



Meeting of the Board of Trustees

November 13, 2017

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 Employment, Evaluation of Performance, Discipline, Dismissal, Release (Government Code Section 54957(b).) (14 matters)
 - A. Public Employee Evaluation of Performance and Employment (Government Code Section 54957(b).)(11 matters)
 - 1. Acting Chancellor
 - 2. Dean, Enrollment Services (SC)
 - 3. Dean, Online Education & Learning Resources (SC)
 - 4. Vice President for Student Services/Acting Vice President for Instruction (SC)
 - 5. Dean of Social and Behavioral Sciences (IVC)
 - 6. Dean, Transfer, Career and Special Programs (SC)
 - 7. Director, Health and Wellness Center and Veterans Services Center (IVC)
 - 8. Dean, Math, Science & Engineering (SC)
 - 9. Assistant Dean of Division/Director of Emeritus Institute (SC)
 - 10. Dean, Counseling Services (SC)
 - 11. Dean, Math, Science & Engineering (IVC)
 - B. Public Employee Discipline, Dismissal, Release (Government Code Section 54957(b) (3 matters)
- 1.4 Conference with Labor Negotiators (Government Code Section 54957.6)
 - A. Faculty Association
Agency Designated Negotiator: Dr. Cindy Vyskocil, Vice Chancellor of Human Resources
- 1.5 Conference with Legal Counsel (Government Code Section 54956.9)

- A. Anticipated Litigation (Government Code Section 54956.9(d)(2), (e)(1)
(4 potential cases)

RECONVENE OPEN SESSION: 6:30 P.M.

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 Barbara Jay

2.4 Public Comments

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

3.0 REPORTS

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

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

4.0 DISCUSSION ITEMS

4.1 None

5.0 CONSENT CALENDAR ITEMS

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

5.1 SOCCCD: Board of Trustees Meeting Minutes.

Approve minutes of a Regular Meeting held on October 30, 2017.

5.2 Saddleback College: Revised Curriculum for the 2017-18 and 2018-19 Academic Years.

Approve proposed curriculum changes for the 2017-18 and 2018-19 academic years at Saddleback College.

5.3 Saddleback College and Irvine Valley College: Integrated Plan for SEP/SSSP/BSI.

Approve the Saddleback College and Irvine Valley College Integrated Plans for SEP/SSSP/BSI.

5.4 Saddleback College and Irvine Valley College: Spring 2018 Community Education Programs.

Approve Community Education courses, presenters, and compensation for Spring 2018.

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: Curriculum Revisions for the 2018-2019 Academic Year.

Approve curriculum revisions as recommended by the Curriculum Committee in consultation with the Academic Senate for the 2017-2018 academic year, pursuant to Title 5, Section 53200 et seq.

5.7 SOCCCD: Award of Foundation for California Community Colleges Administrative Services Agreement, Janitorial Products CB-213-17, Waxie Sanitary Supply.

Approve contracting with Waxie Sanitary Supply, pursuant to the Foundation for California Community Colleges Administrative Services Agreement No. CB-123-17, contingent upon verifications of the availability of funds for each purchase. Annual expenditures for the term under this agreement will not exceed \$100,000 from February 15, 2017 to August 31, 2019.

5.8 SOCCCD: Student Out-of-State Travel.

Approve the colleges' student out of state travel for the participants, dates, locations, courses and costs as listed.

5.9 SOCCCD: Trustees' Requests for Attending Conferences.

Approve trustees' requests for attending conference(s).

5.10 SOCCCD: Budget Amendment: Adopt Resolution No. 17-35 to Amend FY 2017-2018 Adopted Budget.

Adopt Resolution No. 17-35 to amend the FY 2017-2018 Adopted Budget as listed.

5.11 SOCCCD: Transfer of Budget Appropriations.

Ratify the Transfer of Budget Appropriations as listed.

5.12 SOCCCD: October 2017 Change Orders/ Amendments.

Ratify the change orders and amendments as listed.

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

- 5.14 **SOCCCD: October - 2017 Contracts.**
Ratify contracts as listed.

6.0 GENERAL ACTION ITEMS

- 6.1 **SOCCCD: ATEP Site Utilities and Infrastructure Phase 1 Project, Enter into an Easement with Cox Communications California, LLC.**
The Board will conduct a public hearing to provide an opportunity for the public to comment on the ATEP Site Utilities and Infrastructure Phase I Project.
- 6.2 **SOCCCD: ATEP Site Utilities and Infrastructure Phase I Project, Adopt Resolution No.17-34 and Enter into an Easement with Cox Communications California, LLC.**
Adopt Resolution No. 17-34 to authorize entering into a Grant of Easement with Cox Communications California, LLC over portions of the Advanced Technology and Education Park property for utility purposes.
- 6.3 **Saddleback College: Study Abroad Program to Salamanca, Spain, February 16, 2018 to April 28, 2018.**
Approve the Saddleback College Study Abroad Program to Salamanca, Spain, for February 16, 2018 to April 28, 2018, and authorize the administration to execute the Educational Tour/Field Study Travel Contractor Agreement with Travel and Education (T&E) for coordinating all travel agreements.
- 6.4 **Saddleback College: Study Abroad Program to Oxford, England, March 15, 2018 to May 18, 2018.**
Approve the Saddleback College Study Abroad Program to Oxford, England, for March 15, 2018 to May 18, 2018, and authorize the administration to execute the Educational Tour/Field Study Travel Contractor Agreement with the American Institute for Foreign Study (AIFS) for coordinating all travel agreements.
- 6.5 **SOCCCD: Board Policy Revision: BP-4011.6 Hiring of the Chancellor.**
Approve the board policy as shown.
- 6.6 **SOCCCD: Recess to Public Hearing – District Initial Proposal to SOCCCD Faculty Association.**
The Board will conduct a public hearing to provide an opportunity for the public to comment on the District's initial proposal to the SOCCCD Faculty Association for the purpose of negotiations.
- 6.7 **SOCCCD: Recess to Public Hearing – SOCCCD Faculty Association Initial Proposal to District.**

The Board will conduct a public hearing to provide an opportunity for the public to comment on the SOCCCD Faculty Association's initial proposal to the District for the purpose of negotiations.

- 6.8 **SOCCCD: Adopt District Initial Proposal to SOCCCD Faculty Association.**
Adopt the District's initial proposal to the SOCCCD Faculty Association for the purpose of negotiations.
- 6.9 **SOCCCD: Academic and Classified Administrator Personnel Actions – Regular Items.**
Ratify New Personnel Appointments, Additional Compensation: General Fund, Additional Compensation: Categorical/Non-General Fund, Reclassification of Classified Administrative Position/Promotion of Employees.
- 6.10 **SOCCCD: Classified Personnel Actions – Regular Items.**
Ratify New Personnel Appointments, Authorization to Establish and Announce a Classified Position, Reorganization, Permanent Change in Hours Per Week, Out of Class Assignments, Resignation/Retirement/Conclusion of Employment, Volunteers.
- 6.11 **SOCCCD: 2018-2019 Tenure Track Hiring Authorization.**
Approve Saddleback College and Irvine Valley College full-time tenure track faculty position hiring lists.
- 6.12 **SOCCCD: Sabbatical Leave Rescindment.**
Approve rescindment of approval of sabbatical leave for Spring 2018 for one faculty member.
- 6.13 **SOCCCD: Basic Aid Allocation for Conversion to Canvas Learning Management System, Faculty Conversion to Canvas One-Time Stipends**
Approve the Basic Aid allocation of \$3,679,421 for the Canvas LMS conversion faculty stipend costs.

7.0 REPORTS

- 7.1 **SOCCCD: District-wide Strategic Plan 2014-2020 Progress Report 2017.**
An update on the progress of the District-wide Strategic Plan 2014-2020.
- 7.2 **SOCCCD, Saddleback College, Irvine Valley College, and Advanced Technology and Education Park: Vision and Mission Statements.**
Annual review of the district and college vision and mission statements.
- 7.3 **SOCCCD: Staff Response to Public Comments from Previous Board Meeting.**
None

- 7.4 **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.
- 7.5 **SOCCCD: Facilities Plan Status Report.**
Status of current construction projects.
- 7.6 **SOCCCD: Monthly Financial Status Report.**
The reports display the adopted budget, revised budget and transactions through October 31, 2017.
- 7.7 **SOCCCD: Quarterly Investment Report.**
Report is for the quarter ending on September 30, 2017.
- 7.8 **SOCCCD: Pension Stabilization Trust Fund.**
Report is for the period ending September 30, 2017.
- 7.9 **SOCCCD: Retiree (OPEB) Trust Fund.**
Report is for the period ending September 30, 2017.

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.

Chancellor and College Presidents written reports are included for information.

Speakers are limited to two minutes each.

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

9.0 ADDITIONAL ITEMS

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

TO: Board of Trustees

FROM: Debra L. Fitzsimons, Interim Chancellor

RE: SOCCCD: Minutes of the Board of Trustees Meeting

ACTION: Approval

Minutes from:

October 30, 2017 Regular Meeting of the Board of Trustees (Exhibit A)
are submitted to the Board for review and approval.

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

**MINUTES OF THE BOARD OF TRUSTEES' MEETING
October 30, 2017**

PRESENT

Members of the Board of Trustees:

Timothy Jemal, President
James R. Wright, Vice President
David B. Lang, Clerk
Marcia Milchiker, Member
T.J. Prendergast, III, Member
Terri Whitt, Member
Jordan J. Larson, Student Member

Administrative Officers:

Debra Fitzsimons, Interim Chancellor
Jim Buysee, Acting Vice Chancellor, Business Services
Denise Whittaker, Acting Vice Chancellor, Human Resources
Gregory Anderson, President Saddleback College
Glenn Roquemore, President Irvine Valley College

ABSENT

Barbara J. Jay, Member
Robert Bramucci, Vice Chancellor, Technology and Learning Services

CALL TO ORDER: 4:00 P.M.

The closed session meeting will consist of two locations. Trustee Marcia Milchiker will participate by teleconference pursuant to Government Code Section 54953(b):

Primary Location: Saddleback College Health Sciences/District Offices Building, Ronald Reagan Board of Trustees Room, HS 145, 28000 Marguerite Parkway, Mission Viejo, CA 92692.

Teleconferencing Location: Pursuant to Government Code Section 54953(b) this meeting will also be conducted by teleconference at the following location: Rotary House International, 1600 Holcombe Boulevard, Houston, tX 77030, consultation room #107.

Both locations will be accessible to the public. Members of the public wishing to address the Board directly from either location, prior to the Board recessing to closed session, will be allowed to do so during the public comment portion of the meeting.

1.0 PRCEDURAL MATTERS

1.1 Call to Order

1.2 Public Comments

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

RECESS TO CLOSED SESSION FOR DISCUSSION OF THE FOLLOWING:

1.3 Public Employee Employment, Evaluation of Performance, Discipline, Dismissal, Release (Government Code Section 54957(b).) (10 matters)

A. Public Employee Discipline, Dismissal, Release (Government Code Section 54957(b).)(7 matters)

B. Public Employee Employment and Performance Evaluation (Government Code Section 54957(b)(1))

1. Chancellor

2. Acting Chancellor

3. Acting Vice President for Instruction, Saddleback College

1.4 Conference with Labor Negotiators (GC Section 54957.6)

A. Faculty Association

Agency Designated Negotiator: Denise Whittaker, Acting Vice Chancellor
Human Resources

1.5 Conference with Real Property Negotiators (GC Section 54956.8)

A. Agency Designated Negotiator: Debra Fitzsimons

Property: Portion of Advanced Technology Park (ATEP) site at 15545 Lansdowne Road, Tustin. Lease of Property from District: ACS Development Group, Inc., Edwards Lifesciences Corporation, PMB LLC, KPC Healthcare, Inc., China First Capital Group Limited; regarding price and terms of payment.

1.6 Conference with Legal Counsel (Government Code Section 54956.9)

A. Anticipated Litigation (Government Code Section 54956.9(d)(2), (e)(1) (2 potential cases)

B. Anticipated Litigation (Government Code Section 54956.9(d)(2), (e)(2)

1. Demand Letter from Academic Administrator

2. Complaint of Former Classified Administrator

Trustee Milchiker was present for the closed session and absent and excused from the open session of the board meeting.

RECONVENE OPEN SESSION: 6:30 P.M.

