT A) to the lowest bid meeting all specifications submitted by T and D Communications, Inc. of Fremont, CA, in the amount of $603,089. They also provided an amount of $55,000 for the additive alternate. Staff recommends approval of both the base bid and additive alternate.

Funds are available in the approved basic aid project budget of $1,278,086.

RECOMMENDATION

The Chancellor recommends that the Board of Trustees award Bid No. 318D, District-wide Air Blown Fiber and approve the agreement (EXHIBIT B) with T and D Communications, Inc. of Fremont, CA in the amount of $658,089.

Item Submitted By: *Dr. Debra L. Fitzsimons, Vice Chancellor, Business Services*

BID NO. 318D
DISTRICT-WIDE AIR BLOWN FIBER
SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
November 17, 2014

CONTRACTORS	AMOUNT
A&H Communications, Inc. Irvine, CA	$858,748.00
Floyd Auten Electric, Inc. Glendora, CA	767,496.00
M B Herzog Electric, Inc. Paramount, CA	1,046,171.00
On Target Irvine, CA	1,085,213.84
*T and D Communications, Inc. Fremont, CA	603,089.00

*RECOMMENDED AWARD

AGREEMENT – CONSTRUCTION SERVICES FOR DISTRICT-WIDE AIR BLOWN FIBER, SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

THIS AGREEMENT, dated the 17th day of November, 2014, in the County of Orange, State of California, is by and between **South Orange County Community College District**, 28000 Marguerite Parkway, Mission Viejo, CA 92692, (hereinafter referred to as "DISTRICT"), and T and D Communications, Inc., 77830 Osgood Road, Fremont CA 94539, (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 District District-wide Air Blown Fiber 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, Information Required of Bidder, all prequalification forms submitted pursuant to Public Contract Code Section 20111.5, if any, Non-collusion Affidavit, 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 Six Hundred Fifty-eight Thousand Eighty-Nine Dollars ($ 658,089.00).

4. The work shall be commenced on or before the seventh (7th) day after receiving the DISTRICT'S Notice to Proceed and shall be completed within One Hundred Thirty (130) 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 Two Thousand Seven Hundred Fifty Dollars ($ 2,750.00) 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.

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.

7. Hold Harmless and Indemnification. To the fullest extent permitted by law, the CONTRACTOR, at the CONTRACTOR's sole cost and expense, agrees to fully defend, indemnify and hold harmless, the DISTRICT, including but not limited to any of its governing board members, officers, employees, Construction Manager, Architect, and all other Agents and Representatives, from and against any and all claims, actions, demands, costs, judgments, liens, penalties, liabilities, damages, losses, anticipated losses of revenues, and expenses, including any fees of accountants, attorneys or other professionals, arising out of, in connection with, resulting from or related to, or claimed to be arising out of, in connection with, resulting from or related to any act or omission by the CONTRACTOR or any of its officers, agents, employees, subcontractors, sub-subcontractors, any person performing any of the work pursuant to a direct or indirect contract with the CONTRACTOR or individual entities comprising the CONTRACTOR, in connection with or relating to, or claimed to be in connection with or relating to the work, this Agreement, or the Project, including but not limited to any costs or liabilities arising out of or in connection with:

(a) failure to comply with any applicable law, statute, code, ordinance, regulation, permit or orders;

(b) any misrepresentation, misstatement or omission with respect to any statement made in the Project Documents or any document furnished by the CONTRACTOR in connection therewith;

(c) any breach of duty, obligation or requirement under the Project Documents;

(d) any failure to coordinate the work of other contractors;

(e) any failure to provide notice to any party as required under the Project Documents;

(f) any failure to act in such a manner as to protect the DISTRICT and the Project from loss, cost, expense or liability; or

(g) any failure to protect the property of any utility company or property owner.

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.

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

Public Liability Insurance for injuries including accidental death, to any one person in an amount not less than	$2,000,000
Subcontractors of every tier	$1,000,000
and	
Subject to the same limit for each person on account of one accident, in an amount not less than	$2,000,000
Subcontractors of every tier	$1,000,000
Property Damage Insurance in an amount not less than	$2,000,000
Subcontractors of every tier	$1,000,000
Course of Construction Insurance without exclusion or limitation in an amount not less than	$2,000,000
Excess Liability Insurance (Contractor only)	$2,000,000

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

Automotive and truck where operated in amounts as above

Material hoist where used in amounts as above

Waiver of Subrogation

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

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

Additional Insured Endorsement Requirements.

The Contractor shall name, on any policy of insurance required the District, their officers, employees, Construction Manager, Architect, and all other Agents and Representatives as additional insureds. Subcontractors shall name the Contractor, the District, their officers, employees, Construction Manager, Architect, and all other Agents and Representatives as additional insureds. The Additional Insured Endorsement included on all such insurance policies shall state that coverage is afforded the additional insured with respect to claims arising out of operations performed by or on behalf of the insured. 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.

9. 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.

10. 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 T. Patrick Croan, whose title is Secretary is authorized to act for and bind the corporation.

11. 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.

12. 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"

South Orange County Community College District

By:_____
Dr. Debra Fitzsimons
Vice Chancellor, Business Services

"CONTRACTOR"

T and D Communications, Inc.

By: _____
T. Patrick Croan
Secretary

433516
Contractor's License No.

_____
Tax ID/Social Security No.

(CORPORATE SEAL OF CONTRACTOR,
if corporation)

ESCROW AGREEMENT FOR SECURITY DEPOSITS IN LIEU OF RETENTION

This Escrow Agreement is made and entered into, as of_____, 20_____, by and between South Orange County Community College District, whose address is 28000 Marguerite Parkway, Mission Viejo, CA 92692 hereinafter called "DISTRICT;"_____, whose address is_____ _____, hereinafter called "Contractor;" and, _____, whose address is_____ _____, hereinafter called "Escrow Agent."

For the consideration hereinafter set forth, the DISTRICT, Contractor, and Escrow Agent agree as follows:

(1) Pursuant to Section 22300 of the Public Contract Code of the State of California, Contractor has the option to deposit securities with Escrow Agent as a substitute for retention earnings required to be withheld by DISTRICT pursuant to the Agreement entered into between the DISTRICT and Contractor for _____ in the amount of_____ _____,dated _____ (hereinafter referred to as the "Agreement"). Alternatively, on written request of the Contractor, the DISTRICT shall make payments of the retention earnings directly to the Escrow Agent. When the Contractor deposits the securities as a substitute for retention earnings, the Escrow Agent shall notify the DISTRICT within ten (10) days of the deposit. The market value of the securities at the time of the substitution shall be at least equal to the cash amount then required to be withheld as retention under the terms of the Agreement between the DISTRICT and Contractor. Securities shall be held in the name of DISTRICT, and shall designate the Contractor as the beneficial owner.

(2) The DISTRICT shall make progress payments to the Contractor for those funds which otherwise would be withheld from progress payments, provided that the Escrow Agent holds securities in the form and amount specified above.

(3) When the DISTRICT makes payment of retentions earned directly to the Escrow Agent, the Escrow Agent shall hold them for the benefit of the Contractor until the time the escrow created under this Escrow Agreement is terminated. The Contractor may direct the investment of the payments into securities. All terms and conditions of this Escrow Agreement and the rights and responsibilities of the parties shall be equally applicable and binding when the DISTRICT pays the Escrow Agent directly.

(4) Contractor shall be responsible for paying all fees for the expenses incurred by Escrow Agent in administering the Escrow Account and all expenses of the DISTRICT. These expenses and payment terms shall be determined by the DISTRICT, Contractor and Escrow Agent.

(5) The interest earned on the securities or the money market accounts held in escrow and all interest earned on that interest shall be for the sole account of Contractor and shall be subject to withdrawal by Contractor at any time and from time to time without notice to the DISTRICT.

(6) Contractor shall have the right to withdraw all or any part of the principal in the Escrow Account only by written notice to Escrow Agent accompanied by written authorization from the DISTRICT to the Escrow Agent that DISTRICT consents to the withdrawal of the amount sought to be withdrawn by Contractor.

(7) The DISTRICT shall have a right to draw upon the securities in the event of default by the Contractor. Upon seven (7) days' written notice to the Escrow Agent from the DISTRICT of the default, the Escrow Agent shall immediately convert the securities to cash and shall distribute the cash as instructed by the DISTRICT.

(8) Upon receipt of written notification from the DISTRICT certifying that the Agreement is final and complete, and that the Contractor has complied with all requirements and procedures applicable to the Agreement, Escrow Agent shall release to Contractor all securities and interest on deposit less escrow fees and charges of the Escrow Account. The escrow shall be closed immediately upon disbursement of all monies and securities on deposit and payments of fees and charges.

(9) Escrow Agent shall rely on the written notifications from the DISTRICT and the Contractor pursuant to Sections (5) to (8), inclusive, of this Escrow Agreement and the DISTRICT and Contractor shall hold Escrow Agent harmless from Escrow Agent's release and disbursement of the securities and interest as set forth above.

(10) The names of the persons who are authorized to give written notice or to receive written notice on behalf of the DISTRICT and on behalf of Contractor in connection with the foregoing, and exemplars of their respective signatures are as follows:

On behalf of DISTRICT:	On behalf of Contractor:
_____	_____
Title	Title
_____	_____
Name	Name
_____	_____
Signature	Signature
_____	_____
Address	Address

On behalf of Escrow Agent:

_____
Title

_____
Name

_____
Signature

_____
Address

At the time the Escrow Account is opened, the DISTRICT and Contractor shall deliver to the Escrow Agent a fully executed counterpart of this Escrow Agreement.

IN WITNESS WHEREOF, the parties have executed this Escrow Agreement by their proper officers on the date first set forth above.

DISTRICT	CONTRACTOR
_____	_____
Title	Title
_____	_____
Name	Name
_____	_____
Signature	Signature

Escrow Agent

_____
Title

_____
Name

_____
Signature

GUARANTEE

Guarantee for_____. We hereby guarantee that the_____, which we have installed in _____, has been done in accordance with the Project Documents and that the work as installed will fulfill the requirements included in the Project Documents. The undersigned agrees to repair or replace any or all of such work, together with any other adjacent work which may be displaced in connection with such repair or replacement, that may prove to be defective in workmanship or material within a period of one (1) year from the date of completion of the Project, ordinary wear and tear and unusual abuse or neglect excepted.

In the event of the undersigned's or undersigned surety's failure to commence and pursue with diligence said repairs or replacements within ten (10) calendar days after being notified in writing by the DISTRICT, the undersigned authorizes the DISTRICT to proceed to have said defects repaired or replaced and made good at the expense of the undersigned and surety who hereby agree to pay the costs and charges therefore immediately upon demand. (General Conditions Article 47(d))

_____

Name of Contractor

By: _____

Signature of Contractor

_____

Print Name

_____

Title

Contractor shall provide copy of this Guarantee to Contractor's surety.

Guarantee (continued)

_____
Name of Subcontractor
(if work performed by
subcontractor)

By: _____
Signature of Subcontractor

_____
Print Name

_____
Title

Representatives to be contacted for service:

Name: _____

Address: _____

_____

Telephone: _____

SHOP DRAWING TRANSMITTAL

The procedure governing shop drawing submittals is contained in the General Conditions. In addition, all Supplemental Conditions, Special Conditions and Specifications must be followed by the CONTRACTOR.

Failure to comply with all requirements will constitute grounds for return of the shop drawing for proper resubmittal. CONTRACTOR shall sequentially number each submittal.

Date:_____ Submittal No.: _____

From: _____ To: _____

Project Name: _____

This is a(n): Original _____
Submittal _____
2nd Submittal _____
[ ] Submittal _____

_____

Subject of Submittal: Equipment Designation: Specification Section(s):

Complete either (a) or (b) Check One:

(a) We have verified that the material or equipment contained in this submittal meets all the requirements specified or shown (no exceptions).	
(b) We have verified that the material or equipment contained in this submittal meets all the requirements specified or shown, except for the following deviations (List deviations on an attached sheet).	

(continued on next page)

The CONTRACTOR has reviewed and approved not only the field dimensions but the construction criteria and has also made written notation regarding any information in the shop drawings that does not conform to the Project Documents. This shop drawing has been coordinated with all other shop drawings received to date by CONTRACTOR and this duty of coordination has not been delegated to subcontractors, material suppliers, the ARCHITECT, or the engineers on this Project.

_____

Signature of Contractor or
Supplier

DRUG-FREE WORKPLACE CERTIFICATION

This Drug-Free Workplace Certification is required pursuant to Government Code Sections 8350, et seq., the Drug-Free Workplace Act of 1990. The Drug-Free Workplace Act of 1990 requires that every person or organization awarded a contract for the procurement of any property or services from any State agency must certify that it will provide a drug-free workplace by doing certain specified acts. In addition, the Act provides that each contract awarded by a State agency may be subject to suspension of payments or termination of the contract and the contractor may be subject to debarment from future contracting, if the state agency determines that specified acts have occurred.

Pursuant to Government Code Section 8355, every person or organization awarded a contract from a State agency shall certify that it will provide a drug-free workplace by doing all of the following:

a) publishing a statement notifying employees that the unlawful manufacture, distribution, dispensation, possession or use of a controlled substance is prohibited in the person's or organization's workplace and specifying actions which will be taken against employees for violations of the prohibition;

b) establishing a drug-free awareness program to inform employees about all of the following:

1) the dangers of drug abuse in the workplace;

2) the person's or organization's policy of maintaining a drug-free workplace;

3) the availability of drug counseling, rehabilitation and employee-assistance programs;

4) the penalties that may be imposed upon employees for drug abuse violations;

c) requiring that each employee engaged in the performance of the contract be given a copy of the statement required by subdivision (a) and that, as a condition of employment on the contract, the employee agrees to abide by the terms of the statement.

I, the undersigned, agree to fulfill the terms and requirements of Government Code Section 8355 listed above and will publish a statement notifying employees concerning (a) the prohibition of controlled substance at the workplace, (b) establishing a drug-free awareness program, and (c) requiring that each employee engaged in the performance of the contract be given a copy of the statement required by Section 8355(a) and requiring that the employee agree to abide by the terms of that statement.

I also understand that if the DISTRICT determines that I have either (a) made a false certification herein, or (b) violated this certification by failing to carry out the requirements of Section 8355, that the contract awarded herein is subject to suspension of payments, termination, or both. I further understand that, should I violate the terms of the Drug-Free Workplace Act of 1990, I may be subject to debarment in accordance with the requirements of Section 8350, et seq.

I acknowledge that I am aware of the provisions of Government Code Section 8350, et seq. and hereby certify that I will adhere to the requirements of the Drug-Free Workplace Act of 1990.

_____
NAME OF CONTRACTOR

_____
Signature

_____
Print Name

_____
Title

_____
Date

CHANGE ORDER NO._____ (ADDITIVE)

PROJECT: _____

TO: _____

You are hereby directed to provide the extra work necessary to comply with this Change Order.

DESCRIPTION OF CHANGE: _____

_____

COST (This cost shall not be exceeded.):

Original contract price: $ _____

Change Order amount: $ _____

New contract price: $ _____

TIME FOR COMPLETION:

Original completion date: _____

Time for completion of

Change Order: _____

New completion date: _____

Contractor agrees to perform the above-described work in accordance with the above terms and in compliance with applicable sections of the Project Documents. The amount of the charges under this Change Order is limited to the charges allowed under Article 60 of the General Conditions. The adjustment in the contract sum, if any, and the adjustment in the contract time, if any, set out in this Change Order shall constitute the entire compensation and/or adjustment in the contract time due Contractor arising out of the change in the work covered by this Change Order, unless otherwise provided in this Change Order.

No additions or deletions to this Change Order shall be allowed, except with written permission of District. Contractor accepts the terms and conditions stated above as full and final settlement of any and all claims arising from this Change Order.

(continued on next page)

This Change Order is hereby agreed to, accepted and approved.

CONTRACTOR

By:_____
Signature

_____
Print Name

_____
Title

_____
Date

DISTRICT

By: _____
Signature

_____
Print Name

_____
Title

_____
Date

ARCHITECT

By: _____
Signature

_____
Print Name

_____
Title

_____
Date

CHANGE ORDER NO. _____ (DEDUCTIVE)

PROJECT: _____

TO: _____
You are hereby directed to comply with this Change Order.

DESCRIPTION OF CHANGE: _____

_____

_____

COST (This cost shall be deleted.):

Original contract price: $ _____

Change Order amount: $ _____

New contract price: $ _____

TIME FOR COMPLETION:

Original completion date: _____

Time for completion of

Change Order: _____

New completion date: _____

Contractor agrees to deduct the above-described work in accordance with the above terms and in compliance with applicable sections of the Project Documents. Contractor agrees to the adjustment in the contract sum, if any, and the adjustment in the contract time, if any, set out in this Change Order.

No additions or deletions to this Change Order shall be allowed, except with written permission of District. Contractor accepts the terms and conditions stated above as full and final settlement of any and all claims arising from this Change Order.

(continued on next page)

This Change Order is hereby agreed to, accepted and approved.

CONTRACTOR

By:_____

_____
Print Name

_____
Title

_____
Date

DISTRICT

By: _____

_____
Print Name

_____
Title

_____
Date

ARCHITECT

By: _____
Signature

_____
Print Name

_____
Title

_____
Date

CONTRACTOR'S CERTIFICATE REGARDING NON-ASBESTOS CONTAINING MATERIALS

Per Article 70 of the General Conditions.

Certification for_____. We hereby certify that no Asbestos, or Asbestos Containing Materials shall be used in this Project or in any tools, devices, clothing, or equipment used to affect the _____ _____

which we have installed in the South Orange County Community College District under Project/Bid No._____.

(a) The Contractor further certifies that he/she has instructed his/her employees with respect to the above mentioned standards, hazards, risks and liabilities.

(b) Asbestos and/or asbestos containing material shall be defined as all items containing but not limited to chrysotile, corcidolite, amosite, anthopyllite, tremolite and actinolite.

(c) Any or all material containing greater than one-tenth of one percent (.1%) asbestos shall be defined as asbestos containing material.

(d) Any disputes involving the question of whether or not material contains asbestos shall be settled by electron microscopy. The costs of any such tests shall be paid by the Contractor if the material is found to contain asbestos.

(e) All work or materials found to contain asbestos or work or material installed with asbestos containing equipment will be immediately rejected and this work will be removed at no additional cost to the District.

_____
Date

_____
Name of Contractor

By: _____
Signature

_____
Print Name

_____
Title

CERTIFICATION – PARTICIPATION OF MINORITY BUSINESS ENTERPRISES, WOMEN BUSINESS ENTERPRISES AND DISABLED VETERAN BUSINESS ENTERPRISES

In accordance with Education Code section 71028 and Public Contract Code section 10115, South Orange County Community College District has a participation goal for Minority Business Enterprises of at least 15 percent (15%), Women Business Enterprises of at least 5 percent (5%) and Disabled Veteran Business Enterprises of at least three percent (3%) per year of the overall dollar amount awarded each year by the District.

At the time of execution of the contract, the Contractor will provide a statement to the District of anticipated participation of Minority Business Enterprises, Women Business Enterprises and Disabled Veteran Business Enterprises in the contract. Prior to, and as a condition precedent for final payment under the contract, the Contractor will provide appropriate documentation to the District identifying the amount paid to Minority Business Enterprises, Women Business Enterprises and Disabled Veteran Business Enterprises pursuant to the contract, so that the District can assess its success at meeting this goal.

The Contractor may provide the anticipated participation of Minority Business Enterprises, Women Business Enterprises and Disabled Veteran Business Enterprises in terms of percentage of its total contract or the dollar amount anticipated to be paid to Minority Business Enterprises, Women Business Enterprises and Disabled Veteran Business Enterprises or by providing the names of the Minority Business Enterprises, Women Business Enterprises and Disabled Veteran Business Enterprises that will participate in the contract. If there is a discrepancy between the anticipated goal and the actual goal at the completion of the contract or a failure to meet the anticipated goal or dollar amount, the District requires the Contractor provide, at the completion of the contract, a detailed statement of the reason(s) for the discrepancy or failure to meet the anticipated goal or dollar amount.

I certify that I have read the above and will comply with the anticipated participation of Minority Business Enterprises, Women Business Enterprises and Disabled Veteran Business Enterprises in this contract.

Signature	Address City, State, Zip
Typed or Printed Name	Telephone
Company	E-Mail

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT **ITEM: 6.7**
DATE: 11/17/14

TO: Board of Trustees

FROM: Gary L. Poertner, Chancellor

RE: SOCCCD: Board Policy Revision: BP-3008 Records Retention and Destruction, BP-3515 Reporting of Crimes, BP-4015 Accommodations for Employees with Disabilities, BP-5230 Athletics

ACTION: Review/Study

BACKGROUND

Board policies and administrative regulations are periodically reviewed to ensure that they are satisfactory, meet the District's needs, and are in compliance with current laws and regulations.

STATUS

Four board policies are presented to the Board of Trustees for "Review / Study." The new language to the board policy was reviewed and revised by the District's Board Policy and Administrative Regulation Advisory Council and includes collegial consultation with the Academic Senates, pursuant to Title 5 Section 53200 et. seq.

Legal counsel has been involved throughout the review process. The proposed policy was presented to the Chancellor's Council on November 6, 2014 for review and recommendation to the Chancellor.

RECOMMENDATION

The Chancellor recommends that the Board of Trustees accept for review and study the board policies, as shown in EXHIBIT A.

Item Submitted By: *Dr. Debra L. Fitzsimons, Vice Chancellor, Business Services*

BOARD POLICY ~~3008~~3310

SOUTH ORANGE COUNTY
COMMUNITY COLLEGE DISTRICT

BUSINESS

RECORDS RETENTION AND DESTRUCTION

The Chancellor shall establish administrative procedures to assure the retention and destruction of all District records-including electronically stored information as defined by the Federal Rules of Civil Procedures-in compliance with Title 5. Such records shall include but not be limited to student records, employment records and financial records.

Reference:
Title 5, Sections 59020, et seq.;
Federal Rules of Civil Procedures, Rules 16, 26, 33, 34, 37, 45

[See Administrative Regulation ~~3008~~ 3310]

BOARD POLICY 3515

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

BUSINESS

REPORTING OF CRIMES

The Chancellor and College Presidents shall assure that, as required by law, all occurrences reported to campus police of, and arrests for, crimes that are committed on campus and that involve violence, hate crimes, theft, destruction of property, illegal drugs, or alcohol intoxication are compiled and recorded.

The Chancellor and College Presidents shall also assure that all occurrences, acts of bias, and hate crimes reported to~~,~~ and for which a written report is prepared by campus police, are compiled and recorded.

Furthermore, all such information concerning the crimes and acts of bias shall be made available within two business days following the request of any student or employee of, or applicant for admission to, any campus within their respective jurisdictions, or to the media, unless the information is the type of information exempt from disclosure.

These crime statistics shall be submitted annually to the Department of Education in compliance to the Jeanne Clery Act. The information shall be disseminated by the campus police in a manner that aids the prevention of similar crimes~~,~~ and made available as required by law.

Reference:
Education Code Section 67380
Jeanne Cleary Act

BOARD POLICY 4011.1

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

HUMAN RESOURCES

RECRUITMENT: FULL-TIME FACULTY ~~HIRING~~

SECTION I: GENERAL PROVISIONS

Preface: The hiring of highly qualified full-time faculty is essential to the educational mission of the South Orange County Community College District. Therefore, the governing board, administration, and faculty have the responsibility to work together to select highly qualified faculty members who can teach and who are experts in the subject matter of their curriculum; and counselors, librarians, and other instructional and student services faculty who can foster community college effectiveness and who are experts in the subject matter of their specialty.[1]

The Board derives its authority from statute and from its status as the entity holding the institution in trust for the benefit of the public. As a result, the Board and the administrators it appoints have the principal legal and public responsibility for ensuring an effective hiring process[2]. Faculty members derive their authority from their expertise as ~~teachers and~~ subject matter specialists and ~~from~~ their status as professionals, and from statute. As a result, the faculty has an inherent professional responsibility in the development and implementation of policies and procedures governing the hiring process.[3]

It is the policy of the Board in establishing this hiring process that emphasis is placed on the responsibility of the faculty to ensure the quality of their faculty peers, and that both faculty members and administrators participate effectively in all appropriate phases of the process.[4]

The Office of Human Resources shall ensure that every aspect of the hiring process is implemented appropriately.

1. Scope: This Policy applies to the recruitment and hiring process for full-time faculty.
2. Equal Employment Opportunity Policy and Statement: The South Orange County Community College District shall recruit, hire, and promote in all job titles ~~without regard~~without ~~to~~regard to ethnic group identification, race, color, religion, sex, national origin, ancestry, physical or mental disability, age, medical condition, marital status, military service, sexual orientation, or any other basis protected by law. The District shall comply with the Board of Governors regulations relating to equal employment opportunity.
3. Definitions:
   Board: The Board of Trustees of the South Orange County Community College District.
   Chair: Chair of the Hiring Committee.

[1]Statutes of 1988, Chapter 973, § 4(s)(4).
[2]Statutes of 1988, Chapter 973, § 4(s)(2).
[3]Statutes of 1988, Chapter 973, § 4(s)(3).
[4]Statutes of 1988, Chapter 973, § 4(t)(1),(2).

Chancellor: The Chancellor of the South Orange County Community College District.
Committee: The Hiring Committee, also known as the Search Committee.
Dean: Academic administrator who is responsible for the position.
Department: The operational unit to which the position is assigned.
Department Chair: The academic Chair of the operational unit.
District: The South Orange County Community College District.
EEO: Equal Employment Opportunity.
HR Specialist: Human Resources Specialist, ~~Hiring Compliance Officer and EEO representative assigned to the job opening.~~
~~O~~HR: Office of Human Resources.
Operational Unit: The department, school, or division, as appropriate.
President: President of the College at which the position is assigned.
Procedures: Full-Time Faculty Hiring Procedures of the South Orange County Community College District.
Senate President: President of the Academic Senate of the college at which the position is assigned.
SOCCCD: The South Orange County Community College District.
SOCCCDFA: South Orange County Community College District Faculty Association.
Vice Chancellor: Vice Chancellor of Human Resources and Employer/Employee Relations.
Vice President: Vice President supervising the academic unit to which the position is assigned.

4. Confidentiality and Conflict of Interest Statements: The South Orange County Community College District Confidentiality and Conflict of Interest Statements apply to this process.

5. Compliance: This Policy is intended to comply fully and be interpreted in a manner consistent with all applicable state and federal laws and regulations, including but ~~not limited~~not limited to the Board of Governor's equal employment opportunity regulations. Any provision of this Policy that directly conflicts with any applicable state or federal law or regulation may be disregarded and a procedure that complies with the superseding authority shall be developed by ~~by mutual agreement between~~ the Chancellor ~~after discussion with the~~ and the Academic Senates, and substituted until such time as the Board may adopt a formal amendment to this Policy following consultation with the parties involved in the drafting of this Policy.

6. Oversight: The ~~College~~ President, with the assistance of ~~the O~~HR, and the Academic Senate oversee the implementation of the hiring process and the activities of faculty hiring committees as they exercise their duties, specifically to insure that actions of hiring committees are consistent with both the written stipulations and the intentions of this policy.

It is the responsibility of the President to ensure the integrity of the hiring process established by this Policy and Regulation. If, in the judgment of the President, the integrity of the process described herein has been substantially violated or abused, the President may order that the process be suspended, pending determination of an appropriate action in consultation with ~~the~~

~~O~~HR ~~ffice of Human Resources~~, the ~~Committee~~ Chair, and by mutual agreement with the ~~Academic~~ Senate President ~~and the Office of Human Resources~~, or terminated.

The faculty, ~~as~~ represented by the Academic Senate, also has an inherent professional responsibility in the implementation of policies and procedures governing the hiring process[5]. If, in the judgment of the Senate President, the process described herein has been substantially violated or abused, the Senate President may recommend to the President that the process be suspended, pending determination of an appropriate action in consultation with HR ~~the Office of Human Resources~~, the ~~Committee~~ Chair, and by mutual agreement with the ~~Academic~~ Senate President and ~~the Office of Human Resources~~, or terminated.

7. Interpretation: Technical questions and minor problems ~~will~~ shall ordinarily be resolved by the HR Specialist in consultation with ~~the O~~HR. In the event that a question of the procedural interpretation of this policy arises and cannot be resolved by the HR Specialist, the question shall be submitted in writing to the Vice Chancellor or designee via the HR Specialist, with copies to the Dean, the ~~Hiring Committee~~ Chair, the Senate President and the President.

If, in the judgment of the HR Specialist, the Chair, the Senate President, or the President, a problem of interpretation occurs which threatens the viability or integrity of a Committee's duties as described herein, all parties shall be immediately notified, and the hiring process shall be suspended pending resolution of the problem. The President, in consultation with ~~the O~~HR, the ~~Committee~~ Chair, and the ~~Academic~~ Senate President (or their respective designees) shall attempt to resolve any problem or difference of interpretation of this Policy.

8. Exceptions: The President, in consultation with the Senate President and ~~the O~~HR, may reduce or extend the time period for any step established in this policy. Such exceptions shall be as narrow as possible to address, in a reasonable manner, the unusual circumstances posed. In the event of such an alteration to the process as described herein, the President ~~will~~ shall notify in writing the Senate President and ~~the O~~HR, stating the unusual circumstances necessitating the extension or exception.

9. Termination: If, in the opinion of the President, the College cannot fiscally support the position, the President may terminate the process.

10. Amendment: Any amendment of this policy shall be developed and agreed upon jointly by representatives of the governing board, and the academic senate, and approved by the governing board.[6]

SECTION II: POSITION IDENTIFICATION AND APPROVAL

Position Identification: Each full-time opening shall be classified by:

- Academic discipline (and sub-discipline, if appropriate);
- Department(s) to which the position ~~will~~ shall be assigned;
- Tenure status (~~temporary or~~ tenure-track, or non-tenure tract);

[5] Statutes of 1988, Chapter. 973 § (s)(3).

[6] California Education Code §87360 (b)

- Position Type (replacement or new position);
- Faculty ~~Type~~ Assignment (classroom or non-classroom faculty, or a combination thereof).

1. Position Request List: By October of each academic year, following approval by the Chancellor, each ~~College~~ President ~~will~~ shall submit to the Board of Trustees a ranked list of recommended full-time faculty positions for the subsequent year, classified according to Item 2 above, and compiled by an internal process developed by the Academic Senate and the President, and approved by the President. The Board ~~will~~ shall either approve (authorize for announcement) or disapprove (not authorize for announcement) each recommended position. The Board ~~will~~ shall make clear any contingent terms for any approved positions.

SECTION III: RECRUITMENT

1. Opening position: Once a position has been approved by the President for recruitment, he or she shall open recruitment for the position by submitting a request to fill the position on the appropriate form to the Vice Chancellor or designee. Upon receipt of the form, the Vice Chancellor or designee shall appoint an HR Specialist to administer the hiring process for that position.

2. Job Announcement Content: The job announcement ~~will~~ shall determine the screening criteria for review of applicant files. Care must be taken to insure accurate and job-related criteria. It shall contain:

   - Opening and closing date
   - Summary of duties and responsibilities
   - Minimum qualifications.
   - Desirable qualifications
   - Application requirements and procedures
   - Special testing, if applicable Submission of materials, if required
   - EEO Statement

3. Job Announcement Development: At the October Board meeting each year the Presidents shall bring to the Board a list of ~~recommended~~ faculty positions for possible recruitment for the current and following academic year. ~~recruitments for the year.~~ For those approved by the Board and the Presidents to proceed with recruitment, ~~By October 1 of each year, for those positions identified by the President as likely to proceed with recruitment,~~ the Vice Chancellor or designee ~~will~~ shall provide a draft job announcement, including sample desirable qualifications, as well as the appropriate minimum qualifications as determined by the *Minimum Qualifications for Faculty and Administrators in California Community Colleges* as adopted by the Board of Governors of the California Community Colleges. The Vice Chancellor or designee ~~will~~ shall then distribute the draft via the Dean to the departmental faculty and to the appropriate Vice President.

Departmental faculty shall ~~be given~~ have ten (10) ~~fifteen (15)~~ business days from the date of notification to review and comment on the job announcement draft and to work with the Dean to

prepare a list of any desirable qualifications for the position. The departmental faculty and the Dean may also recommend supplementary duties and responsibilities. The draft job announcement ~~will~~ shall then be forwarded with any appropriate comments by the Dean to the Vice President. Following review with the President, the Vice President shall submit the draft to the Vice Chancellor or designee within three (3) ~~five (5)~~ business days, and ~~may attach~~may attach comments to the draft. In the absence of a timely response from the departmental faculty, the Vice Chancellor or designee may incorporate necessary revisions to the job announcement.

The Vice Chancellor or designee may edit, format and amend the job announcement as required, and ~~will~~ shall forward the final job announcement to the President for approval. Within five (5) business days of receipt from the Vice Chancellor or designee, the President ~~will~~ shall provide an opportunity for final review and comment by the Vice President, Senate President, and departmental faculty via their Dean. Final approval of the job announcement rests with the President.

4. Standard Advertising: All openings are advertised through ~~the O~~HR. The HR Specialist ~~will~~ shall inform the Dean and the Department Chair of the advertising that ~~will~~ shall be placed for the position.
5. Supplemental Advertising: The Department Chair shall recommend in writing to ~~the O~~HR any appropriate supplemental advertising including the amount and expense. The supplemental advertising must be approved by the Dean and ~~will~~ shall be arranged by ~~the O~~HR.
6. Minimum Posting: Open positions shall be advertised by the ~~O~~HR for a minimum of thirty (30) business days.

SECTION IV: APPLICATION PROCESS

1. Submission: Applications, resumes and other required materials are accepted only by ~~the O~~HR, and may be submitted via mail, fax, electronically, or in person. Application materials shall not be returned to applicants except as approved in writing by the Vice Chancellor or designee. Candidates shall apply for multiple positions separately.
2. Application Period: Applications may be submitted for a set period of time or "until filled." In the case where a position is "open until filled," screening may not begin until at least thirty (30) working days after advertising has appeared in some public forum. In the case where a position is "open until filled," applications submitted less than two (2) working days prior to the beginning of the screening process may be excluded from consideration.
3. Search Extension: The recruitment period ~~will~~ shall be extended where the applicant pool has fewer than five minimally qualified applications, unless the HR Specialist, the Dean and his or her selected discipline expert agree to forward the pool.

SECTION V: SEARCH COMMITTEE

1. Chair: ~~A provisional convening Chair of the Committee shall be appointed by the Dean, and shall be chosen from among those recommended for committee membership. or ~~ The Dean of the Division/School or designee shall be the provisional convening chair.

The actual Chair of the Committee ~~will~~ shall be appointed from among the members of the committee by a committee vote at the first meeting. In addition, ~~a~~ designated discipline experts ~~will~~ shall be appointed by the committee from among its members. Committee members from either college including part-time faculty (who are not applying for the position), or members from outside the colleges may serve as discipline experts. Any costs associated will be covered by the college.

~~2.~~ Size of Committee: There shall be no fewer than five (5) and no more ~~than nine~~than nine (9) ~~seven (7)~~ voting members on the committee, and one non-voting EEO Representative. ~~If all members of the committee have been trained for EEO, then all members are voting members, and no additional non-voting EEO Representative is required.~~

~~3.~~2.Composition of Committee: No fewer than two-thirds (2/3) of the voting members of the Committee ~~will~~ shall be full-time (tenured or tenure-track) district faculty. No fewer than three (3) members of the Committee shall be experts in the academic discipline of the recruited position, and may be drawn from district faculty or staff, or from external sources. An exception to the composition of the committee may be made upon approval of the Department Chair, Senate President and President. ~~There shall be one non-voting EEO Representative appointed by the OHR.~~ but who may be drawn from ~~any unit of the District [put back] but who may be drawn from any unit of the District, unless all members of the committee have been trained for EEO, then all members are voting members (per V.3 above).~~ No individual may serve as a member who has a conflict of interest as defined in the Conflict of Interest Statement.

~~4.~~3.EEO Representative: The EEO Representative shall be appointed by the Vice Chancellor or designee, and may be replaced as necessary by another qualified staff member. Only a trained staff member, who may be drawn from any unit of the District, may serve as an EEO representative. There shall be one non-voting EEO Representative appointed by HR who may be drawn from any unit of the District. If all members of the committee have been currently trained for EEO, then the Chair will act as the EEO Officer and be a voting member.

~~5.~~4. Committee Formation: The President or designee shall coordinate the formation of the Committee. After notification from ~~the O~~HR that a position has been opened for recruitment, the President or designee shall notify the Senate President of the formation of a Committee. The Department Chair, or in the absence of a Department Chair, the Dean~~,~~ ~~will~~ shall recommend to the Academic Senate no fewer than four (4) Committee members, subject to Section V.3 ~~Item 3~~: Composition of Committee, above, from which the Academic Senate ~~will~~ shall vote to approve ~~its~~ four (4) or more faculty appointments to the Committee. The President ~~will~~ shall appoint up to an additional three (3) members.

~~6.~~5. Committee Membership Notification: The President or designee shall list the Committee membership on the appropriate form, which ~~will~~ shall identify the provisional Chair. The President may terminate the process if, in his or her judgment, the formation of the Committee has violated the integrity of the hiring process. The Committee membership form ~~will~~ shall indicate whether or not the process may proceed, and ~~will~~ shall be signed by the President or designee and the Senate President.

~~7.~~ Orientation: The HR Specialist ~~will~~ shall conduct an orientation meeting to explain roles, duties, expectations, timelines and the rating process to the Committee members. At this time, the Committee ~~will~~ shall agree on the schedule. Electronic communication may be used to facilitate the orientation and/or scheduling meeting. All members must also sign a Confidentiality and Conflict of Interest Statement. ~~All HR forms must be completed in ink.~~

~~8.~~6. Relative Weights: At the Orientation, the Committee ~~will~~ shall assign the values to be given to the application and ~~to~~ the interview components. Neither the application screening nor the interview may be weighted less than 30 percent each.

~~9.~~7. Duration: At the Orientation, the Committee ~~will~~ shall determine the length of the interview.

~~10.~~8. Criteria: The Committee shall establish in writing the criteria to be used in screening the applications and selecting the applicants to be interviewed. The screening criteria shall be job related, and based on the position description and District hiring policy.

~~11.~~ 9. Interview Questions: All questions and other requirements must be kept confidential throughout the process. The Committee ~~will~~ shall develop and forward to ~~the O~~HR for approval a list of interview questions to be asked of each candidate, as well as any demonstration, exercise, presentation, portfolio or other requirement. The list of questions and requirements ~~will~~ shall be provided to ~~the O~~HR prior to screening. ~~at least five (5) business days prior to the first scheduled interview.~~

All questions and other requirements shall be job-related and composed with the intent of evaluating the candidate's knowledge and abilities in relation to the minimum and desirable qualifications as published in the formal job announcement. ~~The O~~HR may provide sample questions at the request of the Chair for the consideration of the Committee.

The list of questions and other requirements as described above must be approved by a majority vote of the Committee. The Vice Chancellor or designee reviews all Committee-approved questions and other requirements if applicable to ensure compliance with District policies and State and Federal laws and regulations, and must approve all interview questions and other requirements prior to the interview. The Vice Chancellor or designee may make editorial changes; however, if a particular question is deemed by the Vice Chancellor or designee to be in need of substantive changes, these changes ~~will~~ shall be made in consultation with the Chair and/or designated discipline expert(s). The Chair or designee ~~will~~ shall be provided with ~~the O~~HR-approved list of questions and other requirements if applicable one (1) business day before the interview.

~~12.~~9. Special Testing and Materials: Any special testing or extra application materials required by the position shall be established by the Committee, and approved by ~~the O~~HR. Special testing shall be conducted under the supervision of ~~the O~~HR.

~~13.~~10. Participation: Committee members are expected to be available as necessary for Committee functions, to ~~fully~~ participate fully in all required meetings and related committee responsibilities, and to complete screening functions in a timely manner. Any member who fails to complete screening in a timely manner, or who misses Committee meetings, may be subject to removal by the President after consultation with

the Chair if appropriate, the Senate President, and ~~the O~~HR. The scores or ratings of a committee member who withdraws prematurely or is removed ~~will~~ shall not be counted in the uncompleted phase or section of the process. If such removal occurs sufficiently early, prior to drawing the line for interviews, ~~in the process to make replacement practicable,~~ effort shall be made to replace the member with a suitable member, by mutual agreement between the Academic Senate and the President.

~~14.~~11. Minimum Membership: In the event that the committee membership falls below the required minimum number of members, the President, after discussion with the Senate President and ~~the O~~HR, shall determine whether to restart the hiring process, appoint a replacement committee member, or continue the hiring process with fewer than the minimum number of committee members. In the event a replacement is needed, the President and Senate President ~~will~~ shall mutually agree on a replacement, after consultation with the Dean and the ~~Committee~~ Chair.

SECTION VI: SCREENING PROCESS

1. Determination of Application Completeness: ~~The O~~HR determines which applications are complete based upon the criteria as published in the job announcement.
2. Qualification for Candidacy: No fewer than two discipline experts from the Committee ~~will~~ shall determine which applicants meet minimum qualifications as described in the job announcement and in accordance with the appropriate minimum qualifications as determined by the Minimum Qualifications for Faculty and Administrators in California Community Colleges as adopted by the Board of Governors of the California Community Colleges. All applicant files which have been certified to meet minimum qualifications ~~will~~ shall be included in the process to be considered by the Committee.
3. Equivalency: Applicants not meeting the minimum qualifications for the position as published in the formal job announcement may apply for equivalency in accordance with statute and code[7] by completing a supplemental application and providing appropriate evidence of qualifications equivalent to the published minimum qualifications. Applications for equivalency ~~will~~ shall be evaluated by the discipline experts. A written record shall be kept for each decision and included with the candidate's application file. At the Orientation meeting, the Discipline Experts ~~experts will~~ shall announce and explain their decision(s) regarding any equivalency applications.
4. Calibration: At the Orientation meeting as described in Section V, Item 7, the Committee shall review the minimum and desirable qualifications and ~~experience required for the position as published in the job announcement, and using these qualifications, establish~~experience required for the position as published in the job announcement, and using these qualifications, establish~~es~~ appropriate, job-related standards for rating applicant materials.
5. Evaluation of Application Materials (Screening): The Committee may not begin to review applications until the appropriate application period as defined in Section IV~~., Item 2~~ has elapsed. At the Orientation meeting, the committee in consultation with the

[7] California Education Code §87359, California Code of Regulations, Title 5, §53430.

HR Specialist shall specify the time(s) and location(s) when application materials shall be available. During the screening process, committee members may not remove the files or their contents, copy or alter any material contained in the files, or append comments or marks. Notes on the candidates must be kept in the Committee member's evaluation file, which ~~will~~ shall be maintained by ~~the O~~HR.

6. Scoring: Each application shall receive an independent evaluation according to job related criteria by each member of the Committee. The Committee members shall rate each applicant on the appropriate forms provided by ~~the O~~HR. For the initial screening, ~~.~~ each Committee member shall use a scoring standard of 0 to ~~4~~, with ~~4~~ representing excellent and 0 representing unqualified~~shall be used~~, on the appropriate HR form.~~-~~The committee member will ~~should~~ provide job-related reasons for any disqualifying rating (i.e., a rating of 0~~ or 1~~). If the Committee member refuses to include a justification for a disqualifying score on the form, that Committee member's score shall not be included in the Committee scoring.

   If in the opinion of the Chair and HR there are discrepancies in the score that are unusual, the Chair may reconvene the committee to discuss. Best practice is that significantly different scores from committee members shall be discussed to discover the basis or reason for the discrepancy. If, by such conversation, a committee member wishes to change a score, this is permitted. If the discrepancy represents a disagreement, all scores shall stand.

7. Recommendation of Candidates for Interview: Using a final ranked list, without names, of candidates by score, the HR Specialist and the Chair ~~will~~ shall meet to determine the lowest score to qualify for an interview. This meeting shall be announced to all members of the committee, and any member may attend and participate in the discussion. On the basis of the lowest qualifying ~~score(~~score ("drawing the line"), ~~the O~~HR shall assemble a list of candidates to be interviewed.