2.0 PROCEDURAL MATTERS

2.1 Actions Taken in Closed Session

On a 6-0 vote with Trustee Jay absent, the board approved a motion to appoint Dr. Thomas Fallo as the Acting Chancellor, subject to approval of a mutually agreeable employment agreement with an effective start date of November 14, 2017.

2.2 Invocation Led by Trustee Jim Wright

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.

Three public comments were heard by the Board in regards to faculty negotiations.

3.0 REPORTS

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

A. Board Reports

B. Chancellor's Report

Written Report

C. College Presidents Reports

[Irvine Valley College](#)

[Saddleback College](#)

[D. Associated Student Government Reports](#)

[E. Board Request\(s\) for Reports](#)

4.0 DISCUSSION ITEMS

[4.1 Saddleback College and Irvine Valley College: Integrated Plan for SEP/SSSP/BSI](#)
[Representatives from the colleges will share information on their Integrated Plans for SEP/SSSP/BSI, which are submitted to the Board of Trustees for review and study.](#)

A joint presentation on the integrated plan for SEP/SSSP/BSI was presented by Jennifer Klein, Director, Research Planning and Accreditation, Saddleback College and Arleen Elseroad, Dean, Enrollment Services, Irvine Valley College.

[Item 4.1](#)

[Exhibits A-B](#)

[PowerPoint Presentation](#)

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 members requests separate action on a specific item, and states the compelling reason for separate action.](#)

Trustee Wright requested to remove item 5.2 and 5.5, and Trustee Jemal requested to remove item 5.18 from the consent calendar for separate discussion and action.

On a motion made by Trustee Lang and seconded by Trustee Wright, the balance of the consent calendar was approved on a 5 - 0 vote with Trustees Jay and Milchiker absent.

5.1 SOCCCD: Board of Trustees Meeting Minutes
Approve minutes of a Regular Meeting held on September 25, 2017.

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

[5.2 SOCCCD: Resolutions](#)

[Item 5.2](#)

[Resolution - Debra Fitzsimons](#)

[Resolution - Support for Codifying DACA into Federal Law](#)

On a motion made by Trustee Wright and seconded by Trustee Whitt, both resolutions were approved on a 5 - 0 vote.

- 5.3 Irvine Valley College: Community Education Revision, Fall 2017
Approve Fall 2017 Community Education course, presenter and compensation

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

- 5.4 SOCCCD: Irvine Valley College Life Sciences Building Casework Project, Award of Bid No. 334, Amtek Construction
Approve award of Bid No. 334, Irvine Valley College Life Sciences Building Casework project and approve the agreement with Amtek Construction, in the amount of \$218,251.

[Item 5.4](#)
[Exhibits A-B](#)

- [5.5 Irvine Valley College: International Student Travel, 2018 International Choral Program Tour, Salzburg/Vienna, Austria and Prague, Czech Republic from June 26, 2018 to July 5, 2018](#)
[Approve the IVC 2018 International Choral Program Tour to Austria and the Czech Republic at a total budget of \\$4,735 per person, from June 26, 2018 to July 5, 2018.](#)

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

On a motion made by Trustee Lang and seconded by Trustee Wright, this item was approved on a 5 - 0 vote.

- 5.6 Saddleback College: Revised Curriculum for the 2017-2018 and 2018-2019 Academic Years
Approve the proposed curriculum changes for the 2017-2018 and 2018-2019 academic years at Saddleback College.

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

- 5.7 SOCCCD: Saddleback College PE 200 Gym Bleachers Project, Notice of Completion, Bid No. 2058, Marjani Builders, Inc.
Authorize filing the Notice of Completion for the Saddleback College PE 200 Gym Bleachers project to Marjani Builders, Inc. for a final contract amount of \$665,225, and the Board authorize the release of retention 35 days after filing.

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

- 5.8 SOCCCD: Saddleback College, Grant Renewal, Enrollment Growth for Associate Degree Nursing Program
Accept this award renewal of \$268,000 from the Board of Governors California Community College Chancellor's Office for the Enrollment Growth for Associate Degree Nursing Program for the period of July 1, 2017 through June 30, 2018.

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

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

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

- 5.10 SOCCCD: Student Out-of-State Travel
Approve the colleges' student out-of-state travel for the participants, dates, locations, courses and costs as listed.

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

- 5.11 SOCCCD: Trustees' Requests for Attending Conferences
Approve trustees' requests for attending conference(s).

[Item 5.11](#)
[Exhibits A-B](#)

- 5.12 SOCCCD: Update of Authorized Signature List of Board of Trustees' Designees to Approve Documents and Contracts
Approve authorizing individuals occupying the positions listed.

[Item 5.12](#)
[Exhibits A-B](#)

- 5.13 SOCCCD: Agreement for Specialized Investigative Services - Nicole Miller & Associates
Approve the agreement for specialized investigative services by Nicole Miller & Associates on a time and materials basis effective November 1, 2017 through October 31, 2019.

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

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

[Item 5.14](#)

[Exhibit A](#)

- 5.15 SOCCCD: Budget Amendment: Adopt Resolution No. 17-31 to Amend FY 2017-2018 Adopted Budget
Adopt Resolution No. 17-31 to amend the FY 2017-2018 adopted budget as listed.

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

- 5.16 SOCCCD: September - October 2017 Change Orders/Amendments
Ratify the change orders and amendments as listed.

[Item 5.16](#)
[Exhibits A-D](#)

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

[Item 5.17](#)
[Exhibits A-C](#)

- [5.18](#) [SOCCCD: September 2017 Contracts](#)
[Ratify contracts as listed.](#)

[Item 5.18](#)
[Exhibits A-B](#)

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

6.0 GENERAL ACTION ITEMS

- [6.1](#) [SOCCCD: ATEP Site Utilities and Infrastructure Phase I Project, Adopt Resolution No. 17-32, Intention to Enter into a Grant of Easement to Cox Communications California, LLC for ATEP and to Conduct a Public Hearing](#)
[Adopt Resolution No. 17-32, declaring its intent to enter into an easement to Cox Communications California, LLC for ATEP Site Utilities and Infrastructure Phase I project and to conduct a public hearing set for November 13, 2017.](#)

[Item 6.1](#)
[Exhibits A-B](#)

On a motion made by Trustee Prendergast and seconded by Trustee Wright, this item was approved on a 5 - 0 vote.

- [6.2](#) [SOCCCD: ATEP Site Utilities and Infrastructure Phase I Project, Approve the Names of ATEP Private Streets](#)

Approve the ATEP private street names as shown.

Item 6.2
Exhibit A

On a motion made by Trustee Prendergast and seconded by Trustee Whitt, this item was approved on a 5 - 0 vote.

- 6.3 SOCCCD: Saddleback College Advanced Technology and Applied Science (ATAS) Building Project, Geotechnical Investigation & Material Testing and Special Inspection Services, C.E.M. Lab Corp.
Approve the C.E.M. Lab Corp. agreement for Geotechnical Investigation & Material Testing and Special Inspection Services for the Saddleback College Advanced Technology and Applied Science (ATAS) Building project in the amount of \$400,000.

Item 6.3
Exhibits A-B

On a motion made by Trustee Lang and seconded by Trustee Wright, this item was approved on a 5 - 0 vote.

- 6.4 SOCCCD: South Orange County Regional Consortium (SOCRC) AB 104 Adult Education Block Grant (AEBG), Irvine Unified School District Grant Subcontract Agreement FY 2017-2019
Approve Adult Education Block Grant (AEBG) subcontract agreement with the Irvine Unified School District to allocate the sum of \$800,000 for the SOCRC AB104 AEBG funding during the FY 2017-2019.

Item 6.4
Exhibit A

On a motion made by Trustee Wright and seconded by Trustee Prendergast, this item was approved on a 5 - 0 vote.

- 6.5 SOCCCD: South Orange County Regional Consortium (SOCRC) AB 104 Adult Education Block Grant (AEBG), Tustin Unified School District Grant Subcontract Agreement FY 2017-2019
Approve Adult Education Block Grant subcontractor agreement with the Tustin Unified School District to allocate the sum of \$1,645,446 for the South Orange County Regional Consortium AB104 Adult Education Block Grant funding during the FY 2017-2019.

Item 6.5
Exhibit A

On a motion made by Trustee Prendergast and seconded by Trustee Lang, this item was approved on a 5 - 0 vote.

- 6.6 SOCCCD: South Orange County Regional Consortium (SOCRC) AB 104 Adult Education Block Grant (AEBG), Laguna Beach Unified School District Grant Subcontract Agreement FY 2017-2019
Approve Adult Education Block Grant subcontractor agreement with the Laguna Beach Unified School District to allocate the sum of \$183,470 for the South Orange County Regional Consortium AB104 Adult Education Block Grant funding during the FY 2017-2019.

Item 6.6
Exhibit A

On a motion made by Trustee Prendergast, and seconded by Trustee Lang, this item was approved on a 5 - 0 vote.

- 6.7 SOCCCD: Board Policy Revision: BP-4011.6 Hiring of the Chancellor
Accept for review and study.

Item 6.7
Exhibits A-A.1

On a motion made by Trustee Wright and seconded by Trustee Prendergast, this item was approved on a 5 - 0 vote.

- 6.8 SOCCCD: Board Policy Revision: BP-5613 Transcripts, BP-5626 Independent Study
Approve the board policies as shown.

Item 6.8
Exhibits A-B

On a motion made by Trustee Lang and seconded by Trustee Wright, this item was approved on a 5 - 0 vote.

- 6.9 SOCCCD: Agreement for Quality Assurance and User Experience Services, eNamix
Approve the agreements for quality assurance and user experience services with eNamix, for a total amount not to exceed \$424,872.00 from December 1, 2017 to August 31, 2018.

Item 6.9
Exhibits A-C

On a motion made by Trustee Lang and seconded by Trustee Prendergast, this item was approved on a 5 - 0 vote.

- 6.10 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.

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

On a motion made by Trustee Wright and seconded by Trustee Prendergast, this item was approved on a 5 - 0 vote.

- [6.11](#) [SOCCCD: Classified Personnel Actions - Regular Items](#)
[Approve New Personnel Appointments, Authorization to Establish and](#)
[Announce a Classified Position, Out of Class Assignments,](#)
[Resignation/Retirement/Conclusion of Employment, Volunteers.](#)

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

On a motion made by Trustee Lang and seconded by Trustee Wright this item was approved on a 5 - 0 vote.

- [6.12](#) [SOCCCD: Employment Agreement - Dr. Cindy Vyskocil, Vice Chancellor](#)
[of Human Resources](#)
[Ratify the appointment of Dr. Cindy Vyskocil to the position of Vice](#)
[Chancellor of Human Resources for SOCCCD.](#)

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

On a motion made by Trustee Lang and seconded by Trustee Wright, this item was approved on a 5 - 0 vote.

- [6.13](#) [SOCCCD: SOCCCD Faculty Association Initial Proposal to District](#)
[Accept for review and study the SOCCCD Faculty Association's initial](#)
[proposal to the District for the purpose of negotiations.](#)

[Item 6.13](#)
[Exhibit A](#)

On a motion made by Trustee Prendergast and seconded by Trustee Wright, this item was approved on a 5 - 0 vote.

- [6.14](#) [SOCCCD: District Initial Proposal to SOCCCD Faculty Association](#)
[Accept for review and study the District's initial proposal to the SOCCCD](#)
[Faculty Association for the purpose of negotiations.](#)

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

On a motion made by Trustee Prendergast and seconded by Trustee Whitt, this item was approved on a 5 - 0 vote.

- [6.15](#) [SOCCCD: Basic Aid Allocation for Conversion to Canvas Learning](#)
[Management System, Faculty Conversion to Canvas One-Time Stipends](#)

Approve Basic Aid Allocation of \$3,679,421 for the Canvas LMS conversion faculty stipends costs.

Item 6.15

This item was pulled by administration.

7.0 REPORTS

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

Item 7.1

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

Item 7.2
Exhibit A

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

Item 7.3
Exhibit A

7.4 SOCCCD: Monthly Financial Status Report
The reports display the adopted budget, revised budget and transactions through September 30, 2017.