8. Inadequate Pool: If, after the completion of screening, the Committee is unable to recommend at least three candidates for interviews, the President, in consultation with the Chair, ~~and~~ the Vice Chancellor or designee, and the ~~Academic~~ Senate President, may decide to reopen recruitment, continue with the present pool, or terminate the process.

9. Interview scheduling: ~~The O~~HR shall schedule selected candidates for a first-level interview, according to the schedule adopted by the Committee, giving ~~them~~ candidates at least five (5) business days' notice of the interview.~~'~~ Exceptions to the five-day notice may be granted by the Vice Chancellor or designee.

SECTION VII: INTERVIEW PROCESS

1. Materials: At the beginning of each interview meeting, the applicant's files shall be made available to the Committee, along with the appropriate ~~O~~HR forms. Each member of the Committee ~~will~~ shall receive a schedule of interviews, and the interview questions.

2. Site: The Chair ~~will~~ shall inform the HR Specialist of any special interview needs. After consultation with the Chair, the HR Specialist ~~will~~ shall make the arrangements for the interview location.

3. Set Time: Each applicant shall be afforded the opportunity to have an interview of approximately equal length.

4. Questions: Each candidate ~~will~~ shall be asked the same interview questions in the same order. During the interview, follow-up questions may be asked to clarify or further investigate a response given by a candidate. If, in the judgment of the HR Specialist, a follow-up question violates standards of non-discrimination, the HR Specialist ~~will~~ shall direct the candidate to disregard the question. Effort shall be made to ~~Follow-up questions should be kept to a minimum to~~ maintain consistent standards of candidate evaluation throughout the interview process, but use of follow-up questions for clarification or in order to improve the evaluation of a candidate shall not be limited. Any question by the candidate pertaining to conditions of employment—such as regarding salary, benefits, or policy—must be referred to ~~the O~~HR, but answers may be proffered by committee members, as deemed appropriate by the EEO representative.

5. Group Discussion: Committee members shall be given an opportunity to discuss each applicant ~~and only that applicant~~ after each interview. Comprehensive discussion ~~shall~~ should not take place until after all interviews are completed. No discussion of any candidate may take place unless the HR Specialist and all Committee members are present. Committee members are encouraged to discuss candidates' fulfillment of job-related criteria in a candid and thorough manner~~, but shall not discuss specific numeric scores to be given to any candidate~~. The HR Specialist shall be responsible for ensuring that discussion is limited to job-related criteria.

6. Score: Each Committee member is responsible for exercising his or her independent judgment in rating each candidate. Following the Committee's discussion of the candidates, each Committee member shall independently rate ~~independently~~ each candidate using the appropriate form provided by ~~the O~~HR. At the conclusion of the interviews and any subsequent discussion, each member of the Committee shall enter a final interview score for each candidate, and then calculate the final total score from the appropriately weighted screening and interview scores. ~~The O~~HR ~~will~~ shall verify and compile final scores for all candidates. Continued discussion of the candidates and scoring may take place throughout this process.

7. Selection of Finalists: After the conclusion of interviews, the Chair and HR Specialist shall assemble a ranked list of candidates and their final scores. Using this list, the Committee ~~will~~ shall determine the lowest score to qualify as a preliminary finalist for a second-level interview.

   The Chair and HR Specialist shall assemble a list of preliminary finalists made up of those candidates whose final scores are equal to or greater than the determined lowest score. This list ~~will~~ shall be distributed to the Committee, who ~~will~~ shall vote on each preliminary finalist. A candidate from the list ~~will~~ shall be considered a finalist if a simple majority of the voting members of the Committee agree to recommend that candidate. In the event that a preliminary finalist is not selected for a second-level interview, the Chair shall provide a narrative report on the appropriate form of the reasons for the Committee's decision. This report shall be confidential, kept with the candidate's file, and provided to the President with the list of finalists.

Under normal circumstances, the committee should make every effort to forward for second-level interview at least three (3) finalists. However, if in the Committee's determination, according to the process described above, there are fewer than three (3) qualified candidates, the committee may forward fewer than three (3) finalists. Any candidate forwarded for a second-level interview is recommended for employment without reservation by the Committee, and the President is free to select any of the finalists using his or her discretion and judgment of job-related criteria.

8. Termination of Search: In the event that the Committee is unable to recommend finalists to the President from the interviewed candidates, the search ~~will~~ shall be terminated. The ~~President~~ ,President, in consultation with the Chair, the Vice Chancellor or designee, and the Senate President, may decide that the position should be re-announced and advertised.

SECTION VIII: REFERENCE CHECKS

1. Timing: Official reference checks, in accordance with ~~the O~~HR Guidelines, ~~will~~ shall be performed prior to the submission of the recommended candidates to the President for second-level interviews.

2. Required Professional References: Each applicant ~~will~~ shall be asked to provide at least three references, preferably from the following categories:

   - current supervisor(s); previous supervisor (from the past five years);
   - colleague/co-worker who can address professional competency and appropriate practical skills;
   - other professional references.

   If the individual provided as a reference is unavailable, or if the candidate fails to provide sufficient references, ~~the O~~HR, in consultation with the Chair, may request additional references from the candidate.

3. Reference Contacts: The ~~HR Specialist, in conjunction with the~~ Chair or another designated Committee member, with the assistance of the HR Specialist if requested, ~~will~~ shall conduct the reference checks. The HR Specialist ~~will~~ shall verify all data on the application. The Chair or designated Committee member ~~will~~ shall check professional references as provided by each finalist using the appropriate ~~O~~HR form.

   Each reference for each finalist shall be asked the same questions about that finalist, and shall be asked whether he or she can recommend the finalist in question without reservation, and, if not, to specify these reservations. These questions may be sufficiently open to permit the reference adequate opportunity to offer a recommendation and assessment of the candidate. The reference checker(s) may ask follow-up questions, and may provide clarification of ambiguous or unclear questions. The reference checker(s) shall ask no question that is impermissible under applicable laws prohibiting discrimination in employment, or that seeks information unrelated to the qualifications for the position. The reference checker(s) shall not provide any derogatory or confidential information about the finalist, and shall not provide with any assessment of the quality of the finalist's qualifications.

4. Reference Check Review: When reference checks are completed, the hiring committee may reassemble to review and to discuss the reference checks for each of the provisional finalists. The committee representatives and HR Specialist(s) who conducted the reference checks ~~will~~ shall respond to questions and describe their general and specific responses to responses of the references. As a result of the information gained during reference checks, the committee may decide to remove a candidate from the list of finalists, and may reconsider and submit an additional finalist. If a finalist is removed, the Chair ~~will~~ shall inform the President of the Committee's decision to remove the finalist, and explain its basis. If a new candidate is added to the list, references shall be checked as described above, and the committee reconvened if necessary. At the conclusion of ~~this~~ these meetings, a list of finalists ~~will~~ shall be forwarded to the President via the Chair.

SECTION IX: SECOND-LEVEL INTERVIEW

1. Finalists: The President shall be provided an unranked list of finalists by the Chair, and a report of the final scores for all candidates; this report ~~will~~ shall not show the names of the candidates. In addition, in the event that a preliminary finalist as described in Section VII, Item 7 is not forwarded for a second-level interview, the President shall be provided with the Chair's report of the Committee's decision.

2. Interview: The President ~~will~~ shall interview each candidate in the company of at least one vice president or Dean. Only the President, ~~and~~ Vice President(s) or Dean, and the Chair (at the President's discretion) may attend second-level interviews, and any Vice President, Dean, or Chair who attends any interview must be present for all interviews. ~~…. or ….. Ordinarily, the President and Vice President(s) participate in second level interviews, but the Committee Chair may be included at the President's discretion.~~ If the Chair is not present for the interviews, the President shall consult with the Chair after the second-level interviews and before any offer of employment is made.

3. Second-level Interview Schedule: Finalists shall be given at least five (5) business days notice of the interview. However, as determined by the Vice Chancellor or designee in consultation with the President and the Chair, candidates may be afforded an expedited second-level interview provided the committee has completed its interviews and deliberations for that candidate. This expedited interview is granted as a courtesy to the candidate, and does not signify that the candidate ~~will~~ shall be recommended as a finalist.

4. Content: The President may ask any job-related questions, may ask follow-up questions, and may provide clarification of ambiguous or unclear questions. The Vice Chancellor or designee must review any questions, exercises, or other requirements prior to the interview to ensure compliance with District policies and State and Federal laws and regulations.

5. Substantially Similar Interviews: Although variations are permitted throughout the interview process, the President shall give each candidate a substantially similar interview of approximately the same duration, involving the same segments and exercises.

6. Consultation: The President will shall consult with the Chair and discipline experts after the second-level interviews and before any offer of employment is made.

7. Presidential Reference Checks: Following candidate interviews, the President or his or her designee may make further job-related reference checks and may at the discretion of the President be assisted in this effort by those who assisted with presidential interviews and/or the Chair. ~~chair of the departmental hiring committee~~.

8. Recommendation for Appointment: The President ~~will~~ shall select a candidate for recommendation for appointment to the job. The President may choose to rank candidates in order and recommended offer of appointment according to that order until an offer of appointment is accepted. Should a candidate accept an offer of appointment and then later rescind that decision, the President shall have the right to extend an offer to another candidate from among the recommended finalists. All appointments are subject to Board approval.

9. Termination of Search: In the event that the President decides not to select a finalist from those forwarded by the Committee, the search ~~will~~ shall be terminated. In this event, the Senate President shall be notified, and the reasons for the decision explained, insofar as confidentiality is not breached. The President in consultation with the Chair, the Vice Chancellor or designee, and the ~~Academic~~ Senate President, may request that the Committee reconvene to determine if additional candidates ~~be~~can ~~forwarded~~ forwarded~~by the hiring committee, or, f~~. Failing to find a successful candidate from the existing pool, the President may decide that the position be re-announced and advertised.

SECTION X: CONFIRMATION PROCESS

1. Board Item: With the Chancellor's authorization, ~~the O~~HR shall prepare the Board agenda item for consideration and approval by the Board.

2. Decision: The Board may hire or decline to hire the recommended candidate. If a candidate is hired, such offer of employment shall be conditioned upon successful completion of any required background checks.

3. Background Checks: Consistent with applicable Federal and State law, and when job-related, after an offer of employment has been made, but prior to the commencement of employment, physical testing and background checks as required for the specific position ~~will~~ shall be initiated and completed by ~~the O~~HR. Any required physical exams ~~will~~ shall be paid for by the District. If a finalist fails to satisfy ~~the O~~HR in regard to the result of any investigation, ~~the O~~HR, after consultation with the President, may revoke the offer of employment.

SECTION XI: LATE VACANCIES AND EMERGENCY APPOINTMENTS

1. Vacancy before Board Approval of Position Request List: Any full-time vacancy which occurs after the compilation of the Position Request List as described in Section II, Item 2, but before Board approval of the list, may be added to the list submitted for Board approval according to an internal process developed by and mutually agreed upon by the Academic Senate and the President, and approved by the President.

2. Vacancy after Board Approval of Position Request List: If a vacancy occurs after Board adoption of the Position Request List as described in Section II, Item 2, but before the commencement of recruitment for that academic year, the President and the Academic Senate may add that position to the approved list for recruitment in that academic year, its position on the list to be determined by an internal process developed by and mutually agreed upon by the Academic Senate and the President, and approved by the President. The new position ~~will~~ shall be submitted to the Board for approval.

3. Emergency Appointments: If a vacancy occurs after the commencement of the academic year, and in the judgment of the President, in consultation with the Senate President, there exist sufficient grounds for an immediate appointment to fill that position, the President may immediately hire a temporary replacement for the remainder of the academic year according to a process developed by and mutually agreed upon by the Academic Senate and the President, and approved by the President. Any process adopted should follow as closely as possible the hiring procedures outlined in this Policy.

BOARD POLICY 4015

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

HUMAN RESOURCES ~~PERSONNEL~~

ACCOMMODATIONS FOR EMPLOYEES WITH DISABILITIES

When an employee has disclosed a disability as defined by the Americans with Disabilities Act (ADA) and/or the Fair Employment and Housing (FEHA), it is the policy of the District to explore possibilities of reasonable accommodation prior to making any employment related decision, in accordance with applicable State and Federal laws.

An accommodation is reasonable if it does not impose an undue hardship on the District and allows the employee to perform the essential functions of his or her position. Undue hardship is defined as actions that are excessively costly, extensive, substantial, or disruptive, or that would fundamentally alter the nature or operation of the business.

At the District's request, the employee will be responsible for providing medical documentation which describes the employee's physical limitations in order to assist the District ~~managers~~ in understanding the nature of the employee's functional limitations requiring accommodation. The medical information that is provided by the employee will be used by the District for the sole purpose of evaluating the employee's reasonable accommodations.

The District will protect the medical information that is provided by the employee in accordance with applicable State and Federal laws.

The employee and the manager/supervisor, with the assistance of the District's Office of Human Resources, will participate in a timely, good faith interactive discussion concerning the functional limitations, the ability to perform the essential functions of the job with or without accommodation, and to determine the possibility of an effective accommodation. Employees will be afforded the opportunity to have a representative present during the interactive discussion.

Reasonable accommodation can include, but is not limited to, modifying job duties, changing the work shift, providing paid or unpaid leaves for medical care, accommodating schedules, modifying the work area, and providing mechanical or electronic aids.

Reference:

Americans with Disabilities Act of 1990 (Pub. L. 101-336) (ADA)
California Fair Employment and Housing Act (FEHA) Government Code 12900-12996

BOARD POLICY 5230

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

STUDENTS

INTERCOLLEGIATE ATHLETICS

The District may maintain organized athletic programs for men and women in intercollegiate athletics. The programs shall not discriminate on the basis of gender in the availability of athletic opportunities.

The Chancellor or designee shall assure that the athletic program complies with state law, the California Community Colleges Athletic Association (CCCAA), and Sports Guides and appropriate Conference Constitution regarding student athlete participation.

Reference:
Title IX, Education Amendments of 1972;
Education Code Sections 66271.6, 66271.8, 67360 et. seq.

Adopted: 12-07-09
Revised: 5-20-13
Revised: 11-25-13

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT **ITEM: 6.8**
DATE: 11/17/14

TO: Board of Trustees

FROM: Gary L. Poertner, Chancellor

RE: SOCCCD: Cost of Living Allowance (COLA)

ACTION: Approval

BACKGROUND

As part of the FY 2014-2015 State budget, the California Community Colleges were provided a Cost of Living Allowance (COLA) of 0.85%.

STATUS

The State-approved COLA has been applied to various bargaining groups as a part of the collective bargaining agreements. It has also been provided by Board action to administrators and managers. Per the agreement between the Chancellor and the Board, the Chancellor is to be provided with the same COLA as district administrators and managers.

RECOMMENDATION

It is recommended that the Board of Trustees approve the 0.85% increase in the Chancellor's salary schedule, retroactive to July 1, 2014 for FY 2014/2015.

Item Submitted by: *David Bugay, Ph.D. Vice Chancellor Human Resources & Employer/Employee Relations*

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT **ITEM: 6.9**
DATE: 11/17/14

TO: Board of Trustees

FROM: Gary L. Poertner, Chancellor

RE: SOCCCD: Academic Personnel Actions – Regular Items

ACTION: Approval/Ratification

BACKGROUND

In accordance with Education Code Section 70902(b)(4), all employee actions must be approved or ratified by the Board of Trustees of each respective community college district.

STATUS

Personnel are employed in the South Orange County Community College District for the purpose of meeting the needs of students.

Those academic personnel actions shown in Exhibit A are presented to the Board of Trustees for approval/ratification to be effective on the dates as shown on the Exhibit.

RECOMMENDATION

The Chancellor recommends that the Board of Trustees approve/ratify the academic personnel actions as shown in Exhibit A.

Item Submitted By: *David Bugay, Ph.D., Vice Chancellor, Human Resources & Employer/Employee Relations*

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

ACADEMIC PERSONNEL ACTIONS/RATIFICATIONS

A. NEW PERSONNEL APPOINTMENTS

1. ACADEMIC TEMPORARY PART-TIME/SUBSTITUTE STAFF

Applicant	Highest Degree	Assignment	Approx. Salary Placement	Start Date
Erbas-White, Kevin[1]	MA/Geography	Geography/SC	II/1	01/20/15
Gagnon, Sarah	MA/Taxation	Accounting/IVC	II/1	01/20/15
Graham, Heather	PhD/Art History	Art History/SC	V/1	01/20/15
Larson, Gary	MA/Geography	Geography/SC	II/1	01/20/15
Page, James	PhD/Philosophy	Philosophy/SC	V/1	01/20/15
Pham, Kara	PhD/Mathematics	Mathematics/IVC	V/1	01/20/15
Steinle, Thomas	BA/Liberal Arts	Automotive/SC	I/1	01/20/15
Tarantola, Leslie	MA/Nutrition	Hlth&Wellness/SC	II/1	01/20/15
Vargish, Timothy[2]	MA/History	Emeritus Hist./SC	IV/11	01/20/15
Vu, Vienne	MA/Geography	Geography/IVC	II/1	01/20/15
Xu, Jia	MA/Edu. Early Child.	Human Dev./IVC	II/1	01/20/15
Young, Mark	MA/English	English/SC	II/1	01/20/15

EQUIVALENCY

As outlined in the Academic Hiring Policies, Division 1, Part 4, Section 3B, Review of Equivalent Minimum Qualifications, members of the hiring committee, including faculty with discipline expertise, have met and rendered an affirmative decision that each recommended candidate possesses the educational background equivalent to the minimum qualifications for each respective position. As such, the following individuals are submitted for approval/ratification as part-time instructors under Equivalencies as outlined in the Title 5 Regulations and Minimum Qualifications, Article 2, Section 53430.

Applicant	Highest Degree	Assignment	Approx. Salary Placement	Start Date
Ho, Yi Shin	MA/Education	Chinese/IVC	II/1	01/20/15

Equivalency is based upon a Master of Science degree in Education from California State University, Fullerton with an emphasis on courses in language teaching. Mr. Ho passed California Subject Examinations for Teachers in Mandarin Chinese twice in 2007 and 2012 respectively. He has attended numerous workshops and symposiums for language teachers since 2006 and has over eight years of Mandarin teaching experience at Mt. San Antonio College and Rio Hondo College.

[1] Son of Ilknur Erbas-White full-time faculty, Mathematics Department, Irvine Valley College
[2] Part-time faculty STRS retiree.

A. NEW PERSONNEL APPOINTMENTS - Continued

1. **ACADEMIC TEMPORARY PART-TIME/SUBSTITUTE STAFF** (Ratified - Pursuant to Board Policy 4002.1)

Applicant	Highest Degree	Assignment	Approx. Salary Placement	Start Date
[3]Arrizon Maffris, V.	MS/Counseling	Counseling/IVC	II/1	12/01/14
[4]Griffin, Alice	MA/English Comp.	Writing/IVC	II/1	10/28/14
Meares, Ian	MFA/Ceramics	Art/SC	II/1	11/03/14

B. ADDITIONAL COMPENSATION: GENERAL FUND

1. It is recommended that the following Irvine Valley College/Saddleback College faculty members be compensated as indicated below for the 2014/2015 fiscal years.

Name	Activity	Not to Exceed Amount ($)	Effective Date
Cox, Barbara	OC Entrepren. Competition/SC	500.00	08/18/14-09/30/14
Fredrickson, Scott	OC Entrepren. Competition/SC	1,000.00	08/18/14-09/30/14
Garcia, Renee	Coord. Anthropology Lab/SC	1,741.50	08/18/14-12/20/14
Gee, Caroline	Chair, Psychology/SC	146.58	05/26/14-08/07/14
Knapp, Rebecca	OC Entrepren. Competition/SC	1,000.00	08/18/14-09/30/14
Smith, Maureen	Coord. Geography Lab/SC	1,741.50	08/18/14-12/20/14

C. ADDITIONAL COMPENSATION: CATEGORICAL/NON-GENERAL FUND

1. It is recommended that the following Irvine Valley College/Saddleback College faculty members be compensated as indicated below for 2014/2015 fiscal years.

Name	Activity	Not to Exceed Amount ($)	Effective Date
Akhavan, Susan	ESL Workshop/BSI/IVC	250.00	08/11/14-12/19/14
Anderson, Calin	Prof. Dev. Practicum/BSI/SC	206.52	08/25/14-12/19/14
Barrows, Morgan	Water Conserv. Dev./Perkins/SC	2,000.00	07/07/14-08/10/14
Barrows, Morgan	Water Conserv. Dev./Perkins/SC	4,000.00	08/18/14-12/19/14
Beasley, James	ESL Workshop/BSI/IVC	250.00	08/11/14-12/19/14
Beckham, Jack	Prof. Learning Council (PLC)/SC	1,239.12	08/25/14-12/19/14
Bennett, Michael	Articul. & Network Session/CTE/SC	70.00	11/13/14-11/13/14
Bennett, Michael	Entrepren. Curriculum Infus/CTE/SC	750.00	10/01/14-11/17/14
Betts, Robert	ESL Workshop/BSI/IVC	250.00	08/11/14-12/19/14
Bowman, Donald	Articul. & Network Session/CTE/SC	70.00	11/13/14-11/13/14
Branch-Stewart, K.	Articul. & Network Session/CTE/SC	70.00	11/13/14-11/13/14
Brown, Kevin	ESL Workshop/BSI/IVC	250.00	08/11/14-12/19/14
Casil, Amy	Prof. Dev. Practicum/BSI/SC	206.52	08/25/14-12/19/14
Chang, Sarah	Acad. Reading Practicum/BSI/SC	206.52	08/25/14-12/19/14

[3] Assignment start date changed from original start date of 01/20/15 per Division request.
[4] Emergency hire to replace a part-time faculty who accepted a full-time position elsewhere. Ms. Griffin is also a full-time classified bargaining unit employee.

C. ADDITIONAL COMPENSATION: CATEGORICAL/NON-GENERAL FUND - Continued

1. It is recommended that the following Irvine Valley College/Saddleback College faculty members be compensated as indicated below for 2014/2015 fiscal years.

Name	Activity	Not to Exceed Amount ($)	Effective Date
Claflin, Christopher	Articul. & Network Session/CTE/SC	70.00	11/13/14-11/13/14
Coleman, Catherine	ESL Workshop/BSI/IVC	250.00	08/11/14-12/19/14
Cox, Barbara	Articul. & Network Session/CTE/SC	70.00	11/13/14-11/13/14
Cox, Barbara	Entrepren. Curriculum Infus/CTE/SC	2,750.00	10/01/14-11/17/14
Daniels, Stevie	Embedded Tutoring ESL/SC	1,032.60	08/25/14-12/19/14
DeAngelis, Gail	Accel. Reading Practicum/BSI/SC	206.52	08/25/14-12/19/14
Dhillon, Rajanpal	Women in Green Transp./Perkins/SC	500.00	09/22/14-10/05/14
Dhillon, Rajanpal	Women in Green Transp./Perkins/SC	250.00	11/01/14-11/05/14
Do, Anhvy	ESL Workshop/BSI/IVC	250.00	08/11/14-12/19/14
Duffy, Michelle	Acad. Reading Practicum/BSI/SC	309.78	08/25/14-12/19/14
Evancoe, Eugene	Articul. & Network Session/CTE/SC	70.00	11/13/14-11/13/14
Even, Ryan	Articul. & Network Session/CTE/SC	70.00	11/13/14-11/13/14
Fisher, Suki	Prof. Dev. Practicum/BSI/SC	206.52	08/25/14-12/19/14
Fox, Lindsay	Articul. & Network Session/CTE/SC	70.00	11/13/14-11/13/14
Fox, Lindsay	Entrepren. Curriculum Infus/CTE/SC	750.00	10/01/14-11/17/14
Fredrickson, Scott	Entrepren. Curriculum Infus/CTE/SC	750.00	10/01/14-11/17/14
George, Sarah	Prof. Dev. Practicum/BSI/SC	206.52	08/25/14-12/19/14
Golden, Kristin	ESL Workshop/BSI/IVC	500.00	08/11/14-12/19/14
Goulding, Carrie	Prof. Dev. Practicum/BSI/SC	309.78	08/25/14-12/19/14
Goulding, Carrie	Accel. Intro College Writing/BSI/SC	860.50	08/25/14-12/19/14
Gregory, Eric	Prof. Dev. Practicum/BSI/SC	137.68	08/25/14-12/19/14
Gross-Scherger, D.	Prof. Dev. Practicum/BSI/SC	206.52	08/25/14-12/19/14
Hoggat, Michael	Advis. Committee Chair/AB86/SC	250.00	08/18/14-12/20/14
Homma, Mary	Accel. Reading Practicum/BSI/SC	206.52	08/25/14-12/19/14
Hunt, Matthew	Prof. Dev. Practicum/BSI/SC	206.52	08/25/14-12/19/14
Inlow, Lisa	Articul. & Network Session/CTE/SC	70.00	11/13/14-11/13/14
Inlow, Lisa	Entrepren. Curriculum Infus/CTE/SC	750.00	10/01/14-11/17/14
Jenkins, Tina	Acad. Reading Practicum/BSI/SC	206.52	08/25/14-12/19/14
Kelsey, David	Acad. Reading Practicum/BSI/SC	206.52	08/25/14-12/19/14
Kihyet, Connie	Acad. Reading Practicum/BSI/SC	206.52	08/25/14-12/19/14
Knapp, Rebecca	Articul. & Network Session/CTE/SC	70.00	11/13/14-11/13/14
Knapp, Rebecca	Entrepren. Curriculum Infus/CTE/SC	750.00	10/01/14-11/17/14
Konishi, Hiro	Articul. & Network Session/CTE/SC	70.00	11/13/14-11/13/14
Langille, Rachel	Prof. Dev. Practicum/BSI/SC	206.52	08/25/14-12/19/14
Lassiter, Rhonda	Accel. Reading Practicum/BSI/SC	206.52	08/25/14-12/19/14
Lewis, Dawn	Prof. Learning Council (PLC)/SC	1,239.12	08/25/14-12/19/14
Lombardi, Debbie	Acad. Reading Practicum/BSI/SC	206.52	08/25/14-12/19/14
McNulty, Karen	Theatre Perform. Set Painting/SC	5,000.00	09/25/14-12/19/14
McNulty, Karen	Theatre Perform Scenic Art/SC	3,006.56	08/15/14-12/19/14
McReynolds, Brad	Articul. & Network Session/CTE/SC	70.00	11/13/14-11/13/14
Medling, Jane	Acad. Reading Practicum/BSI/SC	137.68	08/25/14-12/19/14

C. ADDITIONAL COMPENSATION: CATEGORICAL/NON-GENERAL FUND - Continued

1. It is recommended that the following Irvine Valley College/Saddleback College faculty members be compensated as indicated below for 2014/2015 fiscal years.

Name	Activity	Not to Exceed Amount ($)	Effective Date
Meyer, Clifford	Women in Green Transp./Perkins/SC	500.00	09/22/14-10/05/14
Meyer, Clifford	Articul. & Network Session/CTE/SC	70.00	11/13/14-11/13/14
Morris-Freshwater,L	Prof. Dev. Practicum/BSI/SC	206.52	08/25/14-12/19/14
Myhren, Brett	Online Tools, Instruction/BSI/SC	2,753.60	08/25/14-12/19/14
Myhren, Brett	Prof. Dev. Practicum/BSI/SC	206.52	08/25/14-12/19/14
Ochi, Shellie	Prof. Dev. Practicum/BSI/SC	309.78	08/25/14-12/19/14
Osborn, Sean	Articul. & Network Session/CTE/SC	70.00	11/13/14-11/13/14
Pollizzi, Vincent	Women in Green Transp./Perkins/SC	500.00	09/22/14-10/05/14
Pollizzi, Vincent	Entrepren. Curriculum Infus/CTE/SC	750.00	10/01/14-11/17/14
Ponzillo, Gizelle	ESL Workshop/BSI/IVC	250.00	08/11/14-12/19/14
Ramirez, Christian	ESL Workshop/BSI/IVC	250.00	08/11/14-12/19/14
Robles, Delores	Accel. Reading Practicum/BSI/SC	206.52	08/25/14-12/19/14
Romero, Maria T.	Acad. Reading Practicum/BSI/SC	206.52	08/25/14-12/19/14
Russell, Vanessa	ESL Workshop/BSI/IVC	250.00	08/11/14-12/19/14
Sadeghiani, Neda	Prof. Dev. Practicum/BSI/SC	206.52	08/25/14-12/19/14
Schermerhorn, B.	Articul. & Network Session/CTE/SC	70.00	11/13/14-11/13/14
Schneider, James	Acad. Reading Practicum/BSI/SC	206.52	08/25/14-12/19/14
Schultz, Maryanne	Articul. & Network Session/CTE/SC	70.00	11/13/14-11/13/14
Sleep, Katherine	Embedded Tutoring ESL/SC	1,032.60	08/25/14-12/19/14
Stevenson, Glen	Articul. & Network Session/CTE/SC	70.00	11/13/14-11/13/14
Tamialis, Barbara	Articul. & Network Session/CTE/SC	70.00	11/13/14-11/13/14
Taylor, Karen	Articul. & Network Session/CTE/SC	70.00	11/13/14-11/13/14
Valdez, Deanna	Math Tutoring Center/BSI/SC	1,500.00	08/25/14-12/19/14
Vogel, Erica	Acad. Reading Practicum/BSI/SC	206.52	08/25/14-12/19/14
Vogel, Jeff	Acad. Reading Practicum/BSI/SC	309.78	08/25/14-12/19/14
Walker, Jayvee	Acad. Reading Practicum/BSI/SC	206.52	08/25/14-12/19/14
Weaver, Chris	Acad. Reading Practicum/BSI/SC	206.52	08/25/14-12/19/14
Weaver, Chris	Prof. Dev. Practicum/BSI/SC	206.52	08/25/14-12/19/14
Welc, Martin	Advis. Committee Chair AB86/SC	250.00	08/18/14-12/20/14
Welc, Martin	Articul. & Network Session/CTE/SC	70.00	11/13/14-11/13/14
Westcott, John	Acad. Reading Practicum/BSI/SC	206.52	08/25/14-12/19/14

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT **ITEM: 6.10**
DATE: 11/17/14

TO: Board of Trustees

FROM: Gary L. Poertner, Chancellor

RE: SOCCCD: Classified Personnel Actions – Regular Items

ACTION: Approval/Ratification

BACKGROUND

In accordance with Education Code Section 70902(b)(4), all employee actions must be approved or ratified by the Board of Trustees of each respective community college district.

STATUS

Personnel are employed in the South Orange County Community College District for the purpose of meeting the needs of students.

RECOMMENDATION

The Chancellor recommends that the Board of Trustees approve/ratify the classified personnel actions as shown in Exhibit A and Exhibit B.

Item Submitted By: *David Bugay, Ph.D., Vice Chancellor, Human Resources & Employer/Employee Relations*

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

CLASSIFIED PERSONNEL ACTIONS/RATIFICATIONS

A. NEW PERSONNEL APPOINTMENTS

1. CLASSIFIED EMPLOYMENT (Information Items – Pursuant to Board Policy 4002.1)

   a. ARNAK, SONJA is to be employed as International Student Program Specialist, Pos. #3535, Division of Admissions, Records and Enrollment Services, Saddleback College, Classified Bargaining Unit Salary Schedule Range 129, Step 3, 40 hours per week, 12 months per year, effective November 10, 2014. This is a replacement position for Monika Connolly, who resigned.

   b. SLAUGHTER, TERESA is to be employed as Administrative Assistant, Pos. #5020, Office of Business Services, District, Classified Bargaining Unit Salary Schedule Range 121, Step 1, 40 hours per week, 12 months per year, effective November 4, 2014. This position was approved by the Board of Trustees on June 23, 2014.

2. The following individuals are to be employed as **Substitutes** in the classification noted below, on an if-and-as-needed basis. (Information Items – Pursuant to Section 70902(d) of the California Education Code)

Name	Classification	Range/ Step	Start Date
Bartlett, Katerina	Graphic Designer/IVC	130/1	10/24/14
Boyle, Yvette	Health Center Nurse/SC	136/1	09/29/14
Bush, Kristen	Graphic Designer/SC	130/1	10/07/14
Concepcion, Alexandra	Administrative Assistant/IVC	121/1	10/07/14
Concepcion, Alexandra	Office Assistant/IVC	113/1	10/11/14
Dempsey, Maureen	Health Center Nurse/SC	136/1	10/24/14
Do, Tin	Instructional Assistant/SC	122/1	08/12/14
Garcia Carmona, Javier	EOPS Specialist/SC	121/1	10/08/14
Khandan, Naser	Office Assistant/IVC	113/1	10/15/14
Kopp, Edward	Custodian/IVC	113/1	10/14/14
Lao, Albert	Network System Technician/SC	132/1	10/03/14
Magnetta, Jeri	Office Assistant/SC	113/1	10/06/14
Magyar, Tracey	Child Development Specialist/SC	122/1	09/26/14
Marmolejo, Jennifer	Disabled Student Program Specialist/IVC	123/1	10/15/14
Naranjo, Nicholas	Admissions/Records Specialist II/IVC	120/1	10/02/14
Parks, Gregory	Graphic Designer/IVC	130/1	10/24/14
Schlenker, Kenneth	Grant Project Manager/SC	9/01	10/27/14

A. NEW PERSONNEL APPOINTMENTS - Continued

3. The following individuals are to be employed as **Short-Term (Temporary)** positions for the **2014/2015** academic year, on an if-and-as-needed basis, and shall work no more than 160 days in any fiscal year. (Information Items – Pursuant to Section 70902(d) of the California Education Code)

Name	Position	Hourly Rate ($)	Start/End Date
Arellano, Cristina	Project Specialist/IVC	20.00	10/20/14-06/30/15
Bouzari, Mahsa	Project Specialist/IVC	12.50	08/15/14-06/30/15
Chen, Shujuan	Project Specialist/SC	12.50	09/01/14-06/30/15
Evans, Matthew	Coaching Aide/SC	25.00	10/21/14-06/3/015
Gomez, Fermin	Outreach Aide/SC	11.50	10/06/14-06/30/15
[1]Harrington, Constance	Project Specialist/SC	20.00	10/24/14-06/30/15
Khorsand, Pegah	Project Specialist/SC	15.00	10/15/14-06/30/15
Kilburn, Andrew	Project Specialist/SC	12.50	10/09/14-06/30/15
Kramer, Jordan	Project Specialist/SC	9.50	09/23/14-06/30/15
Linhardt, Kristin	CDC Aide/SC	12.00	09/30/14-06/30/15
Magyar, Tracey	CDC Project Specialist/SC	20.00	09/26/14-06/30/15
Okeefe, Wendi	CDC Aide/SC	12.00	10/02/14-06/30/15
Palmer, Tyler	Project Specialist/SC	12.50	09/01/14-06/30/15
Pinilla, Camilo	Project Specialist/SC	20.00	10/09/14-06/30/15
Poller, Shannon	CDC Project Specialist/SC	20.00	09/19/14-06/30/15
Preston, Lynn	Project Specialist/SC	20.00	10/16/14-06/30/15
Ramires, Enrique	Coaching Aide/SC	15.00	10/02/14-06/30/15
[2]Rangel, Andrianna	Project Specialist/SC	20.00	10/23/14-06/30/15
Santoso, Jennifer	Project Specialist/SC	20.00	10/23/14-06/30/15
Savage, Christy	CDC Project Specialist/SC	20.00	09/30/14-06/30/15
Shibata, Angelica	Project Specialist/IVC	9.50	08/09/14-06/30/15
Silva, Felissa	CDC Project Specialist/SC	20.00	09/11/14-06/30/15
Takorian, Kaitlin	TMD Aide/IVC	20.00	10/10/14-06/30/15
Upton, Michelle	TMD Aide/IVC	20.00	09/03/14-06/30/15
Vu, Tran	Project Specialist/IVC	10.50	10/01/14-06/30/15

4. The following individuals are to be employed as **Student Help (Temporary)**, Irvine Valley College and Saddleback College, on an if-and-as-needed-basis, for the **2014/2015** academic year.

Name	Start/End Date
Daniels, Andrew	10/15/14-06/30/15
Joung, Sangjin	10/14/14-06/30/15
Koutroulis, Anthony	10/21/14-06/30/15
Masline, Rebecca	10/14/14-06/30/15
Massaro, Michael	08/18/14-06/30/15
Pahlavan, Sarvenaz	09/15/14-06/30/15
Willmore, Lovell	08/18/14-06/30/15

[1] Retired CalPERS
[2] Wife of Efren Rangel, Counselor (Generalist), Division of Transfer, Career & Special Programs, Saddleback College.

A. NEW PERSONNEL APPOINTMENTS - Continued

5. The following individuals are to be employed on a temporary basis, as **Professional Expert, Community and Contract Education**, Irvine Valley College and Saddleback College, as defined in the California Education Code 88003, for the **2014/2015** academic year. Each individual's rate of pay not to exceed the amount as defined below. (Information Items – Pursuant to Section 70902(d) of the California Education Code)

Name	Position	Not to Exceed ($)	Start/End Date
Abrams, Cameron	Tutor/IVC	12.00/hr	10/03/14-06/30/15
Boyle, Yvette	Med. Professional/SC	30.00/hr	09/29/14-06/30/15
Chan, Michael	Tutor/IVC	12.00/hr	10/03/14-06/30/15
Cunningham, David	Clinical Skills Spec./SC	30.00/hr	10/07/14-06/30/15
Dempsey, Maureen	Medical Professional/SC	30.00/hr	10/24/14-06/30/15
[3]Erbas-White, Kevin	Tutor/IVC	15.00/hr	10/10/14-06/30/15
Farahmand, Azadeh	Tutor/IVC	12.00/hr	10/08/14-06/30/15
Havert, Thomas	Clinical Skills Spec./SC	30.00/hr	10/23/14-06/30/15
Hill, Douglas	Comm. Ed./IVC	2500.00/cs	10/09/14-06/30/15
Huerta, Christopher	Clinical Skills Spec./SC	30.00/hr	10/16/14-06/30/15
Knauer, Gary	Tutor/SC	12.00/hr	10/09/14-06/30/15
Mayani, Homa	Tutor/SC	12.00/hr	08/20/14-06/30/15
Medellin, Jaselle	Tutor/SC	12.00/hr	10/21/14-06/30/15
Nguyen, Michael	Tutor/SC	12.00/hr	10/21/14-06/30/15
Ryan, Michael	Workforce Trainer/IVC	72.00/hr	10/17/14-06/30/15
Tabarzadi, Vahideh	Tutor/SC	15.00/hr	10/16/14-06/30/15
Taghdiri, Behrdad	Tutor/SC	12.00/hr	10/02/14-06/30/15
Taheri, Hossein	Tutor/SC	12.00/hr	07/01/14-06/30/15
Torabi, Farkhondeh	Tutor/IVC	12.00/hr	09/15/14-06/30/15
Wolken, Matthew	Workforce Trainer/IVC	72.00/hr	09/25/14-06/30/15

B. AUTHORIZATION TO ESTABLISH AND ANNOUNCE A CLASSIFIED POSITION

1. PROGRAM ASSISTANT, Categorical, Classified Bargaining Unit Salary Schedule Range 118, Division of Business Sciences, Economic and Workforce Development, Saddleback College seeks authorization to establish and announce a part-time, 29 hours per week, 12 months per year position to its staff complement, effective November 18, 2014. Employment in this grant funded position is contingent upon funding by the Perkins Grant.

C. AUTHORIZATION TO ELIMINATE AND CREATE CLASSIFIED POSITIONS

1. IRVINE VALLEY COLLEGE seeks authorization to eliminate and create the following Classified positions, within their organization as defined by Title V Education Regulation, Section (a) and (b), Recruitment 53021.

[3] Son of Ilknur Erbas-White, Mathematics, Instructor, School of Mathematics, Sciences & Engineering, Irvine Valley College.

C. AUTHORIZATION TO ELIMINATE AND CREATE CLASSIFIED POSITIONS

a. **ELIMINATE** LABORATORY TECHNICIAN, LIFE/PHYSICAL SCIENCES, Pos. #4032, School of Mathematics, Sciences and Engineering, Classified Bargaining Unit Salary Schedule Range 122, full-time, 40 hour per week, 12 months per year from its staff complement, and **CREATE** two (2) part-time positions: LABORATORY TECHNICIAN, CHEMISTRY, School of Mathematics, Sciences and Engineering, Classified Bargaining Unit Salary Schedule Range 122, part-time, 25 hours per week, with 5% shift differential, 12 months per year position; and LABORATORY TECHNICIAN, CHEMISTRY, School of Mathematics, Sciences and Engineering, Classified Bargaining Unit Salary Schedule Range 122, part-time, 25 hours per week, 12 months per year position to its staff complement, effective November 18, 2014. (Pos. #4032 was approved by the Board of Trustees on August 26, 2008) (Job Description, Exhibit B, Attachment 2)

D. REORGANIZATION

1. DISTRICT seeks authorization to eliminate and create the following Classified positions, within their organization as defined by Title 5 Education Regulation, Section (a) and (b), Recruitment 53021.

   a. **ELIMINATE** HUMAN RESOURCES ASSOCIATE, Pos. #4577, Office of Human Resources, Integrated Academic and Classified Administrator and Managers Salary Schedule Range 7, full-time, 40 hours per week, 12 months per year position from its staff complement, and **CREATE** HUMAN RESOURCES AND EMPLOYER/EMPLOYEE RELATIONS OFFICE MANAGER, Office of Human Resources, Integrated Academic and Classified Administrator and Managers Salary Schedule Range 9, full-time, 40 hours per week, 12 months per year position to its staff complement, effective November 18, 2014. (Pos. #4577 was approved by the Board of Trustees on May 21, 2012) (Job Description, Exhibit B, Attachment 1)

      i. **PROMOTE** LA NELL PEEBLES, ID #14211, from Human Resources Associate, Pos. #4577, Integrated Academic and Classified Administrator and Managers Salary Schedule Range 7, Step 8, full-time, 40 hours per week, 12 months per year; to Human Resources and Employer/Employee Relations Office Manager, Integrated Academic and Classified Administrator and Managers Salary Schedule Range 9, Step 8, full-time, 40 hours per week, 12 months per year, effective November 18, 2014.

E. CHANGE OF STATUS

1. CLASSIFIED EMPLOYMENT (Information Items – Pursuant to Board Policy 4002.1)

   a. [4]CASILLAS, MEGHAN, ID #16831, Counseling Office Assistant, Pos. #3238, Classified Bargaining Unit Salary Schedule Range 115, Step 2, 29 hours per week, 12 months per year, Division of Transfer, Career and Special Programs, Saddleback College, correct effective is September 29, 2014.

[4] Correction to items presented to the Board of Trustees on October 27, 2014. Daughter of Lurdes Casillas, Senior Administrative Assistant, Division of Admissions, Records, and Enrollment Services, Saddleback College.

E. CHANGE OF STATUS

a. EDWARDS, JOHN, ID #10889, Director of Facilities, Pos. #4552, Integrated Academic and Classified Administrator and Manager Salary Schedule Range 19, Step 8, 40 hours per week, 12 months per year, Office of Physical Plant, Irvine Valley College, is to be given a promotion to Director of Site Development, Specially Funded, Integrated Academic and Classified Administrator and Manager Salary Schedule Range 20, Step 8, 40 hours per week, 12 months per year, Office of Business Services, District, effective November 1, 2014. This position was approved by the Board of Trustees on October 27, 2014, with employment contingent upon funding through Capital Outlay Projects on a limited term basis, to be considered for renewal annually.

b. [5]KIM, MERRY, ID #20576, Project Director, Career Technical Education, Categorical, Pos. #4638, Integrated Academic and Classified Administrator and Manager Salary Schedule Range 13, Step 1, 40 hours per week, 12 months per year, School of Academic Programs, Economic and Workforce Development, Advanced Technology and Education Park facility, Irvine Valley College, correct effective is October 31, 2014. Employment in this grant funded position is contingent upon funding the Career Technical Education grant.

c. POWELL, DONALD, ID #14770, Admissions and Records Specialist II, Pos. #3228, Classified Bargaining Unit Salary Schedule Range 120, Step 6, 40 hours per week, 12 months per year, Division of Admissions, Records and Enrollment Services, Saddleback College, is to be employed as Senior Admissions and Records Specialist, Pos. #3378, Classified Bargaining Unit Salary Schedule Range 126, Step 4, 40 hours per week, 12 months per year, Division of Admissions, Records and Enrollment Services, Saddleback College, effective October 20, 2014. This is a replacement for Constance Harrington, who retired.