Item 7.4
Exhibit A

7.5 SOCCCD: Quarterly Financial Status Report
Report for the quarter ending September 30, 2017.

Item 7.5
Exhibit A

7.6 SOCCCD: Basic Aid Report
Report for the quarter ending September 30, 2017.

Item 7.6
Exhibit A

7.7 SOCCCD: Retiree (OPEB) Trust Fund
Report for the periods ending July 31, 2017 and August 31, 2017.

Item 7.7
Exhibit A

8.0 REPORTS FROM ADMINISTRATION AND GOVERNANCE GROUPS

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

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

9.0 ADDITIONAL ITEMS

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

The meeting was adjourned at 8:23 p.m.

Debra Fitzsimons
Secretary, Board of Trustees

TO: Board of Trustees

FROM: Debra L. Fitzsimons, Interim Chancellor

RE: Saddleback College: Revised Curriculum for the 2017-18 and 2018-19 Academic Years

ACTION: Approval

BACKGROUND

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

STATUS

Saddleback College proposes revisions to the curriculum of the College for the 2017-2018 and 2018-2019 academic years. Exhibit A includes a deleted program for academic year 2017-2018. Exhibit B includes new, revised, and deleted courses for academic year 2018-2019. The curriculum revisions are recommended by the Curriculum Committee and includes collegial consultation with the Academic Senate of Saddleback College pursuant to Title 5, Section 53200 et seq.

RECOMMENDATION

The Interim Chancellor recommends that the Board of Trustees approve the proposed curriculum changes for the 2017-2018 and 2018-2019 academic years at Saddleback College as listed in Exhibits A and B.

**SADDLEBACK COLLEGE
REVISED PROGRAM
ACADEMIC YEAR 2017-2018**

Current

Ethnic Studies Associate in Arts

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

The Ethnic Studies program is interdisciplinary in scope and will begin with a focus on the history, literature, and cultures of African Americans, Asian Americans, Chicanas(os)/Latinas(os), Middle Eastern Americans, and Native Americans. Courses also explore the relations of these cultures to each other and their relations to the dominant American culture in order to foster understanding about such topics as ethnicity, race, gender, sexuality/sexual orientation, class, and religion. Other groups which have been isolated in a similar manner from the dominant culture in the United States may be included in the Ethnic Studies Program.

Select a minimum of 21 units from the following list of required Ethnic Studies classes. Many of these courses also fulfill general education course requirements.

Program Student Learning Outcomes

Students who complete this program will be able to:

- Describe the ethnic and cultural landscape of the United States.
- Articulate the historical, social, and cultural contexts of specific racial and ethnic groups within the United States.
- Describe the processes of racialization and social differentiation in historical and geographical context.
- Demonstrate an understanding of the various factors that play a role in the formation of cultural identity.
- Compare representations of borderlands, hybridity, migration, and diaspora from different cultures.
- Critically analyze power and inequality in a multiethnic and multicultural context.
- Analyze the major factors that influence cross-cultural understandings and interactions between ethnic and racial groups in the United States.

Core Requirement

(Both courses are required for the major)

Course ID	Title	Units
CCS 1	Multicultural Experiences in the United States	3
CCS 2	Multicultural Identities in the United States	3

Breadth Requirements

Social and Behavioral Sciences	6
Humanities/Arts Perspective	6
Restricted Electives	3

TOTAL UNITS FOR THE MAJOR: 21

Social and Behavioral Sciences

Select six units from the following courses:

Course ID	Title	Units
HIST 21	Women in United States History - A Multicultural Perspective	3
HIST 33	The Political/Social History of the Chicanas/OS Multicultural Perspective	3

Course ID	Title	Units
HIST 81	African American History	3
HS 131	Multicultural and Diverse Populations in the United States	3
PSYC 16	Introduction to Cross-Cultural Psychology	3
SOC 6	Introduction to Asian Cultures in the United States	3
SOC 20	Ethnic Cultures of the United States	3
Or		
HIST 20	Ethnic Cultures of the United States	3

Humanities/Arts Perspective

Select six units from the following courses:

ART 24	Indigenous Arts of the Americas	3
CTVR 7	Cross Cultural Cinema	3
ENG 24	Ethnic Voices in Literature – The American Experience	3
MUS 27	History of Jazz	3
SL 101	Deaf Culture and its History	3
SPAN 21C	Hispanic Culture and Literature in the United States	3
TA 110	Chicana(O) Latina(O) Theatre	3

Restricted Electives

Select one course from the following:

ANTH 5, 21; ARAB 21*; ART 22, 23, 29; CHI 21*; DANC 64; HIST 27, 28, 30, 70, 71 72, 74, 75, HIST/PS 80; JA 21*; KOR 21*; MUS 23; PHIL 10*; PSYC 16*; SPAN 21A* 21B*.

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

Associate in Arts Degree

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

General Education Requirements for Associate Degrees

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

Suggested coursework not required for the major: FASH 144; KNES 28, 29.

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

**SADDLEBACK COLLEGE
REVISED PROGRAM
ACADEMIC YEAR 2017-2018**

Deleted

Ethnic Studies Associate in Arts

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

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- Compare representations of borderlands, hybridity, migration, and diaspora from different cultures.
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Humanities/Arts Perspective	6
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Restricted Electives

Select one course from the following:

ANTH 5, 21; ARAB 21*; ART 22, 23, 29; CHI 21*; DANC 64; HIST 27, 28, 30, 70, 71-72, 74, 75, HIST/PS 80; JA 21*; KOR 21*; MUS 23; PHIL 10*, PSYC 16*; SPAN 21A* 21B*.

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Suggested coursework not required for the major: FASH 144; KNES 28, 29.

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SADDLEBACK COLLEGE
NEW, REVISED, AND DELETED COURSES
ACADEMIC YEAR 2018-2019

EXHIBIT B
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Division	Course Id	Catalog Id	Course Title	Action Taken
				assign=assignments
				cat desc= catalog description
				c/l w/+ cross-listed with (and list the other crs id)
				coreq=corequisite
				crs id=course prefix and/or number
				dc=delete course
				dv=delete version of course
				gr opt=grading option
				hrs=hours
				lim=limitation
				lrng obj=learning objectives
				moe=methods of eval
				nc=new course
				nv=new version of existing course
				oe/oe=open entry/open exit
				prereq=prerequisite
				pcs = program course status
				reactv=course reactivation
				rec prep=recommended prep
				rpt=repeatability
				SAM code=occupational code (A=apprenticeship, B=advanced occupational, C=clearly occupational, D=possibly occupational, E=non-occupational)
				sch desc=schedule description
				SLOs=student learning outcomes
				sr=scheduled review is for courses that are scheduled for review and there are no revisions
				ti=title
				TOP code=numerical classification code used to assign programs and courses to disciplines
				tps=topics
				txt=text-required for all courses numbered 1-299
				un=units
				val=validation
ATAS	HORT 7	18150.00	INTRO LANDSCAPE DESGN	units fr 4.0 to <u>3.0</u> , hrs fr 3 lec/3 lab/0 lrng cntr to <u>2.5 lec/1.5 lab/0 lrng cntr</u> , tps, SLOs, assign
ATAS	HORT 10	18010.00	PLNT MAT-ORNAMENTAL	hrs fr 3 lec/0 lab/0 lrng cntr to <u>2.5 lec/1.5 lab/0 lrng cntr</u> , cat desc, sch desc, tps, SLOs, moe, assign
ATAS	HORT 11	18020.00	PLANT MAT-EDIBLES	hrs fr 3 lec/0 lab/0 lrng cntr to <u>2.5 lec/1.5 lab/0 lrng cntr</u> , tps, lrng obj, SLOs, moe, assign

SADDLEBACK COLLEGE
NEW, REVISED, AND DELETED COURSES
ACADEMIC YEAR 2018-2019

EXHIBIT B
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ATAS	HORT 106	430837.00	CAD FUNDAMENTALS	units fr 4.0 to <u>3.0</u> , hrs fr 3 lec/4 lab/0 lng cntr to <u>2.5 lec/1.5 lab/0 lng cntr</u> , tps, SLOs
ATAS	HORT 109	429443.00	INTRO TO PLANT DESIGN	units fr 4.0 to <u>3.0</u> , hrs fr 3 lec/3 lab/0 lng cntr to <u>2.5 lec/1.5 lab/0 lng cntr</u> , cat desc, sch desc, tps, lng obj, SLOs, assign
ATAS	HORT 110	18099.00	INTRO URBAN FARM	hrs fr 2 lec/3 lab/0 lng cntr to <u>2.5 lec/1.5</u> <u>lab/0 lng cntr</u> , assign
ATAS	HORT 111	18097.00	INTRO PERMACULTURE	units fr 4.0 to <u>2.0</u> , hrs fr 3.5 lec/1.5 lab/0 lng cntr to <u>2 lec/0 lab/0 lng cntr</u> , tps, SLOs
ATAS	HORT 116	18188.00	IRRIGATION DESIGN	units fr 4.0 to <u>3.0</u> , hrs fr 3.5 lec/1.5 lab/0 lng cntr to <u>2.5 lec/1.5 lab/0 lng cntr</u> , tps
ATAS	HORT 144	992787.00	LICENSURE	units fr 1.5 to <u>2.0</u> , hrs fr 1.5 lec/0 lab/0 lng cntr to <u>2 lec/0 lab/0 lng cntr</u> , SLOs, assign, txt
ATAS	HORT 166	18080.00	NATIVE PLANTS	units fr 3.0 to <u>2.0</u> , hrs fr 3 lec/0 lab/0 lng cntr to <u>1 lec/3 lab/0 lng cntr</u> , tps, moe, assign
ATAS	HORT 238	18098.00	INTRO TO HORT THERAP	units fr 4.0 to <u>3.0</u> , hrs fr 3.5 lec/1.5 lab/0 lng cntr to <u>2.5 lec/1.5 lab/0 lng cntr</u> , tps, moe, assign
ATAS	HORT 239	18096.00	FENG SHUI WELL BEING	units fr 4.0 to <u>2.0</u> , hrs fr 3.5 lec/1.5 lab/0 lng cntr to <u>2 lec/0 lab/0 lng cntr</u> , tps, SLOs
ATAS	ID 128	429835.00	ID BUS/PROF PRACTICE	rec prep fr ID 113 to <u>None</u> , assign, val
BS	CIMW 600	692169.00	INTR TO CMS-WORDPRESS	nc, <u>rec prep CIMW 115</u> , 3 units/3 hrs lec/0 hr lab/0 hr lng cntr, non-repeatable
HS	HS 120	422050.05	HUM.DEV.-SOC.ENVIRON.	rec prep fr None to <u>Eligibility for ENG 1A</u> , cat desc, sch desc, tps, lng obj, SLOs, moe, assign, txt, val
HS	MA 218B	485305.00	ELECTROCARDIOGRAPHY	un fr 2 units/1 hr lec/3 hrs lab/0 lng ctr to <u>3 units/2 lec hrs/3 hrs lab/0 lng ctr</u> , cat desc, sch desc, tps, lng obj, SLOs, moe, assign, txt
MSE	CS 1A	192025.00	INTRO TO COMP SCI I	un fr 5 units , to <u>3.5 units</u> , hrs fr 4 hrs lec/3 hrs lab/0 hr lng cntr , to <u>3.0 hrs lec/2 hrs</u> <u>lab/0 hr lng ctr</u> , tps, moe, SLOs, txt
MSE	CS 1B	192070.05	INTRO TO COMPUTER SCI II	un fr 5 units , to <u>3.5 units</u> , hrs fr 3 hrs lec/3 hrs lab/0 hr lng cntr , to <u>3 hrs lec/2 hrs</u> <u>lab/0 hr lng ctr</u> , prereq fr none to <u>CS 1A</u> , rec prep fr CS 1A to <u>None</u> , tps, lng obj, moe, txt, val

SADDLEBACK COLLEGE
NEW, REVISED, AND DELETED COURSES
ACADEMIC YEAR 2018-2019

EXHIBIT B
Page 3 of 3

MSE	MATH 103	1000349.00	MATHEMATICAL IDEAS	nc, <u>prereq Placement by the current assessment process or successful completion of MATH 353 with a "C" or better</u> , 3 units/3 hrs lec/0 hr lab/0 hr lng cntr, non-repeatable
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TO: Board of Trustees

FROM: Debra L. Fitzsimons, Interim Chancellor

RE: SOCCCD: Irvine Valley College and Saddleback College Basic Skills Initiative (BSI) / Student Equity Program (SEP) / Student Success and Support Program (SSSP) 2017- 2019 Integrated Plans

ACTION: Approval

BACKGROUND

The California Chancellor's Office provides categorical funds to colleges to support the Basic Skills Initiative (BSI), Student Equity Program (SEP) and Student Success and Support Program (SSSP). Collectively, Saddleback College and Irvine Valley College (IVC) receive \$8,291,942 annually to support the program objectives. BSI funding (Saddleback: \$250,688; IVC: \$187,198) is provided to improve outcomes for students placing into ESL or basic skills math or English. Student Equity Program funding (Saddleback: \$1,261,405; IVC: \$668,096) is provided to increase access, course completion and degree, certificate and transfer for disproportionately impacted populations. Student Success and Support Program funding (Saddleback: \$3,232,937 for credit, \$124,912 for noncredit; IVC: \$2,557,260 for credit, for \$8,936 for noncredit) is to provide core matriculation services of orientation, assessment, counseling, develop academic plans and at risk follow up.