F. OUT OF CLASS ASSIGNMENTS

1. BETTENCOURT, JAMES, ID #18780, Night Facilities Operations Supervisor, Pos. #4593, Integrated Academic and Classified Administrator and Manager Salary Schedule Range 8, Step 3, 40 hours per week, 12 months per year, Office of Physical Plant, Irvine Valley College, has been given a temporary change in assignment to Assistant Director of Facilities, Pos. #4533, Integrated Academic and Classified Administrator and Manager Salary Schedule Range 14, Step 1, 40 hours per week, Office of Physical Plant, Irvine Valley College, effective November 1, 2014. This is a temporary reassignment for Jeffrey Hurlbut, who has been temporarily reassigned.

2. DE LA O, EDWARD, ID #18541, Grants Analyst, Pos. #4282, Classified Bargaining Unit Salary Schedule Range 138, Step 4, 40 hours per week, 12 months per year, Office of College Administrative Service, Saddleback College, has been given a temporary change in assignment to Acting College Grants and Contracts Manager, Categorical, Pos. #5070, Integrated Academic and Classified Administrator and Manager Salary Schedule Range 13, Step 1, 40 hours per week, Office of College Administrative Services, Saddleback College, effective October 1, 2014. This is a temporary reassignment for Roxanne Metz, who has been temporarily reassigned.

[5] Correction to items presented to the Board of Trustees on October 27, 2014.

F. <u>OUT OF CLASS ASSIGNMENTS</u> - Continued

3. [6]HEREDIA, GRISEL, ID #17280, Senior Admissions and Records Specialist, Pos. #4996, a temporary assignment, Classified Bargaining Unit Salary Schedule Range 126, Step 1, 40 hours per week, Division of Admissions, Records and Enrollment Services, Saddleback College, temporary assignment ended on October 17, 2014, and was temporarily reassigned to Admissions and Records Specialist II, Pos. #3228, Classified Bargaining Unit Salary Schedule Range 120, Step 4, 40 hours per week, Division of Admissions, Records and Enrollment Services, Saddleback College, effective October 20, 2014. <u>This is a temporary reassignment for Donald Powell, who received a change in status</u>.

4. HURLBUT, JEFFREY, ID #16615, Assistant Director of Facilities, Pos. #4533, Integrated Academic and Classified Administrator and Manager Salary Schedule Range 14, Step 4, 40 hours per week, 12 months per year, Office of Physical Plant, Irvine Valley College, has been given a temporary change in assignment to Director of Facilities, Pos. #4552, Integrated Academic and Classified Administrator and Manager Salary Schedule Range 19, Step 1, 40 hours per week, Office of Physical Plant, Irvine Valley College, effective November 1, 2014. <u>This is a temporary reassignment for John Edwards, who received a change in status</u>.

5. METZ, ROXANNE, ID #19340, College Grants and Contracts Manager, Categorical, Pos. #4691, Integrated Academic and Classified Administrator and Manager Salary Schedule Range 13, Step 5, 40 hours per week, 12 months per year, Office of College Administrative Services, Saddleback College, has been given a temporary change in assignment to Acting Director of Fiscal Services, Specially Funded, Pos. #5067, Integrated Academic and Classified Administrator and Manager Salary Schedule Range 15, Step 4, 40 hours per week, Office of College Administrative Services, Saddleback College, effective October 1, 2014. <u>This temporary position was approved by the Board of Trustees on September 29, 2014, not to exceed two years, with employment contingent upon District specially funded program</u>.

6. MOSQUEDA, RICHARD, ID #18077, Custodian, Pos. #1315, Classified Bargaining Unit Salary Schedule Range 113, Step 3, 40 hours per week, 12 months per year, Office of Physical Plant, Irvine Valley College, has been given a temporary change in assignment to Building Maintenance Worker, Pos. #3844, Classified Bargaining Unit Salary Schedule Range 124, Step 1, 40 hours per week, Office of Physical Plant, Irvine Valley College, effective October 13, 2014. <u>This is a temporary reassignment for Ramon Montiel, who received a change in status</u>.

7. MURPHY, MARK, ID #6346, Lead Custodian, Pos. #3382, Classified Bargaining Unit Salary Schedule Range 119, Step 6, 40 hours per week, 12 months per year, Office of Physical Plant, Irvine Valley College, has been given a temporary change in assignment to Night Facilities Operations Supervisor, Pos. #4593, Integrated Academic and Classified Administrator and Manager Salary Schedule Range 8, Step 1, 40 hours per week, Office of Physical Plant, Irvine Valley College, effective November 1, 2014. <u>This is a temporary reassignment for James Bettencourt, who has been temporarily reassigned</u>.

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[6] Permanent assignment is Admissions & Records Specialist I, Range 116, Step 5, 40 hours per week, 12 months per year, Division of Admissions, Records & Enrollment Services, Saddleback College.

F. OUT OF CLASS ASSIGNMENTS - Continued

8. POWELL, DONALD, ID #14770, Senior Admissions and Records Specialist, Pos. #4898, a temporary assignment, Classified Bargaining Unit Salary Schedule Range 126, Step 4, 40 hours per week, Division of Admissions, Records and Enrollment Services, Saddleback College, temporary assignment ended on September 30, 2014, and returned to permanent assignment as Admissions and Records Specialist II, Pos. #3228, Classified Bargaining Unit Salary Schedule Range 120, Step 6, 40 hours per week, 12 months per year, Division of Admissions, Records and Enrollment Services, Saddleback College, effective October 1, 2014.

G. 39 MONTH REEMPLOYMENT

1. PETERSON, LILIA, ID #16896, Foster and Kinship Care Education Program Assistant, Pos. #4264, Classified Bargaining Unit Salary Schedule Range 121, Step 6, 40 hours per week, 12 months per year, Division of Social and Behavioral Sciences, Saddleback College, has been placed on the 39 month re-employment list for partial hours, pursuant to a layoff of 15 hours per week for position, in compliance with Governing Board Resolution 14-17, approved by the Board of Trustees on July 21, 2014. Ms. Peterson's permanent assignment reduced to 25 hours per week, 12 months per year, effective September 19, 2014. Employment in this grant funded position is contingent upon funding by the Foster and Kinship Care Education Program.

H. RESIGNATION/RETIREMENT/CONCLUSION OF EMPLOYMENT

1. LIPTON, SANDRA, ID #7134, Articulation Specialist, Pos. #3322, Classified Bargaining Unit Salary Schedule Range 127, Step 6, 40 hours per week, 12 months per year, School of Guidance and Counseling, Irvine Valley College, resignation effective December 30, 2014, and retirement effective December 31, 2014. Payment is authorized for any compensated time off. (Permanent Start date: April 27, 1999)

2. MARTIN, GLORIA, ID #11316, Senior Administrative Assistant, Pos. #3670, Classified Bargaining Unit Salary Schedule Range 127, Step 6, 40 hours per week, 12 months per year, Division of Counseling Services, Saddleback College, resignation effective December 30, 2014, and retirement effective December 31, 2014. Payment is authorized for any compensated time off. (Permanent Start date: October 1, 2004)

3. MORLEY, RICHARD, ID #18352, Executive Director of College Foundation, Pos. #4887, Integrated Academic and Classified Administrator and Manager Salary Schedule Range 22, Step 5, 40 hours per week, 12 months per year, Office of College Foundation, Irvine Valley College, resignation effective November 15, 2014. Payment is authorized for any compensated time off. (Permanent Start date: September 23, 2011)

4. PEARSON, JENNIFER, ID #20301, Student Development Office Assistant, Pos. #4481, Classified Bargaining Unit Salary Schedule Range 121, Step 1, 29 hours per week, 12 months per year, Office of Student Development, Saddleback College, resignation effective November 13, 2014. (Probationary Start date: August 4, 2014)

H. RESIGNATION/RETIREMENT/CONCLUSION OF EMPLOYMENT - Continued

5. ROSET, MASON, ID #18291, Laboratory Technician, Photography and Art, Pos. #4450, Classified Bargaining Unit Salary Schedule Range 122, Step 4, 20 hours per week, 10 months per year, Division of Fine Arts and Media Technology, Saddleback College, resignation effective October 23, 2014. Payment is authorized for any compensated time off. (Permanent Start date: February 13, 2012)

I. VOLUNTEERS

1. The following individuals are to be approved as Volunteers for the 2014/2015 academic year.

Advanced Technology and Applied Sciences, Saddleback College

Aguayo, Vanessa	McCorky, Brian

Fine Arts and Media Technology, Saddleback College

Eidl, Vanessa	Eidl, Olivia	Euyoque, Geniene
Euyoque, Victoria	Friedman, Shaune	Friess, Elizabeth
Friess, Natalie	Lyle, Amber	Lyle, Jennie
McFadden, Shauna	Minager, Julie	Minager, Nikki
Rivera, Kaela	Spencer, Kate	Spencer, Susan
Stoian, Roland	Telenko, Audrey	Telenko, Vedette
Wellen, Carley	Wellen, Kim	

Fine Arts, Irvine Valley College

Andrews, Kate	Leonard, Andrew	Moreno, Genesis
Strand, Evan	Taylor, Lynne	

Social and Behavioral Sciences, Irvine Valley College

Wertheim, Carolyn

Social and Behavioral Sciences, Saddleback College

Gibbons, William	Gregory, Kristopher	Kearns, Margaret
Smith, E. Russell	Tavares, Nicole	Trotter, Joel

Transfer, Career, and Special Programs, Saddleback College

Garret, Jeff	Williams, Daniel

ATTACHMENT 1

South Orange County Community College District

HUMAN RESOURCES AND EMPLOYER/EMPLOYEE RELATIONS OFFICE MANAGER, JC #646, (Classified Manager), Integrated Academic and Classified Administrator and Manager Salary Schedule Range 9

DEFINITION

To manage the Office of the Executive Director of Human Resources & Employer/Employee Relations, assuring that work is performed in a timely and accurate manner; represent the Executive Director's office as appropriate; perform a variety of highly responsible, confidential and complex secretarial and administrative support duties for a District Executive Director, and provide secretarial and administrative support to the Director of Human Resources & Employer/Employee Relations-EEO, Diversity Compliance & Training and other Human Resources management personnel; assist the Executive Director and Director with accomplishing their duties and responsibilities by providing complex technical support for a wide variety of human resources functions, programs, services, operations and activities; assist in coordinating and maintaining the operational aspects of the Office of Human Resources on a day-to-day basis, ensuring that the office is run in an efficient, timely and accurate manner; assist in facilitating the smooth flow of work and office operations; and perform research and special projects as assigned.

To foster a culture of collaboration, mutual respect, innovation and continuous improvement throughout the District; lead by example; actively participate in and support District-wide participatory governance components and activities and other collaborative processes; encourage professional excellence among the staff and promote an organizational culture of customer service, innovation, and quality services.

SUPERVISION RECEIVED AND EXERCISED

Receives direction from the Executive Director of Human Resources & Employer/Employee Relations and the Director of Human Resources & Employer/Employee Relations-EEO, Diversity Compliance & Training.

Provides training, supervision and technical work direction to classified, short-term, and temporary and substitute personnel as assigned.

EXAMPLES OF DUTIES: Essential duties may include, but not limited to the following:

Manage the office of the Executive Director, relieving the Executive Director of a wide and complex variety of administrative details; coordinate and manage specialized functions or projects independently as assigned; research, analyze and evaluate a wide variety of issues, data, recommendations and alternatives as assigned; use independent judgment to develop and provide recommendations, suggestions or information as appropriate; attend and contribute to communication meetings as assigned.

Perform administrative support duties to assist the Executive Director in meeting reporting requirements, functional responsibilities and research objectives; coordinate the work of assigned Office; assign, schedule, coordinate, oversee and evaluate the flow of office work and perform work in a timely and accurate manner.

Coordinate closely with the Office of the Chancellor and Vice Chancellor in matters related to Board agenda preparation, closed sessions, contracts, subpoenas, legal issues, and coordination/scheduling of meetings; assist the Office of the Vice Chancellor with events, presentations and phone/reception support; regularly support the Office of the Vice Chancellor as needed.

Participate with the management team to facilitate efforts in organizational planning, especially in the area of human resources and staff planning, development of organizational structures, and work processes and procedures that facilitate attainment of established program goals and objectives; develop, implement and maintain appropriate methods and procedures to optimize efficient and effective delivery of services related to assigned functions; monitor and evaluate operations and activities and take corrective actions as necessary; and participate in the development of Administrative Unit Reviews.

Perform a variety of complex, responsible and confidential executive support work, such as the timely processing of unfair labor practices, civil rights and fair housing complaints, unlawful discrimination and harassment complaints by employees and students involving sexual harassment, employment contract violations and other issues, including preparation of related reports to the State Chancellor's Office in accordance with legal requirements.

Track and follow-up on all unlawful discrimination complaints received and protected under Title 5 to the State Chancellor’s Office, complainants, and respondents on behalf of the Vice Chancellor of Human Resources and Employer-Employee Relations; prepare letters/correspondence for all complaints; create and maintain extensive legal files pertaining to the investigation/conclusion of these complaints; monitor timelines for compliance with state requirements.

Provide staff support to the Executive Director and Director regarding the disciplinary ("Skelly") process; gather information and documentation to draft and formalize disciplinary letters to employees, ensuring that the appropriate supportive paperwork is in order and attached; follow outlined steps and actions to follow in order to comply with District policy and Education Code requirements, ensuring that proper protocol and deadlines are followed; comply with and follow up within the proper deadlines to ensure compliance and no negative impact on the District; provide representatives of the appropriate unions (CSEA, POA and Faculty Association), various attorneys, and witnesses, in a timely manner, with copies of appropriate documents and information of each step in the process; monitor follow-up dates to ensure that appropriate and timely action is taken.

Schedule meetings and interviews with legal counsel and witnesses; and contact and coordinate with the Board of Trustees' Office to schedule hearings before the Board; coordinate and schedule meetings between the District attorney(s) and witnesses, employees, students and others for interviews and discussions; prepare resolutions and appropriate documentation for Board meetings and mail to appropriate involved parties as required; maintain proper relations with attorneys' offices, as well as other employees within the District, to ensure that disciplinary actions are addressed efficiently according to legal timelines.

Schedule meetings and hearings with arbitrators and mediators; schedule disciplinary meetings with the Vice Chancellor and District attorney(s), as well as union representatives and witnesses who will appear during the proceeding.

Prepare and administer program budget(s); prepare cost estimates for budget recommendations; submit justifications for budget items; allocate funds to proper budget codes; monitor and track expenditures in a timely manner; provide regular budget reports to administrator for control of expenditures; resolve budget issues and problems; process budget/expense transfers; and recommend budget revisions and all budget requests and payments.

Prepare and administer consultant agreements for services provided by outside vendors to the District and colleges; coordinate contracts/agreements requiring legal review prior to execution and/or board approval; prepare board agenda documents and resolutions for submittal to the Board of Trustees to recommend employee layoff, agreements for salary studies and services, and special projects.

Serve as liaison between Executive Director, Vice Chancellor and the Chancellor, administrators, academic and classified staff, students, representatives of the community and the public, by relaying messages, answering questions, clarifying information, responding to requests, resolving problems, explaining District policies and procedures or referring callers to the Executive Director or others.

Plan, organize, coordinate and oversee the Classified Outstanding Employees of the Year award project; work within Board policies and administrative guidelines to ensure the smooth coordination and implementation according to established timelines; update and generate the nomination form and e-mail information and forms to all District employees; establish a selection committee according to established procedures; schedule and attend committee meetings; monitor all stages of the selection process; compile and verify the accuracy of the final scores; order plaques (individual and perpetual), gift cards, parking permits and other items of recognition.

Coordinate with the classified development staff to assist in complying with deadlines in honoring the employees at a specified staff development day; create letters to be given to recipients; provide recipient information to the District Director of Public Affairs and Governmental Relations so that Board resolutions can be prepared; forward plaques and other items to the Board Office for presentation at a Board meeting.

Establish annual list of employees eligible to receive pins for District service according to established presentation schedule, verifying the accuracy of employee information; invite administrators, managers and employees to presentation ceremonies which occur at three separate times each year and maintain lists of those who will attend; prepare an envelope for each employee containing the service pin and specific details about the employee to be used by presenter; mail service pins to non-attendees; generate formal letters to full-time faculty members inviting them to attend the Chancellor's opening session during in service; reorder
custom service pins, invitations, envelopes and service pins to ensure adequate supplies.

Assist in ensuring that the work of the department flows smoothly on a day-to-day basis; work with the Director of HR and Associate Director-Applications Delivery to update and modify the District and HR websites, including forms and information.

Keep abreast of department's needs for short-term, temporary, and substitute employees and arrange for, schedule and deploy them as needed; ensure adequate clerical assistance during interviews, special projects and heavy recruitment periods.

Monitor timekeeping documents, comparing the employee's request for time off with actual time taken; clarify reporting discrepancies, making changes as necessary; and report any absences of HR staff; review time cards of temporary and substitute employees and forward to payroll after ensuring accurate completion and proper signatures.

Compile and gather information to comply with the State Cost Mandate, a yearly project in which the District receives state monies for time and efforts involved in union contracts and negotiating activities.

Review, format, edit and forward the HR classified and academic Board agenda items, ensuring accuracy and adherence to scheduled deadlines; distribute the finalized board agendas and maintain the permanent record of the items approved by the Board.

Update a variety of documents and databases, including salary schedules, class specifications, TB tests and organizational charts; research detailed statistical data, audit reports and obtain back up information on any classification studies performed by the District.

Assist in the preparation of positions for collective bargaining; assist in the research and preparation of documents and information related to negotiations and implementation and administration of collective bargaining agreements; maintain confidentiality regarding the District's positions on negotiations and other matters covered in the collective bargaining agreements.

Arrange and schedule quarterly new employee orientations for administrators, managers, and classified employees, and annual orientations for new faculty; invite and coordinate presenters and prepare materials; coordinate and invite all new employees; and maintain list of attendees.

Coordinate and schedule employee workshops and seminars for faculty professional development, including sexual harassment prevention and training, and retirement workshops; coordinate and obtain workshop presenters and locations, arrange for catering, necessary equipment and supplies and maintain RSVP list; provide setup and assistance for all workshops; set up and arrange for monthly training meetings offered to administrators and managers via live presentation, videoconferencing and/or webinars presented by the employment relations consortium.

Retrieve and distribute all Live Scan fingerprinting results from the Department of Justice; research and resolve report errors through contact with DOJ personnel.

Coordinate and work with Board members, District and college administrators and managers, representatives of risk management, payroll, accounts payable, cafeteria, purchasing, admissions and records, academic and classified senate and employee organizations on various tasks and in varying degrees.

Coordinate travel arrangements and maintain calendar, schedule of activities and appointments for Human Resources management personnel; schedule meetings and arrange for facilities to accommodate said meetings.

Arrange all travel including airline and hotel reservations, ground transportation, registrations and workshop reservations for Human Resources Department personnel to attend conferences and job fairs; prepare and arrange shipping for display booths and materials to distribute; and process reimbursement requests.

Prepare and process travel reimbursements submitted by job applicants for Administrative and Classified Management positions on behalf of Irvine Valley College, Saddleback College and District Services; prepare packet to include backup documentation, create purchase requisition; and obtain signatures as needed.

Serve on District committees, task forces and other work groups as needed; provide staff support to standing and ad hoc committees and other groups as assigned; attend meetings, take notes or record proceedings; prepare and distribute agendas, background materials and minutes as appropriate.

Compose correspondence independently, including, but not limited to, probationary releases, and layoff notifications; format, type, proofread, duplicate and distribute correspondence, notices, lists, forms, memoranda, calendars, reports, manuals and other materials according to established procedures and standards.

Send out electronic notices of all newly-posted job announcements to all staff and employees as they are posted to the web site.

Operate a computer, using word processing software, to compile, type and format information, correspondence, reports and booklets dealing with research projects, confidential personnel issues, collective bargaining matters and other confidential or sensitive areas as assigned; proofread, print, copy, assemble and distribute all written material according to established timelines; maintain mailing lists relative to assigned functions.

Answer the telephone, screen calls and provide general information regarding human resources functions; receive, open and distribute mail; receive and verify accuracy of invoices, investigate and resolve discrepancies; type payment authorizations and follow up on payments as required; and maintain extensive files for the functions assigned, such as payroll, attendance and budget.

Reconcile and prepare monthly financial reports/statements for distribution at consortium meetings attended by Executive Director; prepare invoices for membership dues, collect membership dues, prepare bank deposits, log/track dues payments, maintain all related records.

Assist with office redesigns, schedule installations, coordinate all aspects with employee and outside vendors; select and purchase equipment for staff needs.

Prepare and submit work orders and arrangements for department needs related to maintenance and operations, set up requests, repairs and installations.

Prepare and submit work orders and arrangements for technology requests including repair, purchase, troubleshoot, installation.

Perform related duties as assigned.

QUALIFICATIONS

Education and Experience Guidelines

Any combination of education and experience that would likely provide the required knowledge and abilities is qualifying. A typical way to obtain the knowledge and abilities would be:

Education:
Equivalent to an Associate's degree with major course work in business, secretarial science or related field. A bachelor's degree with major course work in business or public administration is desirable.

Experience:
At least four years of increasingly responsible secretarial or administrative assistant experience, including three years in an administrative office of a public agency, preferably in a human resources office.

Knowledge of:
Basic research methods and techniques.
Budget preparation and monitoring.
Correct English usage, composition, grammar, spelling, punctuation and vocabulary.
Current e-mail, Internet, word processing, spreadsheet and database programs, methods and techniques.
Data gathering procedures and mathematical concepts.
Interpersonal skills including tact, patience and diplomacy.
Modern administrative office practices, procedures, methods, electronic technology and equipment.
Operation of computer, peripherals and software programs, including information systems, database management, spreadsheet, word processing and specialized software.
Oral and written communication skills.
Planning and organizational skills.
Principles and practices of training and providing work direction to others.
Principles, practices and procedures of business letter writing, data collection, complex inter-related financial and statistical record keeping and report preparation.
Processes, procedures, and practices of budget preparation and administration.

Knowledge of:

Statistical procedures and mathematical concepts.

Techniques used in office management and public relations, including receptionist and telephone techniques and etiquette.

Ability to:

Communicate clearly, concisely and effectively, both orally and in writing, using correct English usage, grammar, spelling, punctuation and vocabulary, with diverse constituencies within and outside of the District.

Compile and maintain accurate narrative, statistical and financial records.

Compile information and write complex reports and business correspondence independently.

Effectively present information in person or on the telephone.

Encourage professional excellence among the staff and promote an organizational culture of customer service, innovation, and quality services.

Establish and maintain cooperative and effective working relationships with those contacted in the course of work.

Establish, review and revise office work priorities.

Exercise good judgment and discretion in analyzing and resolving confidential, difficult and sensitive situations.

Independently compile information and compose written materials such as correspondence, reports and memoranda.

Learn and correctly interpret, apply and explain the policies, procedures and regulations related to the function to which assigned.

Learn, apply, explain and work within the applicable laws, codes, rules, regulations, policies, procedures and other requirements related to the Human Resources Office by completion of probationary period.

Learn District and College organization, operations and objectives quickly.

Learn District and College policies and State and federal laws and regulations quickly.

Maintain accurate statistical and financial records.

Maintain confidentiality of sensitive information.

Operate a variety of office equipment including personal computers, digital telephone systems/equipment, copiers, calculators and facsimile machines.

Operate and use proficiently a variety of modern office technologies and computer software programs, including the World Wide Web and Internet, electronic mail and management meeting/scheduling programs, word processing, spreadsheet, database management and site specific software.

Operate office equipment such as computer, printer, calculator, copier and facsimile machine.

Participate in the preparation and administration of assigned budgets.

Perform assigned work with speed and accuracy.

Perform responsible and difficult office management and technical support work in the Human Resources Office involving the use of independent judgment and personal initiative.

Plan and organize work.

Provide technical information and assistance to others concerning employment policies and human resources transactions.

Relate effectively to people of varied academic, cultural and socio-economic backgrounds using tact, diplomacy and courtesy.

Respond to requests and inquiries from members of the Board of Trustees, administrators, students, staff or the public and effectively present information in person or on the telephone.

Schedule and assign the work of others as assigned.

Train and provide work direction to others as assigned.

Type, format, proofread, duplicate and distribute documents and other written materials, such as reports, business correspondence and procedure manuals.

Understand and effectively and collaboratively work in a complicated multi-college environment, as well as within a system of community college districts.

Ability to:
Understand the organization and operation of assigned office as necessary to assume assigned responsibilities.
Use sound judgment in recognizing scope of authority.
Work independently, accurately and effectively in the absence of supervision.
Work within the policies, functions and requirements of area of assignment.

WORK ENVIRONMENT AND PHYSICAL DEMANDS

The work environment and physical demands described here are representative of those required by an employee to perform the essential functions of this job successfully. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Work Environment

Standard office setting. Duties are performed primarily in an administrative office environment while sitting at a desk or computer workstation. An incumbent is subject to frequent interruptions and contact in person and on the telephone with others and demanding legal timelines. At least minimal environmental controls to assure health and comfort.

Physical Demands

An incumbent regularly sits for long periods, sees to read information from computer screen, electronic displays and all printed material, including fine print; walks short distances on a regular basis, occasionally travels to various locations to attend meetings and conduct work, uses hands and fingers to operate an electronic keyboard or other office machines, reaches with hands and arms, stoops, kneels or crouches to file, speaks clearly and distinctly to answer telephones and to provide information; hears and understands voices over telephone and in person; and occasionally lifts, carries, and/or moves objects weighing up to 10 pounds.

Finalized by Marlys Grodt and Associates, October, 2014

ATTACHMENT 2

South Orange County Community College District

LABORATORY TECHNICIAN, CHEMISTRY, JC ID #, Classified Bargaining Unit Salary Schedule Range 122

Class specifications are intended to present a descriptive list of the range of duties performed by employees in the class. Specifications are ***not*** *intended to reflect all duties performed within the job.*

SUMMARY DESCRIPTION

Under direction from higher level administrative or full-time academic staff, assists in the preparation of materials and demonstrations for chemistry lab instruction; operates and demonstrates use of specialized equipment, supplies, and materials; and maintains the general cleanliness of the chemistry stockroom and laboratories.

DISTINGUISHING CHARACTERISTICS

Positions in the Lab Technician, Chemistry class are distinguished from the Senior Lab Technician, Chemistry by the level of responsibility assumed. In comparison to the Senior Lab Technician, Chemistry, positions at this level are assigned tasks with limited to no involvement in budget activities and ordering of supplies and equipment. Employees at this level are required to be fully trained in all procedures related to assigned area of responsibility and are fully aware of the operating procedures and policies of the work unit.

REPRESENTATIVE DUTIES

The following duties are typical for this classification. Incumbents may not perform all of the listed duties and/or may be required to perform additional or different duties from those set forth below to address business needs and changing business practices.

1. Ensure all sections of chemistry laboratory classes have sufficient chemicals and necessary specialized equipment in the labs prior to start of each class.
2. Prepare for chemistry laboratory demonstrations; set up chemistry laboratory apparatus; assist students in the use of a variety of chemistry laboratory equipment and instruments; ensure student compliance with laboratory policies, procedures, and safety precautions; demonstrate proper care and cleaning procedures for laboratory equipment.
3. Provide assistance to students when they need equipment or chemicals from the chemistry stockroom.
4. Maintain a clean and safe learning environment; clean floors, table tops, desks, and furniture; ensure each chemistry lab is adequately supplied with paper towels and soap prior to start of every class; perform routine and minor repairs on chemistry laboratory equipment; maintain, clean, and test equipment.
5. Make solutions and mixtures of chemicals for chemistry labs; dispense and label chemicals in vials and test tubes.
6. Monitor and dispose of chemicals and chemical waste; ensure chemical and material wastes from each lab are collected and disposed of in compliance with appropriate safety and environmental regulations; identify, collect, and store unwanted and expired chemicals according to established safety guidelines and procedures.
7. Participate in the ordering and maintenance of supplies, materials, and equipment; store, discard, and rotate materials according to standard procedures; receive, assemble, and test new equipment.
8. Respond to laboratory emergencies including injuries and chemical spills.
9. Respond to inquiries and requests for information; answer phones and relay messages for faculty and staff.
10. Perform related duties as required.

QUALIFICATIONS

The following generally describes the knowledge and ability required to enter the job and/or be learned within a short period of time in order to successfully perform the assigned duties.

Knowledge of:

Operational characteristics of laboratory apparatus, equipment, and materials pertaining to chemistry laboratories.
Theories and applications of chemistry.
Principles and practices of chemistry laboratory operations.
Proper methods of storing equipment, materials, chemicals, and supplies used within the chemistry laboratory.
Mathematical principles and scientific concepts.
Methods and techniques used in handling and disposing of hazardous chemicals.
Proper methods of handling and storing equipment, materials, chemicals, and supplies used within the chemistry laboratories.
Principles and procedures of record keeping and filing.
Office procedures, methods, and equipment including computers and applicable software applications such as word processing, spreadsheets, and databases.
Occupational hazards and standard safety practices.

Ability to:

Assist in the preparation of instructional materials and demonstrations for chemistry laboratory instruction.
Correctly and efficiently set up chemistry laboratory equipment and materials used in exercises and experiments.
Operate and demonstrate the proper use of specialized equipment, supplies, and materials.
Provide assistance to students on matters related to chemistry laboratories.
Safely mix and dispense solutions for chemistry lab experiments.
Properly store and dispose of hazardous chemicals and materials.
Operate, understand the mechanical function of, and perform routine maintenance and repairs on laboratory equipment within assigned area.
Maintain the cleanliness of the chemistry stockroom and laboratories.
Interpret and apply department policies, procedures, rules, and regulations.
Ensure adherence to safe work practices and procedures.
Maintain an adequate inventory of materials for chemistry instructional programs.
Communicate clearly and concisely, both orally and in writing.
Establish and maintain effective working relationships with those contacted in the course of work.

EDUCATION AND EXPERIENCE GUIDELINES - *Any combination of education and experience that would likely provide the required knowledge and abilities is qualifying. A typical way to obtain the knowledge and abilities would be:*

Education/Training:

Equivalent to two years of college level course work in chemistry or a related field.

Experience:

Two years of increasingly responsible chemistry laboratory experience.

PHYSICAL DEMANDS AND WORKING ENVIRONMENT

The conditions herein are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential job functions.

Environment: Work is performed primarily in a laboratory setting; exposure to noise, dust, grease, smoke, fumes, noxious odors, and gases; work with laboratory equipment and apparatus; may work with water. Moderate exposure to risks controlled by safety precautions.

Physical: Primary functions require sufficient physical ability and mobility to work in a laboratory setting; to stand or sit for prolonged periods of time; to occasionally stoop, bend, kneel, crouch, reach, and twist; to lift, carry, push, and/or pull light to moderate amounts of weight; to operate laboratory equipment and apparatus requiring repetitive hand movement and fine coordination; to verbally communicate to exchange information; may require the wearing of safety glasses or goggles, lab coats, rubber or plastic gloves, respirators or face shields.

Vision: See in the normal visual range with or without correction.

Hearing: Hear in the normal audio range with or without correction.

Created by Forsberg Consulting Service October, 2014

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

ITEM: 7.1
DATE: 11/17/14

TO: Board of Trustees

FROM: Gary L. Poertner, Chancellor

RE: Saddleback College and Irvine Valley College: Speakers

ACTION: Information

BACKGROUND

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

STATUS

Administrative Regulation 6140 requires that the Board of Trustees be notified, at each board meeting, of speakers who have been invited to speak and/or who have spoken at the colleges since the last board meeting. Exhibit A lists invited speakers and other pertinent information.

Item Submitted By*: Dr. Tod A. Burnett and Dr. Glenn R. Roquemore, Presidents*

Exhibit A

SPEAKERS APPROVED BY CHANCELLOR/COLLEGE PRESIDENT

SADDLEBACK COLLEGE

Presentation Date/Time	***Location***	***Faculty Member***	***Course Title/Activity***	***Speaker***	***Topic***

IRVINE VALLEY COLLEGE

Presentation Date/Time	***Location***	***Faculty Member***	***Course Title/Activity***	***Speaker***	***Topic***
Oct. 23, 2014 11:00am	A 202	Jessica Christian	HIS 33, The History of the Mexican American People	Vicki Ruiz	Mexican Americans and Popular Culture, 1920s-1940s
Nov. 4, 2014 7:00pm	BSTIC 104	Bennet Tchaikovsky	ACCT 1B, Managerial Accounting	Nahal Shafah	Becker CPA Review Courses
Nov. 10, 2014 7:00pm	BSTIC 115	Carolina Kussoy	CIM 106, A+ Hardware Concepts	Brian Arandez, Ben Wetzel	3D Printing at Thingify
Nov. 11, 2014 7:00pm	BSTIC 104	Bennet Tchaikovsky	ACCT 1B, Managerial Accounting	Bret Johnson	Space X
Nov. 13, 2014 1:00pm	BSTIC 212	Carolina Kussoy	CIM 112.2, Spreadsheets II	T. C. Valentine	Advanced Excel at Quicksilver
Nov. 18, 2014 11:00am	A 202	Jessica Christian	HIS 20, American History Through the Civil War	Laurie Dickmeyer	Pacific Worlds and the U.S., 1790-1850
Dec. 4, 2014 1:00pm	BSTIC 212	Carolina Kussoy	CIM 112.2, Spreadsheets II	Olivia Kussoy	Analytics at Federal Reserve Bank of San Francisco

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT **ITEM: 7.2**
DATE: 11/17/14

TO: Board of Trustees

FROM: Gary L. Poertner, Chancellor

RE: SOCCCD: Basic Aid Report

ACTION: Information

BACKGROUND

The District returned to Basic Aid status in FY 1999-2000. The Board of Trustees has requested regular information reports (EXHIBIT A) about projected basic aid receipts and approved projects.

STATUS

As of October 31, 2014, total estimated Basic Aid receipts are $565.4M and total approved projects are $552.6M. The balance of $12.8M includes the reserve of $8.3M and unallocated funds of $4.5M.

It should be noted that some of the approved projects are for state funded project match. Although approved, these funds will not be needed until the projects are approved by the State for funding.

There were no changes for the FY 2014-2015 Basic Aid allocation from the October, 2014 Board report.

Item Submitted By: *Dr. Debra L. Fitzsimons, Vice Chancellor, Business Services*

South Orange County Community College District
Expenditure History for Approved Basic Aid Projects
November 17, 2014

Project Description	*Approved Amount*	1999/10 Actual	2010/11 Actual	2011/12 Actual	2012/13 Actual	2013/14 Actual	Balance Remaining for 2014/15
CLOSED PROJECTS							
CLOSED PROJECTS TOTAL	171,397,951	163,407,481	3,994,632	3,818,817	177,022	-	-
CAPITAL PROJECTS							
Campus Appearance Improvement IVC & SC (2009)	1,000,000	594,149	144,365	738	140,555	29,330	90,863
ATEP Building Demolition (2007)	13,700,000	73,885	1,439,404	781,124	109,025	1,744,947	9,551,614
ATEP First Building Phase 3A (2011)	21,450,000					761	21,449,239
ATEP Operating Budget* (2006)	12,706,616	8,599,864	1,798,762	507,119	564,290	579,960	656,621
ATEP Site Development (2012)	340,436			31,948	98,851	209,637	-
ATEP Site Development (2013)	6,000,000				693,427	681,207	4,625,365
ATEP Site Development Negotiations (2008)	4,265,883	2,572,209	618,846	322,921	652,433	99,475	-
ATEP Staffing, Equipment, Program Development (2007)	891,611	191,974	346,066	291,119	7,785	14,204	40,463
IVC A200 Success Center (2014)	505,005						505,005
IVC A400 Bldg Remodel (2011)	13,013,000			28,153	608,333	953,102	11,423,412
IVC ATEP Swing Space (2014)	984,000						984,000
IVC B200 Classroom Wing & Labs (2015)	400,000						400,000
IVC B400 Labs and Entrance Controls (2015)	410,000						410,000
IVC Defects Performing Arts Center (2014)	1,400,000					2,611	1,397,389
IVC Design and Install Entrance from Barranca (2003)	2,850,000	51,526	45,644	143,803	25,074	67,052	2,516,900
IVC Fine Arts Building (2008) - State Delay, Future Project request	856,278	61,278					795,000
IVC Life Sciences Project (2004)	13,490,000	875,136	448,231	(1,169,892)	693,544	2,416,169	10,226,813
IVC New Parking Lot (2013)	2,026,000						2,026,000
IVC Peforming Arts Center Waterproofing (2013)	470,000						470,000
IVC Repair Exteriors A100, A200, A300, A400, B100 (2010)	400,000		215,836	34,022	57,439	91,367	1,336
IVC Replace Main Water Valves (2010)	275,000	6,035	76,957	97,311	17,485	75,117	2,096
IVC Replace Natural Gas Piping A&B Quads (2010)	230,000	3,088	41,368		78,605	74,349	32,590
IVC SSC HVAC System (2010)	800,000	1,346	19,668	732	12,124	635,534	130,597
IVC Upgrade Exterior & Entries to B300 (2013)	680,000						680,000
SC Athletic Stadium (2015)	950,000						950,000
SC Building Repairs - Library Remodel (2003)	9,819,000	589,404	745,863	1,817,215	(630,004)	4,864,713	2,431,809
SC Building Repairs - LRC Comm Arts Renovation (2013)	2,622,000			-	12,320	14,990	2,594,689
SC Building Repairs - ATAS Building (2003)	17,435,313	153,424	13,800	94,380	167,292	405,643	16,600,774
SC Building Repairs - ATAS Swing Space Renov (2013)	10,249,687				124,917	519,146	9,605,624
SC Central Plant/CoGen Upgrade (2015)	750,000						750,000
SC Demolition and Upper Quad Remodel (2008)	1,000,000						1,000,000
SC Digital Security Access (2015)	650,000						650,000
SC Fine Arts HVAC Renovation (2013)	4,950,000				2,754	76,091	4,871,155
SC Fire Alarm System (2015)	500,000						500,000
SC Golf Driving Range Net Replacement (2005)	300,000	101,800	4,950	19,300	42,520		131,430
SC Health Sciences/DS Waterproofing (2013)	1,000,000					5,209	994,791
SC LRC Defects (2015)	750,000						750,000
SC New Gateway Building (2013) (Match)	890,000						890,000
SC Pool Deck Replacement (2010)	1,500,000	23	1,276,844	189,784	8,121	20,950	4,278
SC Roof Replace Tech & Applied Science, Village Bldg 3-8 (2010)	1,500,000	166,833	851,935	337,751	63,860	51,229	28,392
SC Sciences Building (M/S/E annex) (2003)	67,358,346	29,595	258,563	1,840,003	295,740	7,324,533	57,609,911
SC Site Improvements (2008)	12,580,000	5,740	212,701	-	1,464	107,278	12,252,816
SC PE 200 and 300 Interior Renovation (2014)	1,000,000						1,000,000
SC PE 400 and 500 Renovation (2014)	800,000						800,000
SC Water Damages/Storm Drainage Issues (2013)	750,000				10,710	3,495	735,795
CAPITAL PROJECTS TOTAL	236,498,175	14,077,308	8,559,803	5,367,531	3,858,665	21,068,099	183,566,768

South Orange County Community College District
Expenditure History for Approved Basic Aid Projects
November 17, 2014

Project Description	*Approved Amount*	1999/10 Actual	2010/11 Actual	2011/12 Actual	2012/13 Actual	2013/14 Actual	Balance Remaining for 2014/15
SCHEDULED MAINTENANCE							
IVC Library Exterior (2013)	275,000					1,830	273,171
IVC Lighting & Walkways (2013)	795,055					332,278	462,777
IVC SM B100 Roof & HVAC (2015)	493,350						493,350
IVC Sports Facilities (2012)	342,600				702	43,312	298,586
SC 12KV Elec Distr Repair (2014)	200,000						200,000
SC Central Plant (2013)	750,000				61,780	23,875	664,345
SC Energy Management System (2012)	657,400			323,678	333,722		-
SC HVAC PE 100 (2014)	800,000						800,000
SC PE 200 Bleacher Repairs (2014)	725,000						725,000
SC PE Complex (2013)	500,000						500,000
SCHEDULED MAINTENANCE PROJECTS TOTAL	5,538,405	-	-	323,678	396,204	401,295	4,417,228
IT PROJECTS							
Campus Desktop Refresh (2013)	4,249,334				648,198	843,987	2,757,148
SOCCCD Automate Electronic Transcript Receiving (2015)	453,600						453,600
SOCCCD Automated Password Reset & Single Sign-On Assess (2015)	115,600						115,600
SOCCCD Awards Management System (2013)	500,000				303,641	154,230	42,129
SOCCCD Blackboard Plug-ins (2013)	150,000				2,000		148,000
SOCCCD Class Schedule Upgrade & Recommendation (2015)	735,000						735,000
SOCCCD Degree Audit/MAP Upgrade (2013)	1,332,640				230,118	396,373	706,149
SOCCCD Document Management Solution (2011)	659,202			622,823	18,731		17,648
SOCCCD District-wide Automatic Email Archive (2015)	165,000						165,000
SOCCCD District-wide Hardware Refresh (2014)	505,000					484,919	20,081
SOCCCD District-wide Network Security (2015)	369,895						369,895
SOCCCD District-wide Server/Storage Maintenance (2015)	950,000						950,000
SOCCCD End-of-Life Core Network/Tech Refresh (2013)	6,984,658				446,032	3,496,228	3,042,398
SOCCCD Enterprise Backup Solution (2014)	150,000					24,933	125,067
SOCCCD Enterprise Content Mgmt Expansion (2013)	150,000				31,386		118,614
SOCCCD HR/Bus Svcs Integrated Software (2013)	11,500,000			16,131	150,433	1,971,236	9,362,199
SOCCCD Intl and Student Scholar Mgmt (2014)	54,500						54,500
HRIS Data Migration	20,000				15,000		5,000
IT Governance - TeamDymanixHE Software	50,000				14,400		35,600
TracDat Integration with SharePoint	36,000				35,964		37
DW Infrastructure Inventory System	75,000						75,000
MySite Help System	20,000				420	5,946	13,635
Unified Communications System	50,000				28,928		21,072
IT Contingency	361,855				31,800	32,800	297,255
SOCCCD IT Basic Aid Projects (2013)	612,855			-	126,511	38,746	447,599
SOCCCD IT Projects SC/IVC/ATEP Instruct & Student Svc (2010)	8,744,770	2,906,089	2,665,868	1,745,944	888,629	136,099	402,141
SOCCCD Master Calendar Integration (2014)	300,000					58,500	241,500
SOCCCD Matriculation SEP System (2013)	100,000				332		99,668
SOCCCD MySite Message Customization (2014)	150,000						150,000
SOCCCD MySite Security (2014)	302,000					47,280	254,720
SOCCCD New Library System (2014)	100,000					21,909	78,091
SOCCCD Online Catalog (2014)	125,000						125,000
SOCCCD Predictive Analytics (2013)	250,000				54,052		195,948
SOCCCD Student Conduct & Incident Reporting (2015)	13,060						13,060
SOCCCD Student Info Sys AR Enhancement/Electronic Refunds (2015)	600,000						600,000
SOCCCD Student Information System Enhancement (2013-2015)	4,512,000				1,047,013	1,720,024	1,744,963
SOCCCD Student Information System Upgrade-Phase I/Phase II (2006)	14,102,260	14,031,285	4,250	22,466	1,350	6,531	36,378
SOCCCD Student Success Dashboard (2014)	550,000					52,324	497,676