Historically, each program has submitted individual plans describing how the college will meet individual program objectives. Saddleback College (Exhibit A) and IVC (Exhibit B) have written their two-year integrated plans describing how program objectives will be achieved. These plans have been vetted through the respective college's shared governance processes.

STATUS

The Saddleback College (Exhibit A) and IVC (Exhibit B) plans were submitted for the Board of Trustees to review last month, and are now submitted for approval. The deadline to submit the plans to the California Community College Chancellor's Office is January 31, 2018.

RECOMMENDATION

The Interim Chancellor recommends that the Board of Trustees approve the 2017-2019 BSI/SEP/SSSP Integrated Plans for Saddleback College as written in Exhibit A and for IVC as written in Exhibit B.

Item Submitted By: *Dr. Gregory Anderson, President, Saddleback College, and Dr. Glenn R. Roquemore, President, Irvine Valley College*

Saddleback College Integrated Plan 2017-2019



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Integrated Plan 2017-2019 - Summary

The Saddleback College Integrated Plan plays an important role in fostering completion and successful outcomes. Specifically the plan contains five goals which focus on braiding together Basic Skills, Student Equity and Student Success and Support Programs and further aligns with our college's Strategic Plan and suggests links to the Guided Pathway Initiative.

GOALS FOR 2017-2019

Goal 1: Identify non-academic barriers to course completion and increase services to assist students in overcoming these barriers

Goal 2: Increase access and use of college support programs

Goal 3: Increase completion of transfer-level Math and English courses

Goal 4: Increase student completion of career technical and non-credit certificates, two year degrees and transfers

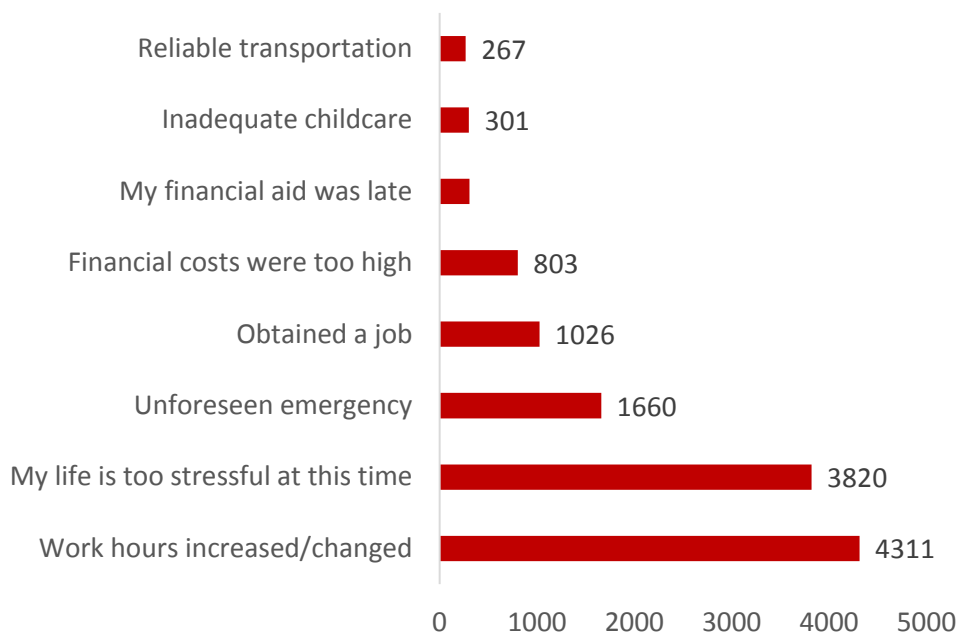
Goal 5: Increase the successful outcomes for disproportionately impacted students

Operationalization and Setting of Targets for Integrated Plan Goals

Goal 1: Identify non-academic barriers to course completion and increase services to assist students in overcoming these barriers

Definition and KPI	Non-academic barriers include structural, social, emotional and cognitive challenges that students face outside the classroom, including but not limited to: food insecurities, homelessness, and external jobs and responsibilities. The KPI for this goal is to establish a baseline of the top 5 non-academic barriers in year 1 and to hold focus groups to determine how services can be deployed to move the needle on retention.
Strategic Plan	Strategic Plan Goal 2.1: Increase student completion rates (degrees, certificates, and transfers) while preserving access, enhancing quality and closing the achievement gap.
Suggested Guided Pathways Link	Guided Pathways Pillar 3: Help students stay on a path
Target Definition	Findings from Student Drop Survey on the top five reasons for dropping a course. Develop action items from focus groups about the top five non-academic barriers to assist students to address course retention.

Course Drop Survey: Non-Academic Barriers Cited by Students Spring 2016 - Fall 2017



Goal 2: Increase access and use of college support programs

Definition and KPI

Access is defined as the percentage of the first-time student population applying for college at Saddleback indicating need of special services.

Support programs are defined as the number of students participating in key activities, such as orientation and tutoring.

The KPI for access is the percentage of students from special population who indicated needing services on their CCC apply application. The KPI for support is the number of students getting orientation, counseling and tutoring.

Strategic Plan

Strategic Plan Goal 2.1: Increase student completion rate (degrees, certificates, and transfer) while preserving access, enhancing quality and, and closing achievement gaps.

Suggested Guided Pathways Links

Access - Guided Pathways Pillar 1: Clarify the path
Support - Guided Pathways Pillar 3: Help students stay on a path

Target Definition

There will be an increase from prior year in access and support indicators.

Access: Percent of Special Populations Applying to SC	Fall 2015	Fall 2016	Fall 2017
DSPS*	3.69%	3.16%	4.57%
Veterans*	3.23%	3.09%	3.03%
Foster Youth	1.24%	1.03%	1.27%
Cal Works*	4.00%	4.19%	4.31%
Age 15-17	12.2%	11.5%	13.2%
Totals	24.3%	22.9%	26.3%

*First-time students indicating need on application
Source. SOCCCD Data Warehouse Applications data.

Support: Orientation and Tutoring at SC	2014-2015	2015-2016	2016-2017
Orientations	7,238	8,269	8,094
Basic Skills Tutoring	323	759	930
Totals	7,561	9,028	9,024

**Academic Year - Summer, Fall, Spring following the CCCO allocation formula*

Goal 3: Increase completion of transfer-level Math and English courses

Definition

The percentage of students who successfully complete transfer-level courses in Math and English within one year (Scorecard definition).

Strategic Plan

Strategic Plan Goal 2.1: Increase student completion rate (degrees, certificates, and transfer) while preserving access, enhancing quality and, and closing achievement gaps.

Suggested Guided Pathways Link

Guided Pathways Pillar 4: Ensure that students are learning

Target Definition

Based upon cohorts on the CCCO Scorecard, there will be an increase in 1-year completion rates for transfer-level math and English by 2018-2019.

Year	Cohort	1-Yr Completers		1-Yr Completion Rate	
		English	Math	English	Math
2011-2012	1309	689	180	52.64%	13.75%
2012-2013	1290	654	167	50.70%	12.95%
2013-2014	1162	609	188	52.41%	16.18%
2014-2015	1283	593	281	46.22%	21.90%
2015-2016	1262	627	310	49.68%	24.56%
2016-2017	1469	796	317	54.19%	21.58%
2018-2019 (target)				54.60%	22.00%

Goal 4: Increase student completion of career technical and non-credit certificates, two year degrees and transfers

Definition

2-year completion rate for degrees, career technical and non-credit certificates, and transfers for first-time college students who attempted Math or English and attempted at least 6 credit units within 2-years.

Note: 2-year transfer rate is calculated as less than 2.5 years from first enrollment date at SC to first enrollment date at 4-year institution.

Strategic Plan

Strategic Plan Goal 2.1: Increase student completion rate (degrees, certificates, and transfer) while preserving access, enhancing quality and, and closing achievement gaps.

Suggested Guided Pathways Link

Guided Pathways Pillar 4: Ensure that students are learning

Target Definition

For all metrics besides transfer-outs and SPAR (both of which are affected by data issues with the National Student Clearinghouse) we predict a 1% increase by the end of the Integrated Planning cycle.

Cohort Yr	Actuals		Target
	2010-2011	2014-2015	2018-2019
Transfer			
Prepared	6.61%	7.76%	8.76%
Transfer	14.94%	13.18%	13.50%
Award Rate	5.15%	6.52%	7.52%
Certificate Rate	5.06%	6.37%	7.37%
Degree Rate	2.58%	3.73%	4.73%
SPAR	19.06%	18.08%	18.08%

Goal 5: Increase the successful outcomes for disproportionately impacted students

Definition

Successful course completion of college-level course in each fall term. For ethnic groups that are more than 6% lower in success, there is a disproportionate impact.

Strategic Plan

Strategic Plan Goal 2.1: Increase student completion rate (degrees, certificates, and transfer) while preserving access, enhancing quality and, and closing achievement gaps.

Strategic Plan Goal 2.3 Increase opportunities for student engagement inside and outside of the classroom, evidenced by co-curricular participation, student services, and instructional support.

Suggested Guided Pathways

Guided Pathways Pillar 3: Help students stay on a path
Guided Pathways Pillar 4: Ensure that students are learning

Target Definition

By 2019, there will be fewer ethnic groups that are more than 6% lower than the top performing ethnic group in college-level course completion than in 2017.

Difference from Highest Performing Group



Ethnicity Group	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Asian	69.8%	73.6%	73.0%	74.1%
White, Non-Hispanic	67.8%	70.0%	71.9%	70.4%
Decline to State	67.1%	68.2%	65.8%	64.9%
Native American	68.9%	61.3%	73.1%	59.8%
Mixed Ethnicity	63.8%	64.9%	67.3%	65.7%
Hispanic/Latino	62.1%	62.8%	63.8%	63.2%
Pacific Islander	71.3%	60.4%	56.2%	60.2%
African American	53.2%	56.8%	59.3%	52.8%
Middle Eastern	66.7%	53.8%	33.0%	0.0%
Grand Total	66.3%	68.1%	69.7%	68.4%

Part I – Deadlines and Important Information

- Submission deadline: December 15, 2017
- The 2017-19 Integrated Plan will cover two years. The budget plan will reflect the 2017-18 allocations.
- Integrated fiscal reports will be required on an annual basis.
- All programmatic and student outcome data will be collected via existing MIS reporting.
- No additional data submissions are required.
- Colleges are encouraged to align integrated program plans with their college and district strategic plans/education master plans.
- Identify one individual and an alternate to serve as the point of contact for your college.

PROGRAM INTEGRATION

The integrated SSSP/Student Equity/BSI program model promotes integrated planning and program coordination at the district and college levels. The three programs retain separate requirements as specified in Education Code and title 5 regulations; these requirements are built into the Integrated Plan to ensure compliance with applicable law and regulations. In the coming years, the Chancellor's Office intends to pursue changes in Education Code and title 5 regulations to achieve even greater integration and alignment of the three programs in subsequent planning cycles.

Plans are to be developed in consultation with students, staff, administrators, faculty, Academic Senate, and members of the community as appropriate. Your plan must be adopted by the governing board of the community college district and submitted to the Chancellor's Office by December 1, 2017. A separate plan must be submitted for each college in the district.

DATA-DRIVEN PLANNING

An effective plan is grounded in data. In developing your integrated plan, refer to existing data from your previous plans, additional statewide data, and/or data collected at your colleges.

The Chancellor's Office will explore and develop mechanisms and tools over the coming months to assist and support colleges in their data analysis effort, although colleges should proceed with existing resources to complete the 2017-19 plan. Areas of focus for these new tools will include access and completion for basic skills, workforce and CTE, and transfer level courses.