South Orange County Community College District
Expenditure History for Approved Basic Aid Projects
November 17, 2014

Project Description	*Approved Amount*	1999/10 Actual	2010/11 Actual	2011/12 Actual	2012/13 Actual	2013/14 Actual	Balance Remaining for 2014/15
SOCCCD Support Multiple Prerequisites (2015)	302,400						302,400
SOCCCD Technology Needs 2007/08 (2008)	8,036,477	6,680,995	923,579	392,177	28,547	2,020	9,159
SOCCCD Virtual Desktop (2014)	50,000					13,050	36,950
SOCCCD Waitlist Modification (2014)	250,000					249,920	81
SOCCCD Wireless Coverage Expansion (2015)	738,000						738,000
IT PROJECTS TOTAL	68,863,251	23,618,369	3,593,697	2,799,541	3,976,974	9,718,309	25,156,361
OTHER ALLOCATIONS							
IVC Debt Retirement - Energy Loans (2014)	2,316,647					2,316,647	-
SOCCCD Design/Build Specialty Consultant (2013)	525,000			13,300	91,725		419,975
SOCCCD Dist Union Offices (2014)	100,000						100,000
SOCCCD District-wide Mapping (2015)	400,000						400,000
SOCCCD DSA Inspec, Engineer, and PM Svcs (2014)	350,000					145,830	204,170
SOCCCD DSA Project Close Out (2013)	340,000				12,256	14,334	313,409
SOCCCD Facilities Software System (2013)	1,129,000				309,248	65,550	754,202
SOCCCD FPP, IPP, 5 Year Plans (2013)	210,000					3,040	206,960
SOCCCD Insurance Deductibles (2014)	200,000					100,000	100,000
SOCCCD Lease/Leaseback Consultant (2013)	425,000				8,531	9,265	407,204
SOCCCD Legislative Advocacy Services - Basic Aid (2004 - present)	585,000	149,494		117,900	100,578	110,074	106,953
SOCCCD Legal Counsel Facility Related Issues (2013)	900,000				35,073	2,804	862,123
SOCCCD Pre-Planning and Investigation (2015)	200,000						200,000
SOCCCD Trustee Election/General Election Expense (2004 - present)	2,598,988	981,697	417,291	-	354,083	-	845,917
SOCCCD Retiree Benefits (2001 - present)	60,027,683	27,417,938	8,000,000	2,600,000	18,489,745	3,520,000	-
OTHER ALLOCATIONS TOTAL	70,307,318	28,549,129	8,417,291	2,731,200	19,401,240	6,287,545	4,920,913
BASIC AID PROJECT TOTALS	**552,605,100**	**229,652,287**	**24,565,423**	**15,040,767**	**27,810,106**	**37,475,247**	**218,061,270**

Commitments	349,516,741	41,176,493	(9,951,045)	70,406,108	54,193,413	47,263,390
Cumulative Commitments	349,516,741	390,693,234	380,742,189	451,148,297	505,341,710	552,605,100
Receipts	355,217,605	38,737,963	39,301,044	46,888,399	43,788,270	41,457,317
Cumulative Receipts	355,217,605	393,955,568	433,256,612	480,145,011	523,933,281	565,390,598
Cumulative Expenses	229,652,287	254,217,711	269,258,477	297,068,583	334,543,830	552,605,100
Uncommitted Basic Aid Funds	125,565,318	139,737,857	163,998,135	183,076,428	189,389,451	12,785,498

Change from October 2014 Report:						*Receipts Change*	*Allocation Change*
Total Change from October 2014 Report	-	-	-	-	-	-	-

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT **ITEM: 7.3**
DATE: 11/17/14

TO: Board of Trustees

FROM: Gary L. Poertner, Chancellor

RE: SOCCCD: Facilities Plan Status Report

ACTION: Information

BACKGROUND

On August 30, 2004, the Board of Trustees received a list of projects under consideration for local funding and a report on the status of each project. The Board requested to be kept informed about these and other facilities projects.

STATUS

(EXHIBIT A) provides an up-to-date report on the status of current construction projects.

Item Submitted By: *Dr. Debra L. Fitzsimons, Vice Chancellor, Business Services*

FACILITIES PLAN STATUS REPORT
November 17, 2014

SADDLEBACK COLLEGE

1. SCIENCES BUILDING

	Original	Revision	Total
Project Budget:	$52,234,000	$8,308,000	$67,358,000
State Match:	$36,564,000	($36,564,000)	-
Basic Aid Allocation:	$3,867,000	$63,491,000	$67,358,000

Budget Narrative: Budget reflects Board agenda action on 8/26/08, 10/27/08, 4/27/09, 6/22/09, 5/24/10, 2/28/2011 and 8/24/2012. On February 28, 2011, the Board reassigned $14,789,346 from other Saddleback College projects and applied $29,000,000 from basic aid dollars to partially fund the Sciences building after three years running with no state funding. On August 27, 2012, the Board approved $11,179,000 to fund the remainder of the project budget. In August, the state chancellor's office has escalated the project budget to $59,050,000 resulting in the unassigned amount of $215,000. On October 28, 2013, the Board approved reassignment of funds from existing encumbered funding from the ATAS renovation project for an amount of $8,523,000 for a new project budget equaling $67,358,000.

Status: Pile anomalies resulted in schedule delays. Contractor is working toward recovery and this delay is not expected to impact projected occupancy. Temporary chillers *removed and campus supplied by new permanent equipment*.

In Progress: Structural steel fabrication continues. *P*ile *repair*s *are in progress*. Review of building mock underway. Retaining wall installation continues. Bridge abutment construction is underway. The Furniture, Fixture & Equipment (FF&E) committee is reviewing furniture options.

Recently Completed: Central Plant canopy is complete. Central Plant piping of new systems is *completed*.

Focus: Retaining wall construction. *Deep underground plumbing and electrical duct bank installation. Excavation for grade beams and pile caps is underway.* Review of work sequencing, procurement, submittals, and subcontractor lean planning coordination meetings. Backfill and compaction adjacent to the retaining walls.

Project Start: March 2011	Scheduled Finish: December 2015
Projected Finish: December 2015	DSA Close Out: Pending

2. SITE IMPROVEMENTS

	Original	Revision	Total
Project Budget:	$11,697,000	$1,883,000	$13,580,000
State Match:	-	-	-
Basic Aid Allocation:	$3,442,000	$10,138,000	$13,580,000

Budget Narrative: Budget reflects Board agenda action on 3/24/08. Several previously budgeted projects are integrated into a single project budget: Upper Quad (2008 - $1M) incorporated into work scope with isolated budget, Loop Road (2008 - $3,442,000), Storm Drain Repairs (2013 - $1,500,000) and Storm Drain, Parking, Practice Fields (2014 - $7,638,000) for a total project budget of $13,580,000.

Status: The Criteria Architect presented probable cost based on defined in program-level scope on August 25th. As expected, the cost for the defined scope is beyond the budget.

In Progress: Review meetings with stakeholder group to determine the best course of action for the project. Project is on hold while college considers approach with recommendation for moving forward.

Recently Completed: Presentation of probable cost by Criteria Architect.

Focus: Work with stakeholders and Criteria Architect to address the project scope relative to the allowable budget.

Project Start: Phase I-Feb 2010	Scheduled Finish: June 2016
Projected Finish: On Hold	DSA Close Out: On Hold

3. TECHNOLOGY AND APPLIED SCIENCE (TAS) RENOVATION PROJECT

	Original	Revision	Total
Project Budget:	$8,755,055	$8,679,945	$17,435,000
State Match:	-	-	-
Basic Aid Allocation:	$1,956,000	$15,479,000	$17,435,000

Budget Narrative: Budget reflects Board agenda action on 2/28/11, 8/27/2012, 10/25/2013, and 6/23/2014. The original basic aid assignment of $1,956,000 met design costs. The scope was revised to include both the North and South wing with a new budget estimated at $14,733,000. On August 27, 2012, the Board approved $12,777,000 to fully fund the project budget. On October 25, 2013, the Board approved reassignment of funds for an amount of $8,523,000 for the Saddleback College Sciences Building project for a reduced budget equaling $6,210,000. On June 23, 2014 the Board approved restored funding of $8,523,000 and an additional $2,702,000 to fully fund the project.

Status: DSA has provided review comments, and architect is revising drawings to resubmit. Construction start anticipated April 2016 after completion of the TAS Auto Tech Swing Space project.

In Progress: Responses to DSA review comments for resubmission.

Recently Completed: Fire and Access approvals at DSA

Focus: Structural approval from DSA. Construction start anticipated April 2016 upon completion of the TAS Auto Tech Swing Space project.

Project Start: September 2011	Scheduled Finish: March 2015
Projected Finish: April 2017	DSA Close Out: Pending

4. TECHNOLOGY AND APPLIED SCIENCE (TAS) SWING SPACE PROJECT

	Original	Revision	Total
Project Budget:	$5,807,000	$4,443,000	$10,250,000
State Match:	-	-	-
Basic Aid Allocation:	$5,807,000	$4,443,000	$10,250,000

Budget Narrative: Budget reflects Board agenda action on 8/27/2012, 6/17/13 and 6/23/2014. On August 27, 2012, the Board approved $5,807,000 to fund the original project budget. On June 17, 2013, and June 23, 2014 the Board approved additional funding of $3,714,000 and $729,000 respectively.

Status: Construction documents in DSA review

In Progress: DSA review of construction documents.

Recently Completed: Pre-bid meeting for pricing.

Focus: Receive preliminary GMP pricing on 11/11/2014. Respond to DSA comments and resubmit drawings to DSA once received.

Project Start: May 2012	Scheduled Finish: December 2014
Projected Finish: January 2016	DSA Close Out: Pending

5. FINE ARTS HVAC UPGRADES AND INTERIOR RENOVATION PROJECT

	Original	Revision	Total
Project Budget:	$1,000,000	$3,950,000	$4,950,000
State Match:	-	-	-
Basic Aid Allocation:	$1,000,000	$3,950,000	$4,950,000

Budget Narrative: Budget reflects Board agenda action on 5/21/2012 and 6/17/13. On May 21, 2012, the Board approved $1,000,000 to fund the original project budget. On June 17, 2013, the Board approved additional funding of $3,950,000.

Status: Construction Documents submitted to DSA on October 16, 2014.

In Progress: DSA review of documents. Request for Proposals (RFP) for selection of contractor in process.

Recently Completed: 99% Construction Documents.

Focus: receive RFP preliminary GMP pricing on November 11, 2014.

Project Start: July 2012	Scheduled Finish: September 2015
Projected Finish: September 2015	DSA Close Out: Pending

6. ATHLETICS STADIUM PROJECT

	Original	Revision	Total
Project Budget:	$18,800,000	-	$18,800,000
State Match:	-	-	-
Basic Aid Allocation:	$950,000	-	$950,000
Unallocated Amount:	$17,850,000		$17,850,000

Budget Narrative: Budget reflects Board action on 6/23/2014.

Status: *In process of selecting project criteria architecture firm.*

In Progress: Three Criteria Architect responses to the RFP *were* reviewed by the designated committee members*; two firms were selected to be interviewed in November*.

Recently Completed: *Review of proposals for criteria architect services.*

Focus: Begin project programming. Additional project progress will occur after funding is assigned.

Project Start: July 2014	Scheduled Finish: Pending
Projected Finish: Pending	DSA Close Out: Pending

7. GATEWAY PROJECT

	Original	Revision	Total
Project Budget:	$42,867,000	$1,612,000	$44,479,000
Anticipated State Match:	$30,053,000	$1,129,000	$31,182,000
Basic Aid Allocation:	$1,545,115	$(655,115)	$890,000
Unallocated Amount:	$41,321,885		$43,589,000

Budget Narrative: Budget reflects Board action on 6/17/2013 and 6/23/2014.

Status: The State will not be including an education facilities bond on the November ballet.

In Progress: The project is awaiting funding.

Recently Completed: On Hold.

Focus: On Hold.

Project Start: Pending	Scheduled Finish: Pending
Projected Finish: Pending	DSA Close Out: Pending

8. PHOTO RADIO TELEVISION RENOVATION PROJECT

	Original	Revision	Total
Project Budget:	$2,622,000	$0	$2,622,000
State Match:	$0	$0	$0
Basic Aid Allocation:	$2,622,000	$0	$2,622,000

Budget Narrative: Budget reflects Board action on 8/27/2012.

Status: Construction is underway and approximately 45 days behind schedule due to the HVAC subcontractor replacement.

In Progress: T-Bar suspension system *is underway with lights to follow*; HVAC ducting and VAV boxes are underway.

Recently Completed: Fencing installation at exterior HVAC units, drywall installation at new stud walls *is completed*; HVAC equipment foundation and pad installation are complete *and equipment is set*. Doors and window frames *are* installed; electrical rough-in is *completed*; tape and finish drywall *is completed*.

Focus: Review of submittal and RFI processes to assure timely turnarounds.

Project Start: January 2012	Scheduled Finish: December 2014
Projected Finish: November 2014	DSA Close Out: Pending

IRVINE VALLEY COLLEGE

1. PERFORMING ARTS CENTER AND PARKING LOT 5 EXTENSION

	Original	Revision	Total

Project Budget:	$16,304,000	$17,309,000	$33,613,000
State Match:	$14,472,000	-	$14,472,000
Basic Aid Allocation:	$1,832,000	$17,309,000	$19,141,000

Budget Narrative: Budget reflects Board agenda action on 4/30/2001, 10/28/2002, 1/20/2004, 2/23/2004, 12/13/2004, and 1/31/2006. Budget also reflects reporting as shown on State Chancellor's Office FUSION report fiscal year 03-04 and 07-08.

Status: The final Notice of Completion was filed on September 24, 2007.

In Progress: Six change orders remain in "Pending" status and must be closed to arrive at DSA close out.

Recently Completed: Letter forwarded to DSA requesting assistance with architectural firm's reluctance to take necessary steps toward close out.

Focus: Change order close-out. DSA Close-Out Consultant is engaged to work with the architect to complete this effort.

Project Start: October 2003	Scheduled Finish:
Finish: Complete: July 2007	DSA Close Out: Underway

2. LIFE SCIENCES PROJECT

	Original	Revisions	Total
Project Budget:	$24,861,000	($4,371,000)	$20,490,000
State Match:	$17,393,000	($3,825,000)	$13,568,000
Basic Aid Allocation:	$1,113,000	$1,780,000	$13,490,000

Budget Narrative: Budget reflects Board agenda action on 6/22/2004, 5/23/2005, 3/24/2008, 4/27/2009, 5/24/2010 and 6/17/2013. The original project budget totaled $24,861,000. The project budget was reduced to $20,490,000 when a lower-than-estimated bid was received and the state reduced their match to $13,568,000. When the state indicated they may not have funds for their match, the Board allocated a portion of the state's short fall using basic aid funding for a funded total of $17,410,000. The state has reimbursed the district $13,568,000 resulting in no need for additional basic aid funding. $5,700,000 of the state reimbursement has been returned to basic aid project funds.

Status: Surety legal counsel is developing claim.

In Progress: Warranty corrections and surety negotiations.

Recently Completed: Initial mediation set for September 26, 2014 was held with no resolution.

Focus: Negotiations between Surety and District to resolve added costs of schedule delay.

Project Start: December 2008	Scheduled Finish: July 2012
Projected Finish: February 28, 2014	DSA Close Out: May 8, 2014

3. BARRANCA ENTRANCE

	Original	Revision	Total
Project Budget:	$2,850,000	-	$2,850,000
State Match:	-	-	-
Basic Aid Allocation:	$2,850,000	-	$2,850,000

Budget Narrative: Budget reflects Board agenda action on 4/27/2009. The current basic aid assignment of $2,850,000 is considered sufficient to meet project costs.

Status: Construction documents are at the City of Irvine for final back-check approval.

In Progress: Legal review and negotiation with the City of Irvine and Southern California Edison for required Easement Deed and Agreements.

Recently Completed: Receipt of easement documents from Southern California Edison Title Group.

Focus: Conclude agency negotiations and prepare documents to bid. Southern California Edison to prepare 3rd and final easement needed for project.

Project Start: March 2010	Scheduled Finish: Summer/Fall 2015
Projected Finish: Early 2016	DSA Close Out: Pending

4. A400 RENOVATION AND EXPANSION PROJECT

	Original	Revision	Total
Project Budget:	$3,004,051	$10,008,949	$13,013,000
State Match:	-	-	-
Basic Aid Allocation:	$1,000,000	$12,013,000	$13,013,000

Budget Narrative: Budget reflects Board agenda action on 2/28/2011, 8/27/2012 and 6/17/2013. On 8/27/2012, the Board approved $10,463,000 additional to fund the project budget. Staff analyzed the budget identified in the Education and Facilities Master Plan and determined there was no allowance for equipment. On 6/17/13 the Board approved $1,550,000 for furniture, fixtures and equipment.

Status: Steel construction, metal decking and underground utilities work progressing. *Discussing* project delay.

In Progress: Steel *fit up* and metal decking in process.

Recently Completed: Initial steel erection.

Focus: Ensure all steel and metal decking is properly welded and inspected to allow concrete installation on the 2nd floor and roof decks. On-going furniture, fixture and equipment selection.

Project Start: December 2012	Scheduled Finish: May 2015
Projected Finish: May 2015	DSA Close Out: Pending

5. FINE ARTS PROJECT

	Original	Revision	Total
Project Budget:	$35,703,000	$2,053,000	$37,756,000
Anticipated State Match:	$25,141,000	$1,447,000	$26,588,000
Basic Aid Allocation:	$795,000	-	$795,000
Unallocated Amount:	$34,908,000		$36,961,000

Budget Narrative: Budget reflects Board action on 6/23/2014.

Status: The State will not be including an education facilities bond on the November ballet.

In Progress: The project is waiting funding.

Recently Completed: On Hold.

Focus: On Hold.

Project Start: Pending	Scheduled Finish: Pending
Projected Finish: Pending	DSA Close Out: Pending

ATEP

1. ATEP DEMOLITION

	Original	Revision	Total
Project Budget:	$7,000,000	$6,700,000	$13,700,000
State Match:	-	-	-
Basic Aid Allocation:	$7,000,000	$6,700,000	$13,700,000

Budget Narrative: Budget reflects Board action on 4/22/2004 and 6/17/2013.

Status: Six demolition projects including the ATEP Building Foundations and Infrastructure Demolition are complete.

In Progress: ATEP Land Exchange Demo: *Insurance approval by City of Tustin.*

Recently Completed: ATEP Land Exchange demolition contractor approved at September 2014 Board meeting. Obtained necessary approvals from Navy to move forward with construction. *Obtained* Agreement, insurance and bonds from contractor.

Focus: Obtain City of Tustin sign off on contractor's insurance submittal.

Project Start: September 2010	Scheduled Finish: March 2013
Projected Finish: On-going	DSA Close Out: N/A

2. ATEP - IVC FIRST BUILDING

	Original	Revision	Total
Project Budget:	$23,000,000	-	$23,000,000
State Match:	-	-	-
Basic Aid Allocation:	$12,500,000	8,950,000	$21,450,000

Budget Narrative: Budget reflects Board action on 2/28/2011 and 6/23/2014. $12,500,000 was originally allocated to the Phase 3A project budget and transferred to the IVC ATEP First Building budget of $12,500,000 with $8,950,000 additional funds approved on 6/23/14.

Status: *Meetings with criteria architect, faculty and staff to develop project criteria.*

In Progress: *Meetings with* Criteria Architect to develop Request for Proposal documents for Design-Build delivery.

Recently Completed: *College sign off on building program.*

Focus: Identify components of RFP that require updating and project specific modifications.

Project Start: July 2014	Scheduled Finish: February 2018
Projected Finish: December 2017	DSA Close Out: Pending

DISTRICT WIDE

1. 20 YEAR FACILITIES, RENOVATION AND SCHEDULED MAINTENANCE FACILITIES SYSTEM

	Original	Revision	Total
Project Budget:	$704,000	$425,000	$1,129,000
State Match:	-	-	-
Basic Aid Allocation:	$704,000	$425,000	$1,129,000

Budget Narrative: Budget reflects Board action on 6/25/2012, 6/17/2013 and 6/23/2014.

Status: Irvine Valley College is employing the Maintenance Direct portion of the software modules.

In Progress: Develop contract for infrastructure condition assessment.

Recently Completed: Training with Planning Direct Module and Onuma graphic interface.

Focus: Upload information with State Chancellor's Office FUSION website. Perform infrastructure condition assessment.

Project Start: July 2012	Scheduled Finish: June 2013
Projected Finish: September 2014	DSA Close Out: N/A

Project updates for active projects may be viewed at:
http://www.socccd.edu/businessservices/ProjectUpdates.html.

Definitions:

Project Start:	Month Architect/Consultant(s) are brought on board for design of project
Scheduled Finish:	Assumed duration of project depending on variables, such as agency review, etc. outside District and consultant control
Projected Finish:	Identified finish at the time of the report
DSA Close Out:	The process of sending required documents to DSA to obtain project certification.

Note: When state matches are identified, the project budgets reflect the allocated state match as reported in FUSION for the latest planning year 2016-2017. (FUSION is the State Chancellor's Office database for Capital Outlay.) The word "Anticipated" is included in project budget table when money has not yet been allocated but the amount has been identified by the state.

The “Revisions” column for the State Match category includes changes due to escalation and changes that may have occurred to the state’s percentage (i.e. going from an 80% match down to a 70% match and so on as the economy changes) from the original project approvals to current date. The “Revisions” column for the Basic Aid Allocation will show a total variation to date taking into account both increased and decreased basic aid allocations.

The Unassigned category identifies an underfunded budget.

The Budget Narrative paragraph for each project discusses the history of change to all category amounts over the life of the project.

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT **ITEM: 7.4**
DATE: 11/17/14

TO: Board of Trustees

FROM: Gary L. Poertner, 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 October 31, 2014 (EXHIBIT A). A review of current revenues and expenditures for FY 2014-2015 show they are in line with the budget.