Although you are not required under this plan to submit your data, analysis, and each goal you set, Education Code requires that you analyze data and develop goals to address the following and to retain that information as part of your institutional records:

- Goals for the general population and for identified student groups, disaggregated by gender, as well as activities designed to address disproportionate impact using one of the Chancellor's Office-approved methodologies. Education Code requires that colleges analyze data for the following student groups and, if appropriate, develop subgroup-specific goals: current or former foster youth, students with disabilities, low-income students, veterans, American Indian or Alaskan Native, Asian students, black or African American, Hispanic or Latino, Native Hawaiian or other Pacific Islander, white, some other race, and more than one race.
- Success rates for students with basic skills needs using Basic Skills Cohort Tracker data that show (1) the number of students successfully transitioning to college-level mathematics and English courses, and (2) the time it takes students to successfully transition to college-level mathematics and English courses.

In addition, the following data should inform your planning:

- Trends for incoming students related to engagement in the following activities: (1) orientation, (2) assessment, and/or (3) education planning.
- The number of students on academic or progress probation, referred to follow-up interventions or services, and successfully moved from probation—disaggregated into the student groups that must be included in your disproportionate impact analysis.
- The number of noncredit CDCP certificates awarded, if applicable.
- Noncredit course success data, such as the percentage of students earning a grade of pass (P) or satisfactory progress (SP), if applicable.
- The number of students who transition from noncredit to credit.

Part II – Program Goals and Planning

PREVIOUS ACCOMPLISHMENTS

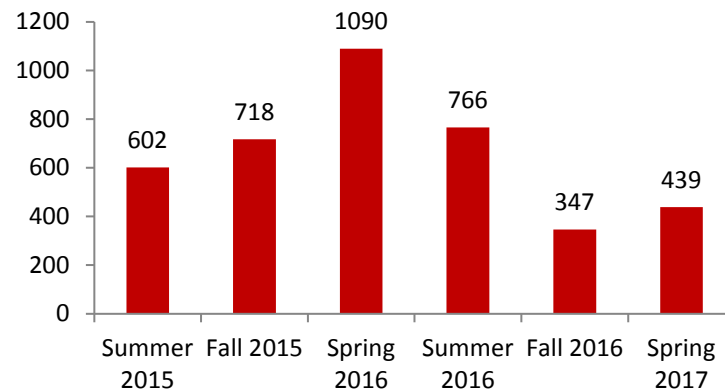
Questions 1 & 2 focus on what you **have accomplished during the 2015-16 planning cycle.**

1. Assess your college's previous program efforts:
 - a. In the table below, list progress made toward achieving the goals outlined in your 2015-16 SSSP, Student Equity, and BSI plans. Expand the table as needed so that all of your goals are included.

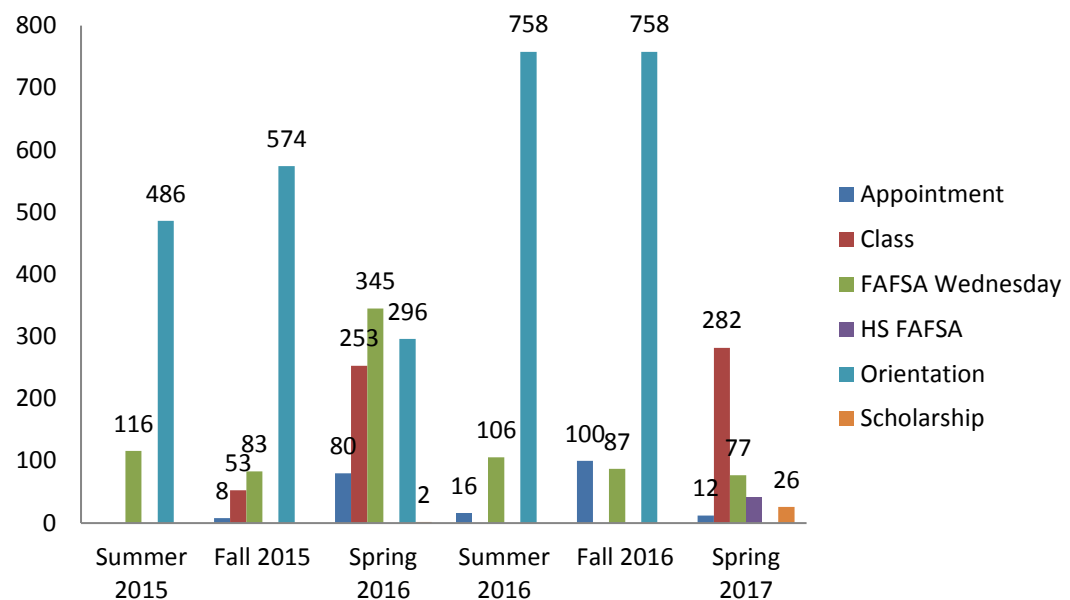
Table 1 - 2015-2016 Goals and Progress

Student Equity							
GOAL	A.2/A.3 To improve access for the following target populations identified in the college research as experiencing disproportionate impact: economically disadvantaged students and veteran students.						
PROGRESS	<p>A VETS Program Outreach Specialist, an Outreach Specialist, and outreach and financial aid ambassadors were hired to provide Saddleback College information to the disproportionately impacted students through orientations and workshops.</p> <div style="text-align: center;"> <p>Number of VETS Orientation Attendees</p> <table border="1"> <thead> <tr> <th>Term</th> <th>Number of Attendees</th> </tr> </thead> <tbody> <tr> <td>Fall 2016</td> <td>95</td> </tr> <tr> <td>Spring 2017</td> <td>112</td> </tr> </tbody> </table> </div>	Term	Number of Attendees	Fall 2016	95	Spring 2017	112
Term	Number of Attendees						
Fall 2016	95						
Spring 2017	112						

Number of Students Attending
Financial Aid Events



Number of Financial Aid Attendees by Event



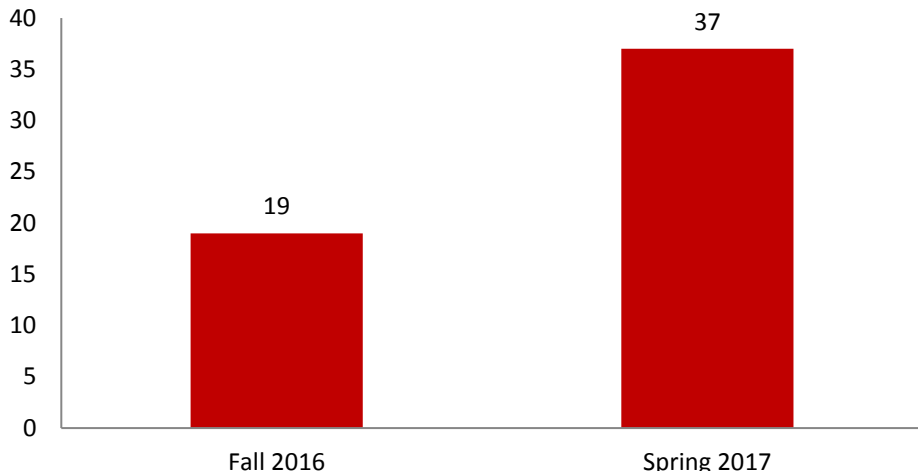
GOAL

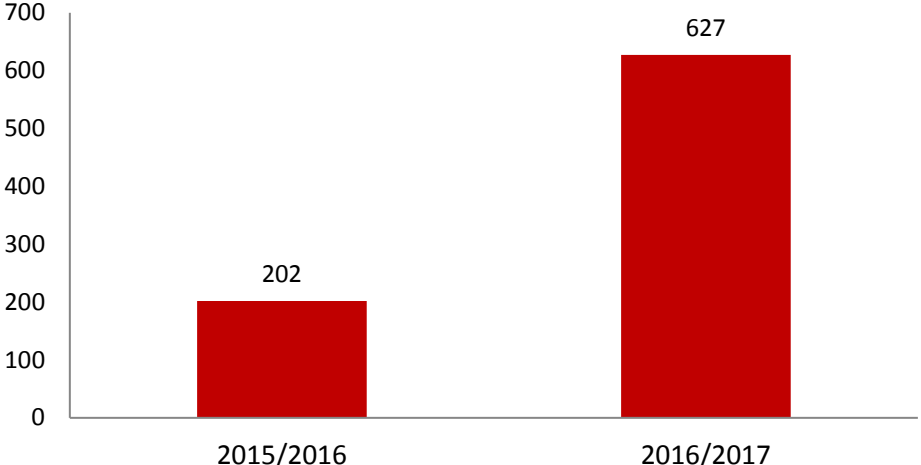
B.1 To improve course completion for the following target populations: African Americans experiencing a disproportionate impact, as identified through institutional research.

PROGRESS

In 2016 a faculty member in the Math department deployed Smart Pen Technology to assist students with classroom learning. Students have reported that the material created with the pens have been useful in the classroom. In Spring 2017, 71 percent of students used the lecture notes created with the pens and 93 percent used sample exams created with the pens.

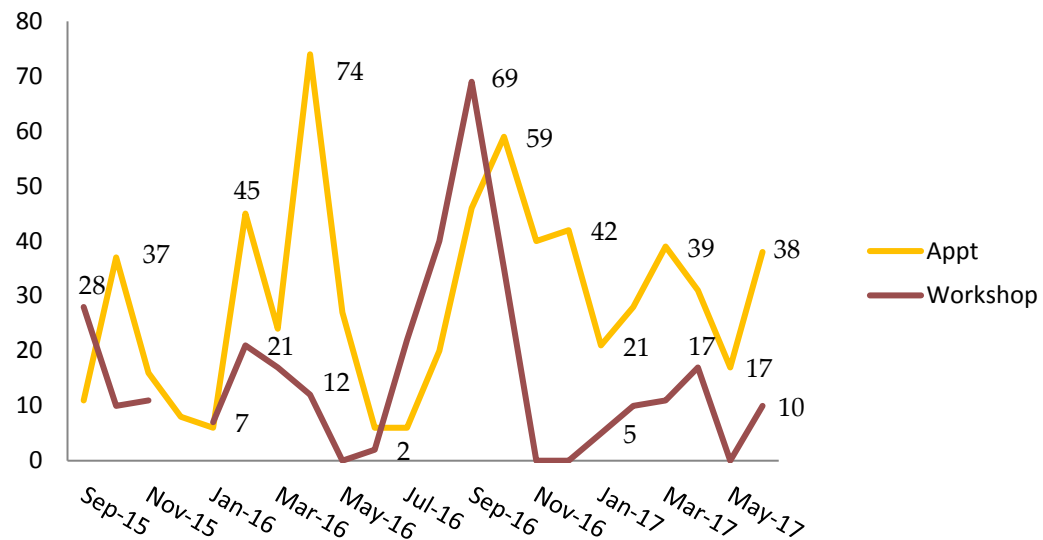
Funding allowed faculty and staff to attend various professional development opportunities from 2015-2017. Overall, attendees reported positive feedback on these events.

	<table><tr><th>Student Equity Program Professional Development Events/Activities</th></tr><tr><td>Saddleback College employees took part in the following professional development events. (Please note: numbers in parentheses reflect the number of attendees.)</td></tr><tr><td>NAVPA (5)</td></tr><tr><td>California Community College Student Success Conference (3)</td></tr><tr><td>Student Equity Director's Training 2016 (2)</td></tr><tr><td>IEPI BSI/SE/SSSP Integration Workshop (2)</td></tr><tr><td>AAHHE National Conference</td></tr><tr><td>California Community College Chief Student Services Administrators Association</td></tr><tr><td>CalVet Leadership Summit 2016</td></tr><tr><td>State Chancellor's Office SEP Coordinators Training</td></tr><tr><td>Student Equity Plan Implementation Institute</td></tr><tr><td>Umoja Conference</td></tr></table> <p>During Professional Development week, Dr. Estela Bensimon, Director and Professor of the Center for Urban Education/Evaluation spoke about the ways in which community college faculty, leaders, and staff can learn to “practice” equity as part of their professional routines. She introduced participants to the conceptual differences in equity, equality, and diversity; the theoretical underpinnings of action research as a catalyst for self-change; and the tools to enact equity-focused action research on their own practices. Twenty-two faculty and staff attended the training and feedback was positive, overall.</p>	Student Equity Program Professional Development Events/Activities	Saddleback College employees took part in the following professional development events. (Please note: numbers in parentheses reflect the number of attendees.)	NAVPA (5)	California Community College Student Success Conference (3)	Student Equity Director's Training 2016 (2)	IEPI BSI/SE/SSSP Integration Workshop (2)	AAHHE National Conference	California Community College Chief Student Services Administrators Association	CalVet Leadership Summit 2016	State Chancellor's Office SEP Coordinators Training	Student Equity Plan Implementation Institute	Umoja Conference
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Student Equity Plan Implementation Institute													
Umoja Conference													
GOAL	C.2 To improve ESL and/or Basic Skills completion for African American students (Basic Skills in English and Math), Pacific Islander (Basic Skills in English); and Hispanic (Basic Skills in Math) student populations experiencing a disproportionate impact, as identified through institutional research.												
PROGRESS	<p>An Academic Intervention Team (AIT) was developed to address improve ESL and Basic Skills completion, which included hiring a part-time project specialist to coordinate activities with the targeted population. The project specialist meets with students multiple times a term. We are in the process of hiring a permanent part-time Learning Assistant Specialist for this initiative.</p> <p style="text-align: center;">Number of AIT Students</p>  <table><tr><th>Term</th><th>Number of AIT Students</th></tr><tr><td>Fall 2016</td><td>19</td></tr><tr><td>Spring 2017</td><td>37</td></tr></table>	Term	Number of AIT Students	Fall 2016	19	Spring 2017	37						
Term	Number of AIT Students												
Fall 2016	19												
Spring 2017	37												

GOAL	To improve the degree and certificate completion for the following target populations identified in the college research as experiencing a disproportionate impact: older students, such as Veterans and non-traditional students.						
PROGRESS	<p>Part-time Veteran student counselors were hired to provide counseling services to Veteran students. These three counselors allow for increased numbers of students served and improved quality of services. Counseling appointments from two of the counselors are below:</p> <p style="text-align: center;">Number of Counseling Appointments</p>  <table border="1"> <thead> <tr> <th>Academic Year</th> <th>Number of Counseling Appointments</th> </tr> </thead> <tbody> <tr> <td>2015/2016</td> <td>202</td> </tr> <tr> <td>2016/2017</td> <td>627</td> </tr> </tbody> </table> <p>Provided orientation sessions targeted to incoming and continuing Veteran students, economically disadvantaged, and non-traditional students. (This data was included in Access A2/A3).</p>	Academic Year	Number of Counseling Appointments	2015/2016	202	2016/2017	627
Academic Year	Number of Counseling Appointments						
2015/2016	202						
2016/2017	627						
GOAL	E2. To improve the transfer rates for the following target populations identified in the college research as experiencing a disproportionate impact: Hispanic students.						
PROGRESS	<p>Through the CLASE (Chicano, Latino, Access, Success & Empowerment) Transfer Mentor Program, counselors were hired specifically to assist Hispanic students with transfer goals as well as a Lead Mentor and secondary mentors to provide support and services, and to host tours to potential transfer schools. Mentors invite new students to an orientation to meet other students, learn about the requirements for transfer, take a tour of the library, tutoring center and student services center and to sign up for a small mentoring group. In addition, Chicano/a-Latino/a student with Spanish speaking parents are included in a summer transfer overview meeting conducted in Spanish (<i>Una Tarde: Éxitos</i>). The student, parents and siblings are invited. The inaugural <i>Éxitos</i> event by the Transfer Center included a Spanish-speaking counselor from the Transfer Center to answer transfer related questions of a technical nature. Regular and frequent meetings are arranged between mentors and small groups of mentees to establish a sense of belonging to the campus and to check in on progress with academic and social adjustment to community college. From July 2015 to July 2017 the CLASE program has made contact 979 times with 269 unique students through appointments and workshops. A total of 83 students</p>						

have taken part in the program. Almost a dozen students have made it through the program and successfully transferred.

Number of CLASE Appointments and Workshops



Basic Skills Initiative

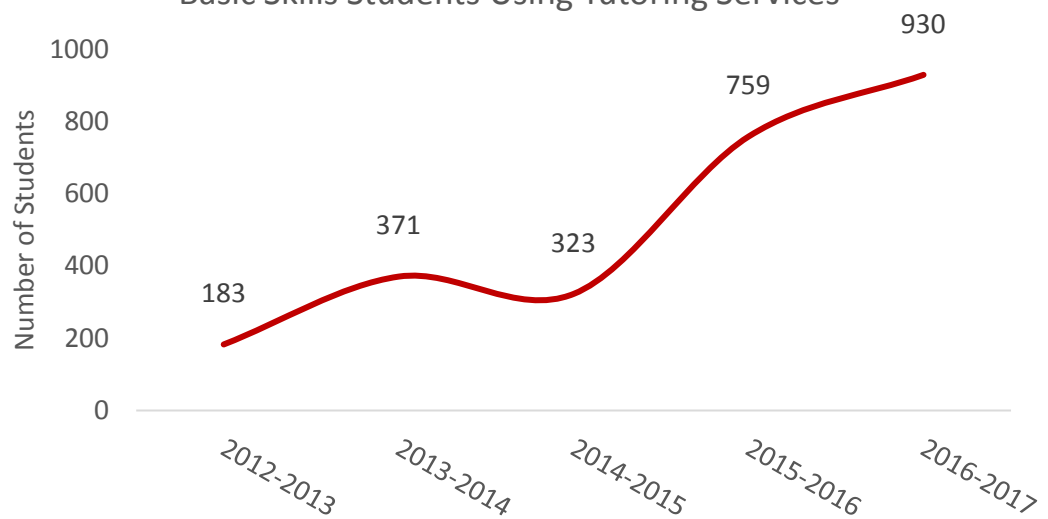
GOAL

To increase the use of tutorial services among basic skills math and English students.

PROGRESS

BSI support for the tutoring center led to increases in overall positive attendance and headcount in the following year.

Basic Skills Students Using Tutoring Services



GOAL	To improve relationships with feeder high schools so that faculty at high schools better understand the demands of English and Math courses.
PROGRESS	While the English Professional Learning Council (PLC) has taken off in number and attendance, math PLCs will be under consideration for funding in fall, 2018.
GOAL	To increase opportunities for professional development among faculty who teach basic skills courses.
PROGRESS	BSI funded an Academic Reading and Writing Practicum, along with workshops for faculty to improve best practices. These have continued on for two additional years.

Student Success and Support Program

GOAL The goal of the Student Success and Support Program is “to ensure that all students complete their courses, persist to the next academic term, and achieve their educational objectives through the assistance of student directed components of the SSSP process: orientation, assessment, counseling, educational planning and at risk follow-up for students facing probation or dismissal.”

PROGRESS Freshman Advantage Program: Nonexempt freshmen who complete SSSP services by a specified deadline are rewarded with a priority registration time between mandated priority groups and continuing students. Students who qualify for the program succeed and persist at higher rates across all students groups.

Term	Qualified for FA (First-Time College)
Fall '14	1,500
Fall '15	1,636
Fall '16	1,603
Fall '17	1,438

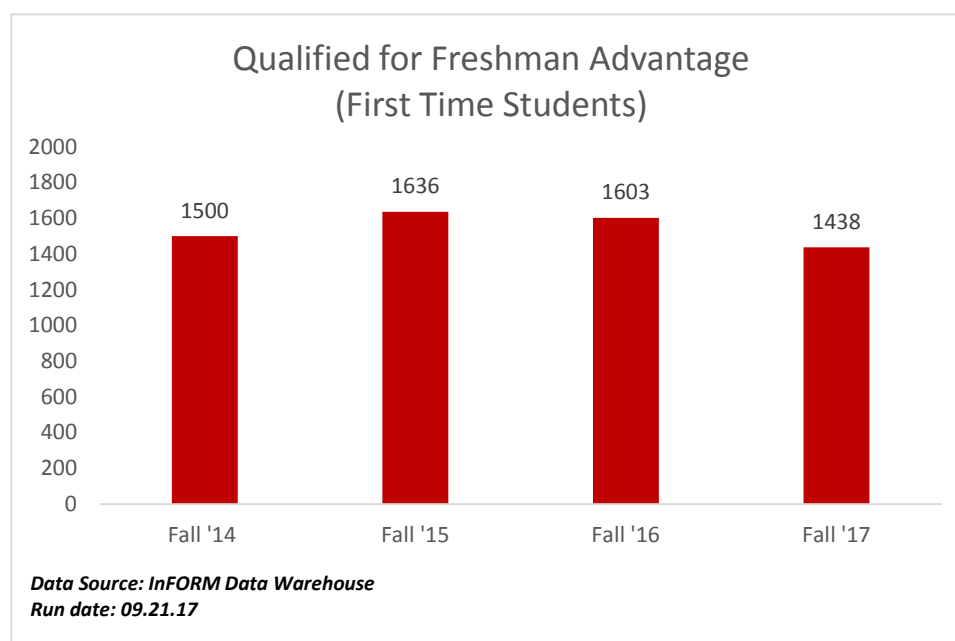
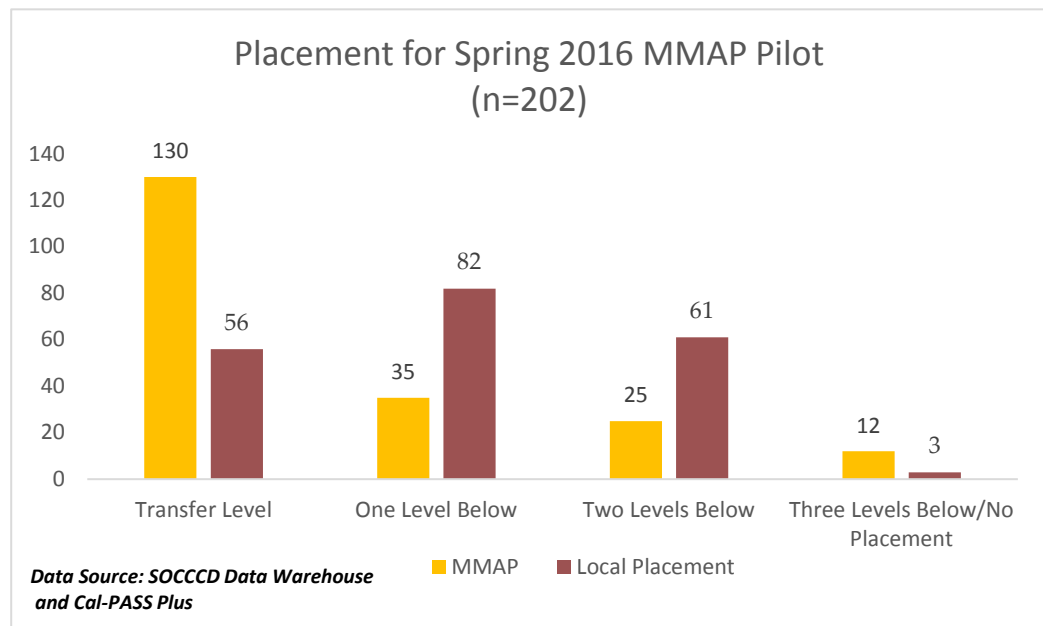