Item Submitted By: *Dr. Debra L. Fitzsimons, Vice Chancellor, Business Services*

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
General Fund Income and Expenditure Summary
As of October 31, 2014

REVENUES, EXPENDITURES AND CHANGE IN FUND BALANCE		Adopted Budget	Revised Budget	Actual Beg Bal & Receipts/ Expenditures	% Actual to Revised
SOURCES OF FUNDS					
BEGINNING FUND BALANCE:		$ 44,236,531	44,236,531	44,236,531	100.00%
REVENUES:					
Federal Sources	8100-8199	$ 4,402,878	4,480,780	130,347	2.91%
State Sources	8600-8699	25,690,086	25,714,462	5,601,548	21.78%
Local Sources	8800-8899	195,166,457	195,166,457	23,087,631	11.83%
Other Financing Sources	8900-8912			0	
Total Revenue		225,259,421	225,361,699	28,819,526	12.79%
INCOMING TRANSFERS	8980-8989	0	0	0	
TOTAL SOURCES OF FUNDS		$ 269,495,952	269,598,230	73,056,057	27.10%
USES OF FUNDS					
EXPENDITURES:					
Academic Salaries	1000-1999	$ 70,886,553	71,062,940	20,431,894	28.75%
Other Staff Salaries	2000-2999	46,086,852	45,659,355	10,780,114	23.61%
Employee Benefits	3000-3999	39,578,000	39,600,129	11,315,481	28.57%
Supplies & Materials	4000-4999	5,637,251	5,703,353	1,160,710	20.35%
Services & Other Operating	5000-5999	23,397,149	23,513,224	7,039,897	29.94%
Capital Outlay	6000-6999	11,856,016	12,022,250	971,998	8.08%
Payments to Students	7500-7699	756,776	739,624	172,778	23.36%
Total Expenditures		$ 198,198,597	198,300,875	51,872,872	26.16%
OTHER FINANCING USES:					
Debt Service	7100-7199	0	0	0	
Inter Fund Transfers Out	7300-7399	$ 1,197,350	1,197,350	404,000	33.74%
Basic Aid Transfers Out	7300-7399	43,861,973	43,861,973	0	0.00%
Intra Fund Transfers Out	7400-7499	0	0	0	0.00%
Total Other Uses		45,059,323	45,059,323	404,000	0.90%
TOTAL USES OF FUNDS		243,257,920	243,360,198	52,276,872	21.48%
ENDING FUND BALANCE		$ 26,238,032	26,238,032	20,779,185	
RESERVES					
Reserve for Unrealized Tax Collections (Basic Aid)		$ 12,785,498	12,785,498		
Reserve for Economic Uncertainties		11,452,534	11,452,534		
College Reserves for Economic Uncertainties		2,000,000	2,000,000		
TOTAL RESERVES		$ 26,238,032	26,238,032		

NOTE: As of October 31, 2013 actual revenues to date were **25.00%** and actual expenditures to date were **25.01%** of the revised budget to date.

SADDLEBACK COLLEGE
General Fund Income and Expenditure Summary
As of October 31, 2014

REVENUES, EXPENDITURES AND CHANGE IN FUND BALANCE		Adopted Budget	Revised Budget	Beg Bal & Receipts/ Expenditures	% Actual to Revised
SOURCES OF FUNDS					
LOCATION BEGINNING BALANCE		$ 10,154,792	10,154,792	10,154,792	100.00%
REVENUES:					
Unrestricted Budget Allocation		$ 86,859,848	86,859,848	8,605,655	9.91%
Restricted Budget Allocation		18,987,615	18,977,271	4,093,005	21.57%
Total Revenue		105,847,463	105,837,119	12,698,660	12.00%
INCOMING TRANSFERS	8980-8989	0	0	0	
TOTAL SOURCES OF FUNDS		$ 116,002,255	115,991,911	22,853,452	19.70%
USES OF FUNDS					
EXPENDITURES:					
Academic Salaries	1000-1999	$ 45,603,021	45,714,148	12,921,728	28.27%
Other Staff Salaries	2000-2999	24,053,664	23,863,553	5,458,815	22.88%
Employee Benefits	3000-3999	22,371,315	22,367,917	6,267,954	28.02%
Supplies & Materials	4000-4999	3,794,239	3,785,072	740,825	19.57%
Services & Other Operating	5000-5999	10,802,761	10,784,189	2,790,738	25.88%
Capital Outlay	6000-6999	7,540,065	7,633,931	749,063	9.81%
Payments to Students	7500-7699	487,190	493,101	91,420	18.54%
Total Expenditures		$ 114,652,255	114,641,911	29,020,543	25.31%
OTHER FINANCING SOURCES/(USES):					
Debt Service	7100-7199	0	0	0	
Transfers Out	7300-7399	$ 350,000	350,000	250,000	71.43%
Other Transfers	7400-7499	0	0	0	
Total Other Uses		350,000	350,000	250,000	71.43%
TOTAL USES OF FUNDS		115,002,255	114,991,911	29,270,543	25.45%
LOCATION OPERATING BALANCE		$ 1,000,000	1,000,000	(6,417,091)	
RESERVES					
Reserve for Economic Uncertainties		$ 1,000,000	1,000,000		

NOTE: As of October 31, 2013, actual revenues to date were **20.74%** and actual expenditures to date were **26.41%** of the revised budget to date.

The negative Location Operating Balance was anticipated and is due to the timing of property tax receipts.

IRVINE VALLEY COLLEGE
General Fund Income and Expenditure Summary
As of October 31, 2014

REVENUES, EXPENDITURES AND CHANGE IN FUND BALANCE		Adopted Budget	Revised Budget	Beg Bal & Receipts/ Expenditures	% Actual to Revised
SOURCES OF FUNDS					
LOCATION BEGINNING BALANCE		4,172,110	4,172,110	4,172,110	100.00%
REVENUES:					
Unrestricted Budget Allocation		$ 50,657,293	50,657,293	6,500,680	12.83%
Restricted Budget Allocation		9,005,144	9,097,766	3,298,276	36.25%
Total Revenue		59,662,437	59,755,059	9,798,956	16.40%
INCOMING TRANSFERS	8980-8989	0	0	0	
TOTAL SOURCES OF FUNDS		63,834,547	63,927,169	13,971,066	21.85%
USES OF FUNDS					
EXPENDITURES:					
Academic Salaries	1000-1999	23,650,937	23,716,197	7,131,651	30.07%
Other Staff Salaries	2000-2999	13,942,833	13,705,447	3,398,790	24.80%
Employee Benefits	3000-3999	13,012,792	13,038,319	3,770,473	28.92%
Supplies & Materials	4000-4999	1,651,169	1,728,592	391,037	22.62%
Services & Other Operating	5000-5999	5,691,449	5,803,828	1,686,696	29.06%
Capital Outlay	6000-6999	3,968,431	4,040,913	195,744	4.84%
Payments to Students	7500-7699	269,586	246,523	81,358	33.00%
Total Expenditures		62,187,197	62,279,819	16,655,749	26.74%
OTHER FINANCING SOURCES/(USES):					
Debt Service	7100-7199	0	0	0	
Transfers Out	7300-7399	647,350	647,350	154,000	23.79%
Other Transfers	7400-7499	0	0	0	
Total Other Uses		647,350	647,350	154,000	23.79%
TOTAL USES OF FUNDS		62,834,547	62,927,169	16,809,749	26.71%
LOCATION OPERATING BALANCE		1,000,000	1,000,000	(2,838,683)	
RESERVES					
Reserve for Economic Uncertainties		1,000,000	1,000,000		

NOTE: October 31, 2013, actual revenues to date were **18.79%** and actual expenditures to date were **26.67%** of the revised budget to date.

The negative Location Operating Balance was anticipated and is due to the timing of property tax receipts.

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT **ITEM: 7.5**
DATE: 11/17/14

TO: Board of Trustees

FROM: Gary L. Poertner, Chancellor

RE: SOCCCD: Quarterly Investment Report

ACTION: Information

BACKGROUND

Senate Bill Number 564 added Government Code Section 53646 requiring the local agencies in California, including educational institutions, to render a statement of investment policy to their local governing Board on an annual basis. In addition, a quarterly report in compliance with the investment policy is to be rendered to the governing Board with respect to the agency's investments. The Board approved the District's investment policy on September 16, 1996, and since then, quarterly reports have been rendered for the Board's information.

STATUS

As of the quarter ending on September 30, 2014, our cash balances were $233,168,550.20 in the Orange County Investment Pool (OCIP), and the OCIP investment pool is yielding an average of 0.41% compared to prior quarter of 0.42%.

The cash balances for the Local Agency Investment Fund (LAIF) Pooled Investment were $26,019,511.23, and the LAIF investment pool is yielding an average of 0.24% compared to prior quarter of 0.22%.

Both pools are highly liquid, with overnight wire transfers available upon request.

Item Submitted By: *Dr. Debra L. Fitzsimons, Vice Chancellor, Business Services*

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT **ITEM: 7.6**
DATE: 11/17/14

TO: Board of Trustees

FROM: Gary L. Poertner, Chancellor

RE: SOCCCD: Academic Year 2015-2016 Non-Resident Tuition Fees for Foreign & Out-of-State Students

ACTION: Information

BACKGROUND

The Associated Student Governments requested they be given advance information on the proposed fee, prior to the Board taking action to establish the fee for the next academic year. As classes will not be in session when the agenda item is prepared for Board approval in January 2015, this item is being submitted now as advance information of the proposed fee.

The California Education Code, Section 76140, requires each community college district of the state to establish a non-resident tuition fee no later than February 1 for the succeeding fiscal year. This rate is based on the expense of education per unit of attendance (FTES) for the previous fiscal year, modified by the projected increase in the U.S. Consumer Price Index for the current year and the year in which the fee will be in effect. The District may also set this fee below the calculated fee, but no less than the statewide average fee, or at a level not to exceed a contiguous district's established fee. The current fiscal year non-resident tuition fee is $190 per unit.

Pursuant to Education Code Section 76141, a district may also charge nonresident students a capital outlay fee. This portion of the Education Code was amended by AB 947 (Chapter 377, statutes of 2009) to now charge this capital outlay fee to ANY nonresident student – except for "AB 540" students, who will continue to be exempt from this fee. AB 947 deleted the condition that a nonresident student capital fee will be charged only to nonresidents that were citizens and residents of a foreign country. Revenue derived from this fee shall be expended for purposes of capital outlay, maintenance, and equipment. Any fee charged pursuant to this section is limited by the following: 1) the amount that was expended by the district for capital outlay in the preceding fiscal year divided by the total full-time equivalent students of the district in the preceding year; OR 2) 50% of the 2013-2014 non-resident tuition fee adopted pursuant to EC 76140. The current fiscal year capital outlay fee is $21 per semester unit.

In addition to the non-resident tuition fee, Chapter 170, Statutes of 1992, also added Education Code Section 76142 for an application fee, which authorized districts to charge non-resident applicants a processing fee not to exceed the lesser of: the actual cost of processing an application and other documentation required by the federal government, OR $100, which may be deducted from the tuition fee at the time of enrollment. The fee is non-refundable if students fail to enroll subsequent to making an application for enrollment. The current fiscal year application fee is $54.

STATUS

All of the factors necessary to establish these fees as required by Education Code are not available at this time. The District Business Office staff has calculated an estimate of the District non-resident related fees based on current information (EXHIBIT A). This exhibit also includes a suggested set of fees for FY 2015-2016. A recommendation will be submitted to the Board in January 2015, after comparison data is received from the state.

Item Submitted By: *Dr. Debra L. Fitzsimons, Vice Chancellor, Business Services*

Estimated Current Expense of Education *
for 2015-2016 Non-Resident Tuition Rate

A. Expense of Education for Base Year (2013-2014 CCFS 311, Pages 26-31, AC 0100-6700, Col. 1-3)	$	150,197,185
B. Annual Attendance FTES (2013-2014 Audit Report)		24,960
C. Expense of Education per FTES (A / B)	$	6,018
D. US CPI (Consumer Price Index) Factor **	$	1.031
E. Costs per FTES for Tuition Year (C x D)	$	6,204
F. Estimated 2015-2016 Per unit non-resident tuition fee: Semester system colleges (E/30)	$	207

2015-2016
Capital Outlay Fee Calculation
E.C.S. 76142

A. Total CapitalOutlay	$	33,237,780
B. FTES for 2013-2014		24,960
C. Foreign Student Charge per Academic Year (A / B)	$	1,332
D. Estimated 2015-2016 Capital Outlay Fee, per unit (C / 30)	$	44

2015-2016
Application Fee Calculation
E.C.S. 76142

A. Admissions & Records Operating Expense for 2013-2014 (per CCFS-311, A.C. 6200)	$	3,549,594
B. FTES for 2013-2014		24,960
C. Student cost per academic year (A / B)	$	142
D. Estimated 2015-2016 Application fee, per semester (C / 2)	$	71

Comparison of Non-Resident Fees

	2012-2013	2013-2014	2014-2015	2015-2016***
Non-Resident Tuition	$ 179	$ 190	$ 193	$ 207
Capital Outlay Fee	$ 32	$ 33	$ 21	$ 44
Application Fee	$ 54	$ 54	$ 54	$ 54

This portion of the Ed Code was amended by AB 947 (Chapter 377, statutes of 2009) to now charge this capital outlay fee to **ANY** nonresident student - **except** for "AB 540" students, who will continue to be exempt from this fee. AB 947 deleted the condition that a nonresident student capital fee will be charged **only** to nonresidents that were citizens and residents of a foreign country.

* Based on estimates only, actual numbers will be provided by California Community College Chancellor's Office for final calculation.

** The USCPI is not available at this time. This is the same number used last year.

*** POTENTIAL 2015-2016 FEES

IRVINE VALLEY COLLEGE
5500 Irvine Center Drive, Irvine, CA 92618 | T 949-451-5100 | www.ivc.edu

TO: Gary L. Poertner, Chancellor, and Members of the Board of Trustees

FROM: Glenn R. Roquemore, President

DATE: November 6, 2014

SUBJECT: **President's Report for the November 17, 2014 Board of Trustees Meeting**

IVC Holds Fall Forums

Two IVC Fall Forums were held in the A100 Lobby on November 4, from 12:00 – 1:30 p.m. and from 5:00 – 6:30 p.m. Brief opening comments were provided by President Dr. Glenn Roquemore. Comments were offered by each of the Vice Presidents including: Dr. Craig Justice, Vice President for Instruction, Dr. Linda Fontanilla, Vice President for Student Services and Davit Khachatryan, Vice President for Administrative Services. Also on the panel were Dr. Kathy Schmeidler, president of the IVC Academic Senate, Vincent Cooper, president IVC Classified Senate, and Robert Charles, ASIVC senator with Guidance and Counseling for the noon session, and Safar H. Mahmadov, ASIVC president for the evening session. Both forums provided the audience the opportunity to participate in a Q&A and an open dialogue. Topics discussed at the forum included: the national completion agenda and the California Student Success Task Force Recommendations; district and college strategic planning; recognition and leadership of the IVC Faculty and Classified Senates and ASIVC for their increasing participation with the shared governance process; progress of ATEP development and potential partnerships; restructuring of the IVC Foundation to meet the future financial needs of the college including capital construction and endowed programs; and an update on the A400 building. Discussion included factual information on Proposition 30, long-term budget projections, and enrollment priorities and management.

IVC Fall Job Fair

On October 21, IVC held its Fall Job Fair. This year, 40 employers attended including H&R Block, Victoria's Secret, Bruxie, Irvine Unified School District, and several staffing agencies. Students had the opportunity to apply for full-time jobs, part-time jobs, and internships. The IVC Career Center looks forward to the Spring Job Fair and assisting more students. The Career Center is located on the second floor of the Student Services building, Room 230 and is open to currently enrolled students and alumni seeking employment assistance.

IVC Hosts Cal Vet Conference

On October 17, IVC hosted the California Department of Veterans Affairs (Cal Vet Program) Secretary's Conference. This was a rare opportunity for veterans leaders from across California and the region to gather for a statewide update on what the Cal Vet program is doing currently, and items that have been completed or started through-out the year in regards to assisting veterans in California. The program encompassed housing, education, benefits, health care and many other topics. The Cal Vet program presented information and updated all groups attending about what has been done in California this year to assist veterans. This is the first time this event has been held in Orange County.

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES: William O. Jay, Timothy Jemal, David B. Lang, Marcia Milchiker, Nancy M. Padberg, T. J. Prendergast III, James R. Wright
Gary. L. Poertner, Chancellor • Glenn R. Roquemore, PhD, President, Irvine Valley College
An Equal Opportunity Institution

IVC Supports Dig Pink
IVC's women's volleyball team supported the Dig Pink breast cancer awareness fundraiser on October 29. All proceeds from the night were dedicated to the SideOut Foundation's Dig Pink Volleyball Breast Cancer Awareness campaign. The evening included raffles, auctions and Asics pink t-shirt giveaways. The IVC women's team defeated Golden West in all three matches of the evening.

Solar Decathlon House Groundbreaking
More than 350 guests were in attendance on Friday, October 24, when IVC held the groundbreaking for the Casa del Sol house being built at Irvine Valley College. Students from IVC, Saddleback College, University of California, Irvine, and Chapman University have formed "Team Orange County" to build the home called Casa del Sol. Team Orange County is the first county-wide team to compete against students from around the world in the U.S. Department of Energy Solar Decathlon, constructing a solar-powered home that is cost-effective, sustainably efficient, and attractive. The event was held for several years on the National Mall and moved to the Great Park for the first time last year. It will be held at the Orange County Great Park for the second time in October 2015.

Retail Fair
On October 30, the Career Center hosted a seasonal hiring event for employers looking to hire individuals for the upcoming holiday season.

IVC Holds Two Technology Advisory Task Force Open Forums
On October 27 and 29, Director of Technology Services Bruce Hagan and Computer Information/Technology Instructor Roopa Mathur conducted the Technology Advisory Task Force (TATF) Open Forum to review the current 2010-2015 IVC Technology Plan. Over 40 faculty, staff and administrators attended the forums and submitted feedback to help shape strategies and objectives to help create the IVC Technology Plan for 2016-2020. Participants were able to brainstorm and ask questions regarding their ideas within the forum and also submit feedback through the electronic forum.

Mock Interview Event
On October 24, the Career Center hosted a mock interview event at which 25 students participated in a workshop to help identify some of the common interview mistakes. Following the workshop, each student spent 25 minutes with a panel of local Rotarians who volunteered their time and conducted the interviews. Students received valuable feedback to help them in any future interviews they may have.

SADDLEBACK COLLEGE
28000 Marguerite Parkway • Mission Viejo, CA 92692
949.582.4500 • www.saddleback.edu

TO: Members of the Board of Trustees
Gary L. Poertner, Chancellor

FROM: Dr. Tod A. Burnett, President

SUBJECT: Report for November 17, 2014 Board of Trustees Meeting

Saddleback College is pleased to announce that Sue and Bill Gross have contributed an additional $250,000 to the Gross Scholars Program, which benefits students in select Career and Technical Education majors who have shown an unmet financial need. Now totaling $490,000, the program will enable 80 students to receive scholarships to help them prepare for skilled jobs. The scholarship program, established earlier this year with a $240,000 contribution from Sue and Bill Gross, makes available scholarships for students in the "forgotten middle" – students who have an unmet financial need yet are ineligible for a full Pell Grant or other government assistance to pay for college – who successfully complete education and career training at Saddleback College and secure skilled jobs. The scholarships not only provide much-needed funding to help students pay for their college education, but also address the profound increase in available jobs that require education or training beyond high school, but often less than a bachelor's degree.

President Burnett attended the California Community Colleges Athletic Association fall conference on November 6th and 7th in Sacramento.

Two important events for our K-12 Partnerships were held during the month of November: The High School Conference was held on Wednesday, November 5th, and Family Night was held on Wednesday, November 12th.

Office of Instruction

Division of Fine Arts and Media Technology – There were numerous free events offered by the Music Department in November starting with a guest lecture by fluegelhornist Dimtry Matheny on November 3rd presented by Jazz Studies, a piano recital with concert pianist Scott Holden on November 8th, the Sheriffs of Schroedingham traditional blues duo performed at Concert Hour on November 13th, and a violin master class with UCLA violin professor Guillaume Sutre on November 15th. The first-ever student photography exhibit was presented in the Saddleback College Art Gallery on October 29th through November 20th. The Department of Theatre Arts presented Ken Ludwig's *Lend Me a Tenor* in the McKinney Theatre from November 6th through November 9th. On November 16th, Keyboard Studies presented a piano ensemble and advanced piano student recital and on November 23rd, the Annual Piano Program Fundraiser was held in the McKinney Theatre. On November 24th our jazz lab students performed with trombonist Ryan Dragon, and on November 25th, another free concert was held in the McKinney Theatre. Choral Studies, under the direction of Dr. Scott Farthing, presented an evening of music featuring the Saddleback Community Chorale, Commercial Music Ensemble, members of Keyboard Studies and featured Saddleback College alumni. Donations were accepted to benefit Mary's

Kitchen, a non-profit program that feeds the disadvantaged community.

Division of Social and Behavioral Sciences -- The Women's and Gender Studies Advisory Committee hosted several events for Domestic Violence Awareness Month. San Bernardino domestic violence advocate along with two domestic violence probation officers came to campus to share prevention tips, discuss domestic violence and the impacts of violence on communities and the criminal justice system. The team also had an outreach booth in the quad. The other event held was sociologists and gender scholar Dr. Michael Messner. Dr. Messner is one of the leading scholars on gender, violence and masculinity. He presented the research from his new book, *Some Men*. Both events were well attended by both faculty and students.

Dr. Kathryn Damm, psychology instructor, was interviewed on Southern California Public Radio as a guest expert discussing best practices in online education and Saddleback College's innovative programs aimed at training faculty to offer stellar distance education courses.

The American Psychological Association's Division 2 group, The Society for the Teaching of Psychology, awarded Kris Leppien-Christensen the 2014 Wayne Weiten Teaching Excellence Award for outstanding teaching at a two-year college. This national teaching award is a great honor to receive and we congratulate Dr. Leppien-Christensen!