Figure 1

GOAL	Provide onsite counseling at service area high schools.																
PROGRESS	<p>To support efforts to increase relationships with the college's service area high schools, increase concurrent enrollment and attract a larger number of high school seniors into our Freshman Advantage Program a Saddleback College counselor is assigned to provide direct counseling at each of our 10 area high schools. Ten area feeder high schools allow for Saddleback College counselors to spend up to 10 hours a week providing direct counseling to high school students with a focus on high school seniors and becoming fully matriculated through the Freshman Advantage Program.</p>																
GOAL	Provide orientation to every nonexempt student.																
PROGRESS	<p>1. Online Orientation is offered to credit students through Comevo (software). 2. In-person group orientations are also provided to credit students. 3. Week of Workshops (WOW) is an optional in-person, just-in-time orientation targeting incoming freshmen. This orientation is a campus effort involving students, staff, and faculty. 4. In-person group orientation is provided to all non-credit students enrolling in noncredit ESL courses.</p> <table border="1"> <thead> <tr> <th>*Academic Year</th><th># of Orientations Completed</th></tr> </thead> <tbody> <tr> <td>2014-2015</td><td>7,238</td></tr> <tr> <td>2015-2016</td><td>8,269</td></tr> <tr> <td>2016-2017</td><td>8,094</td></tr> </tbody> </table> <p><i>*Academic Year - Summer, Fall, Spring following the CCCCO allocation formula</i></p> <div data-bbox="446 1155 1404 1774"> <p style="text-align: center;">Orientation Services Provided by Academic Year</p> <table border="1"> <caption>Orientation Services Provided by Academic Year</caption> <thead> <tr> <th>Academic Year</th> <th># of Orientations Completed</th> </tr> </thead> <tbody> <tr> <td>2014-2015</td> <td>7,238</td> </tr> <tr> <td>2015-2016</td> <td>8,269</td> </tr> <tr> <td>2016-2017</td> <td>8,094</td> </tr> </tbody> </table> <p><i>Data Source: Data Mart CCCCO Run date: 09.21.17</i></p> </div>	*Academic Year	# of Orientations Completed	2014-2015	7,238	2015-2016	8,269	2016-2017	8,094	Academic Year	# of Orientations Completed	2014-2015	7,238	2015-2016	8,269	2016-2017	8,094
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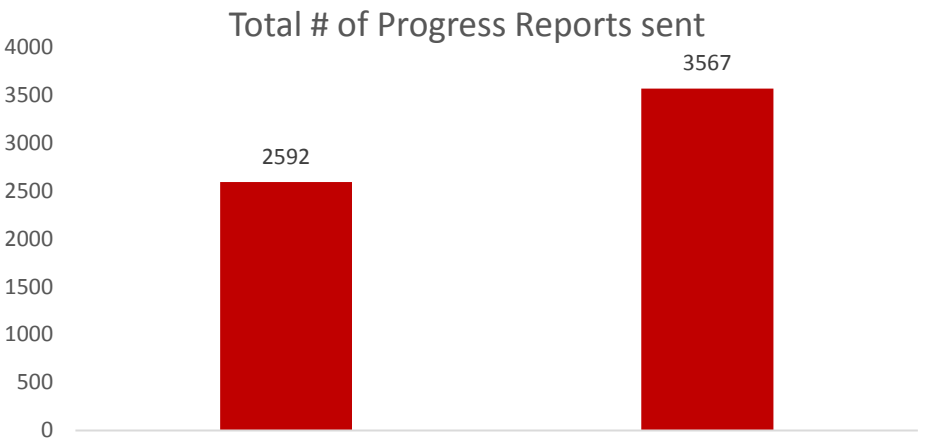
GOAL	Provide assessment and placement to all students.															
PROGRESS	<p>CTEP assessment is offered for English course placement; the CELSA assessment is offered for ESL course placement for both credit and non-credit courses; and MDTP is used for math course placement.</p> <p>Saddleback College is conducting two pilot studies of the MMAP with students enrolled in our Counseling 100 class offered to high school seniors at every high school in CUSD and SVUSD.</p> <table><tr><th>Assessment Tool</th><th>AY 14-15</th><th>AY 15-16</th></tr><tr><td>CTEP Reading</td><td>6169</td><td>6047</td></tr><tr><td>CTEP Sentence and Syntax</td><td>6135</td><td>6055</td></tr><tr><td>CTEP Sentence and Grammar</td><td>6135</td><td>6049</td></tr><tr><td>MDTP</td><td>6930</td><td>7347</td></tr></table> <div><p>Assessment Instrument by Academic Year</p><p><i>Data Source: Data Mart CCCCO</i> <i>Run date: 09.21.17</i></p><p>■ AY 14-15 ■ AY 15-16</p></div>	Assessment Tool	AY 14-15	AY 15-16	CTEP Reading	6169	6047	CTEP Sentence and Syntax	6135	6055	CTEP Sentence and Grammar	6135	6049	MDTP	6930	7347
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MM Placement		Local Placement (CTEP)				Total
		Transfer Level	One Level Below	Two Levels Below	No Placement	
	Transfer Level	43	53	31	2	130
	One Level Below	5	13	16	1	35
	Two Levels Below	4	10	11	0	25
	Three Levels Below	3	6	3	0	12
	Total	56	82	61	3	202



Note: Transfer-level Placement under MMAP and Test-only models.

GOAL	Provide counseling and comprehensive semester by semester educational planning services.																
PROGRESS	<p>Students complete their initial, abbreviated academic plan in MAP (My Academic Plan) prior to enrolling. A MAP (My Academic Plan) Lab was opened in SSC 166. Students are able to stop by Monday through Thursday from 8 am to 7 pm and complete their Comprehensive Academic Plan with a counselor.</p> <table border="1"> <thead> <tr> <th>*Academic Year</th><th>Comprehensive and Abbreviated Plans Completed</th></tr> </thead> <tbody> <tr> <td>14-15</td><td>15,430</td></tr> <tr> <td>15-16</td><td>13,239</td></tr> <tr> <td>16-17</td><td>16,026</td></tr> </tbody> </table> <p><i>*The counts above represent students who completed an abbreviated plan or completed both a comprehensive and abbreviated plan</i></p> <div data-bbox="441 808 1396 1379"> <p style="text-align: center;">Comprehensive and Abbreviated Plans by Academic Year</p> <table border="1"> <thead> <tr> <th>Academic Year</th> <th>Plans Completed</th> </tr> </thead> <tbody> <tr> <td>14-15</td> <td>15,430</td> </tr> <tr> <td>15-16</td> <td>13,239</td> </tr> <tr> <td>16-17</td> <td>16,026</td> </tr> </tbody> </table> <p><i>Data Source: Data Mart CCCC (MIS SS File)</i> <i>Run date: 09.21.17</i></p> </div>	*Academic Year	Comprehensive and Abbreviated Plans Completed	14-15	15,430	15-16	13,239	16-17	16,026	Academic Year	Plans Completed	14-15	15,430	15-16	13,239	16-17	16,026
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14-15	15,430																
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GOAL	Provide support services for students on probation or at risk of probation/dismissal												
PROGRESS	<p>The college implemented Progress Report homegrown early alert software. This system allows instructors to easily send concern or positive reinforcement messages to students. The messages are viewable by select staff and counselors. Counselors are then able to provide intrusive advising.</p> <p>Academic and Progress Probation workshops are offered by counselors.</p> <p>Students who are put on academic probation and/or progress probation for the first time receive a Probation Hold (PB) and are required to attend a first time probation workshop or meet with a counselor in an individual counseling appointment.</p> <table border="1" data-bbox="370 642 1414 804"> <thead> <tr> <th>Total Number of Progress Reports Sent</th><th>Count of # Progress Report</th></tr> </thead> <tbody> <tr> <td>Fall 2016</td><td>2,592</td></tr> <tr> <td>Spring 2017</td><td>3,567</td></tr> <tr> <td>Grand Total</td><td>6,159</td></tr> </tbody> </table> <div data-bbox="446 869 1403 1444"> <p style="text-align: center;">Total # of Progress Reports sent</p>  <p style="text-align: center;">Data Source: InFORM Data Warehouse Run date: 09.21.17</p> </div> <table border="1" data-bbox="370 1514 1446 1593"> <thead> <tr> <th>Total Number of Students</th><th>Unduplicated Count of Student</th></tr> </thead> <tbody> <tr> <td>Academic Year (fall and spring)</td><td>2,749</td></tr> </tbody> </table>	Total Number of Progress Reports Sent	Count of # Progress Report	Fall 2016	2,592	Spring 2017	3,567	Grand Total	6,159	Total Number of Students	Unduplicated Count of Student	Academic Year (fall and spring)	2,749
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Grand Total	6,159												
Total Number of Students	Unduplicated Count of Student												
Academic Year (fall and spring)	2,749												

GOAL	Increase the number of noncredit Adult Education ESL counseling appointments								
PROGRESS	<p>Counseling and the ESL and AESL department worked closely together to develop and deliver effective specialized admission, SSSP, and enrollment services. One of the primary objectives is to reduce exit points. Bilingual counseling in Spanish and Farsi is offered daily at the new off-campus Adult Education ESL (AESL) support services sites to help students understand and complete these processes.</p> <table> <tr> <th>Services</th><th>Summer 2017</th></tr> <tr> <td>Non Credit Orientation</td><td>251</td></tr> <tr> <td>Non Credit Advisement</td><td>76</td></tr> <tr> <td>Non Credit Ed Planning</td><td>85</td></tr> </table>	Services	Summer 2017	Non Credit Orientation	251	Non Credit Advisement	76	Non Credit Ed Planning	85
Services	Summer 2017								
Non Credit Orientation	251								
Non Credit Advisement	76								
Non Credit Ed Planning	85								

- b. To what do you attribute your overall success or lack thereof? (This answer can be in narrative or bullet; 100 words maximum)**

We attribute our overall success to the use of a transparent, participatory governance model, which includes leadership from the ranks of faculty, staff, administrators and students. We also invest in research to foster dialogue around data for decision-making. All the activities and interventions supported by the three programs were based on literature in the field and data, as recommended by statewide movements and findings (such as the RP Group's "Student Success (Re)defined"). Examples of supported projects include institutionalization of Comprehensive Plan holds, elimination of non-academic barriers for student success, and increasing the use of embedded tutoring in all courses.

- c. In the table below, identify one goal from your 2015-16 plans that intersects SSSP, Student Equity, and BSI and describe the integration activities. (Note: For the 2017-19 plan, integrated goals are required.)**

Table 2 - 2015-2016 Intersection of goals

Goal	Activities in each program that serve the goal listed		
	SSSP	Student Equity	BSI
Increase course completions in transfer-level math and English courses.	Use of "Refresh" program that supports higher English/math placements for incoming students, adoption of MMAP from feeder high schools, intrusive counseling for English and math to ensure first-semester enrollment.	Increase embedded tutoring, support Directed Learning Activities, intrusive counseling (including educational planning, etc.) for disproportionately impacted groups.	Increase in the number of hours, staffing, and availability of tutors who support transfer-level math and English in the Tutoring Center.

- 2. Describe one strategy or activity that your college has implemented that is resulting in significant gains in student completion or closing of achievement gaps. The Chancellor's Office will use this information to assist in dissemination of effective practices to other colleges.**

The college has nearly doubled the number of student hours for the Tutoring Center; our institutional research indicates that students who attend six or more hours of tutoring have significantly better course success rates (76.9% in tutoring vs. 72.9% not tutored) and next-term persistence rates (93.5% in tutoring vs. 77.9% not tutored) than their counterparts that did not attend tutoring. These findings are not only significantly different but have broad scale: our Tutoring Center reaches several thousand students, and more than 1,400 students attend more than six hours of tutoring each major term.

FUTURE PLANS

Questions 3-8 address the 2017-19 planning cycle.

3. Establish integrated student success goals to be completed/achieved by June 30, 2019, along with corresponding activities designed to achieve those goals. Goals must be outcomes-based, using system-wide outcomes metrics. For example:
- Basic skills completion, including, but not limited to, (1) increasing the number of students successfully transitioning to college-level mathematics and English courses, and 2) reducing the time it takes students to successfully transition to college-level mathematics and English courses.
 - Closing achievement gaps for disproportionately impacted groups.
 - Improving success rates in degree attainment, certificate attainment, and transfer.
 - Improved identification of and support for students at-risk for academic or progress probation.
 - Deeper collaborations with high school districts, workforce agencies, or other community partners, particularly to increase students' college and job readiness
Improved noncredit student success for those with noncredit offerings (e.g., CDCP certificates awarded, course success, and noncredit-to-credit transition)

Select five integrated goals for the period covering this plan and complete the following table, showing how each goal connects across programs as well as the activities/steps you will implement to achieve each goal (Note: not all cells are required to be completed for each goal, but goals should cross at least two programs). Include at least one goal for each of three programs: Student Success and Support Program (core services), Student Equity, and Basic Skills.

Complete the table on the next page. Add rows as needed to list all five goals.

Table 3 – Integrated Goals

Goal	Activities in each program that serve the goal listed			Goal Area
	SSSP	Student Equity	BSI	
Identify and evaluate non-academic barriers to course completion.	Utilize progress report data to identify non-academic barriers.	Provide direct student support, such as grocery cards, transportation cards, and textbook cards for economically disadvantaged students.	Provide workshops for faculty to teach accelerated courses in English in order to shorten the path to transfer; workshops emphasize affective and non-academic barriers to success.	<input type="checkbox"/> Access <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Transfer <input type="checkbox"/> ESL/Basic Skills Completion <input type="checkbox"/> Degree & Certificate Completion <input type="checkbox"/> Other
Increase access and use of college support programs	During new student orientations, provide in-person tours to support and highlight student services. Saddleback Generalist Counselors to speak in all twelfth grade high school classes in Capo Unified and Saddleback Unified school districts	Continue to fund Outreach Specialists for economically disadvantaged and Veteran Students Continue to fund Financial Aid Specialist and Ambassadors to conduct financial literacy classes and assist in the application process.	Increase tutoring in all subjects, including Basic Skills and transfer-level math and English courses.	<input type="checkbox"/> Access <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Transfer <input type="checkbox"/> ESL/Basic Skills Completion <input type="checkbox"/> Degree & Certificate Completion <input type="checkbox"/> Other
Increase completion of transfer-level Math and English courses	Counseling Division will begin embedded counseling in spring 2018. “15 to Finish” campaign launched to incentivize enrollment into	Hire at least one part-time Learning Assistant Specialist who will meet with students on a weekly basis in order to connect students with resources on campus, including but not limited to	Support Professional Learning Councils to engage high school instructors and help high school students to better understand the matriculation, testing and placement	<input type="checkbox"/> Access <input checked="" type="checkbox"/> Retention <input checked="" type="checkbox"/> Transfer <input checked="" type="checkbox"/> ESL/Basic Skills Completion <input checked="" type="checkbox"/> Degree & Certificate Completion <input type="checkbox"/> Other

	English, reading and math classes during the first two semesters for all new fully matriculated freshmen	academic/ student support services. Adopt several of the activities proposed in Student Centered Holistic Open Online Learning (SCHOOL) to provide additional resources for student who are having difficulties completing their Math sequences as indicated in some of the ESL/Basic Skills indicator.	procedures at the college. Increase use of embedded tutors in all transfer-level courses.	
Increase student completion of career technical and non-credit certificates, two-year degrees and transfers.	Counseling to host two parent/student CTE nights for each high school district partner in order to educate students and families about CTE programs. Ongoing CTE counseling provided regularly targeting students with CTE educational goal.	Provide counseling to all disproportionately impacted students to assist with educational goals.	Increase the numbers of faculty served through reading/writing practicums to include CTE and noncredit faculty.	<input checked="" type="checkbox"/> Access <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Transfer <input checked="" type="checkbox"/> ESL/Basic Skills Completion <input checked="" type="checkbox"/> Degree & Certificate Completion <input type="checkbox"/> Other:_
Increase the successful outcomes for disproportionately impacted students	Disaggregate data in fully matriculated data for SEP, EOPs and Transfer.	Increase presence of staff/counselors that work specifically with BSI students, Veteran students, Foster	Increase use of PASS tutoring program for student athletes. Increase presence	<input checked="" type="checkbox"/> Access <input checked="" type="checkbox"/> Retention <input checked="" type="checkbox"/> Transfer <input checked="" type="checkbox"/> ESL/Basic Skills Completion <input checked="" type="checkbox"/> Degree &

	<i>Provided weekly ongoing counseling at Adult Education off campus sites.</i>	<i>Youth students, and Hispanic students seeking to transfer.</i>	<i>of counselors in the tutoring center for VETS, DSPS and athletes.</i>	Certificate Completion <input checked="" type="checkbox"/> Other: _
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4. How will your college accomplish integration of matriculation, instruction, and student support to accomplish you student success goals? Include in your answer how your college will ensure coordination across student equity-related categorical programs or campus-based programs. (500 words max)

To accomplish integration, the college will:

- Ensure adequate representation from SEP, SSSP and BSI on the college-wide Student Success Council, which is an umbrella committee that includes membership from all stakeholders. The SSC was established at the onset of SB 1456.
- Utilize a tracking mechanism for reviewing all projects supported by the three programs, to ensure efficiencies and avoid redundancies. The tracking tool includes funding amounts, activities, and connection to overall goals and objectives.
- These activities will also be integrated through to the college's Strategic Plan, which is a 6-year plan, and also inform the Educational Master Plan, which is 20-year plan (renewed every six years).
- Furthermore, the activities will also be integrated through to the SOCCCD District's Strategic Plan.
- District-wide technologies have been developed to support in the tracking and implementation of these goals (such as Sherpa, the Student Success Dashboard, My Academic Plan, and Progress Report).

- 5. If your college has noncredit offerings, describe how you are including these offerings in moving students through to their goals, including post-secondary transitions and employment. (250 words max)**

No Student Equity funds were identified for this category. For SSSP: a total of 3.5 counselors work directly with non-credit students providing non-credit advisement and counseling follow-up at all off campus non-credit college sites weekly. All non-credit students complete orientation, assessment and advisement and receive a comprehensive educational plan. As of May 2017, Saddleback College has begun using MIS non-credit data elements and has aligned these data element codes with SARS. For BSI, one way that we will continue to support noncredit programs is to grow tutoring to off campus adult education sites. This provides support for hundreds of students enrolled in noncredit adult education courses, who do not normally come to the college campus for support services.

- 6. Describe your professional development plans to achieve your student success goals. (100 words max)**

In June 2017, a college-wide professional development work group was established to address PD needs and to assess for any duplication of efforts in training for faculty and staff in relation to SEP, SSSP and BSI priorities. The BSI committee has also supported a college-wide basic skills summit (and will continue to do so yearly), reading/writing practicums for faculty to learn best practices, and workshops to support strategies for accelerated courses in English. SEP sponsored a guest speaker during the college's Professional Development Week to address best practices for bringing social justice to the classroom. Dr. Estela Bensimon, Director and Professor of the Center for Urban Education/ Rossier School of Education, University of Southern California spoke about the ways in which community college faculty, leaders, and staff can learn to "practice" equity as part of their professional routines. She introduced participants to the conceptual differences in equity, equality, and diversity; the theoretical underpinnings of action research as a catalyst for self-change; and the tools to enact equity-focused action research on their own practices.

- 7. How and how often will you evaluate progress toward meeting your student success goals for both credit and noncredit students? You could analyze milestones, momentum points, leading indicators, or any other metric you find appropriate for your college. (100 words max)**

Progress toward meeting student success goals is continually evaluated. Each term, SSSP evaluation includes Core Service tracking, Progress Report data, Academic Probation and Progress Probation, Comprehensive Plan Holds monitoring, and student placement tracking. BSI evaluation focuses on monitoring BSI course completion rates on a term basis and evaluation of faculty who engaged in professional development opportunities. Each term, SEP activities are evaluated in relation to their associated core indicators: access, course completion, ESL/BSI completion (in conjunction with BSI), degree completion, and transfer. Ongoing research evaluates barriers disproportionately impacted students face when trying to reach their academic goals. Annually, the college assesses Scorecard and the Basic Skills

Tracker and assesses achievement outcomes by ethnicity and by college readiness (prepared/unprepared). The assessment of these data includes discussion among BSI and SEP constituents. The college has set IEPI goals for the progress indicators such that dialogue between BSI and SEP will occur if the college is meeting/not meeting these goals. With the new three-year cohorts in the Scorecard, the college will also be able to address outcomes for remedial progress and achievement sooner. The Scorecard's remedial progress and achievement rates will be a place of data integration and discussion between SEP and BSI.

- 8. For multi-college districts, how will you coordinate your efforts for SSSP, Student Equity, and BSI, with other colleges in your district to achieve your student success goals? (100 words max)**

Our college is not only working toward planning integration between the two colleges in our district, but is also working to incorporate the new integrated plan into our districtwide planning. In addition, our college will be engaging in multiple multi-college planning update and progress meetings as well as attending districtwide planning discussions. Further, we will collaborate on integrated planning metrics and assess progress toward goals and discuss these to make appropriate decisions within the plans.

9. Using the document “BSI SE SSSP Integrated Budget Plan 2017-2018” and your 2017-2018 annual allocation amounts, provide a budget plan specifying how you will utilize your BSI, SE, and SSSP funds to help achieve your student success goals.

All three funds accept requests for funding various projects according to an established process that includes researchers, stakeholders and students. Activities are vetted through the process to ensure compliance and alignment with the stated goals and guidelines of each program. The grant administrators and researchers meet periodically to align plans, and to review additional requests to ensure efficiency and to avoid redundancies.

Object Code	Category	BSI	SEP	SSSP	SSSP Match	Non-credit SSSP	Non-credit SSSP Match	Total
1000	Academic Salaries	\$ 100,000	\$ 87,524	\$1,656,587	\$1,826,508	\$106,186	\$189,075	
2000	Classified and Other Nonacademic Salaries	\$ 75,000	\$ 719,197	\$ 554,802	\$844,008		\$135,605	
3000	Employee Benefits	\$ 24,683	\$ 350,514	\$816,548	\$951,053	\$18,726	\$133,166	
4000	Supplies & Materials		\$ 500	\$85,000	\$8,831			
5000	Other Operating Expenses and Services	\$ 51,005	\$ 25,300	\$80,000	\$1,462			
6000	Capital Outlay	\$ -	\$ 370	\$40,000	\$56,418			
7000	Other Outgo	\$ -	\$78,000					
	Total	\$250,688	\$1,261,405	\$3,232,937	\$3,688,280	\$124,912	\$457,846	\$4,869,942

Note: see https://docs.google.com/spreadsheets/d/11Dti43Jb_rWCU5tvjMM66W4gMHpXfSnCUq4xy4gvlKc/edit#gid=1059502616 for more details. BSI=Basic Skills Initiative, SEP=Student Equity Plan, SSSP=Credit Student Success and Support Program

10. Each college must create an executive summary that includes, at a minimum, the Student Equity goals for each required student group, the activities the college will undertake to achieve these goals, and the resources budgeted for these activities. The executive summary for this plan must also include an accounting of how Student Equity funding for 2014-15, 2015-16, and 2016-17 was expended and an assessment of the progress made in achieving the identified goals from prior year plans. The summary must also include the name of the college or district official to contact for further information. The executive summary must be posted to the college website. Provide a link to your college's executive summary below:

2017-2018 Student Equity/Integrated Goals for each required student group	
College Activities to achieve these goals	2017-2018 Resources Budgeted
Non-academic barriers and services	
School Survival Kits	9,000
Book Voucher Program	83,000.00
Bus Passes & Gas Cards	37,000
Grocery Cards	42,000.00
Subtotal	171,000
Access and support programs	
PT Vets Counselor (3)	40,549
PT FY Counselor	31,149
PT CLASE Counselor (2)	31,149
PT CLASE Student & Alum Mentors	24,744.00
Office Supplies for student use	200.00
Printing materials for mentor program	300.00
Food & Bev for CLASE events	900.00
CLASE Tours Transportation	5,000
PT Vets Tutoring	3,382.00
Subtotal	137,373
Completion of transfer-level Math and English courses	
PT Learning Assistant Specialist	51,827.53
Subtotal	51,827.53
Outcomes for disproportionately impacted students	
FT VETS Program Outreach Specialist	123,360.00
FT Outreach Program Specialist	109,225.00
PT Outreach Project Specialist (NBUs)	60,353.00
FT Financial Aid Specialist	93,142.00
PT Financial Aid Ambassadors (NBUs)	59,468.00
Research & Planning: Student Equity Research Analyst	110,618
16% Research Analyst salary	21,583.00
FT Sr. Administrative Assistant	99,837.00
FT SEP Manager/Coordinator	149,148.00
SEP Professional Development & Mileage	13,000.00
Subtotal	839,734

Previous Student Equity goals for each required student group	
A.1 Age - 35 years old and above	
GOAL: Improve access for the target population noted above.	
Accounting of how Student Equity funding for 2014-15 was expended	- FT Outreach Program Specialist \$ 42,455
	- PT Outreach Project Specialist \$ 24,695
	- FT ESP Faculty \$41,384
	- PT Re-entry Counselor \$57,066
	- PT Project Specialist \$ 21,996
Accounting of how Student Equity funding for 2015-16 was expended	- Per state directives, activities and positions funded for Access based on age were shifted to focus on A.2 Economically Disadvantaged. Please see A.2 section. Below are three activities that were in progress when the state directive was released.
	- FT ESL Faculty \$35,305
	- PT Re-entry/ Economically Disadvantaged Counselor \$32,366
	- PT Community Education Project Specialist \$3,340
Accounting of how Student Equity funding for 2016-17 was expended	- Per state directives, activities and positions funded for Access based on age were shifted to focus on A.2 Economically Disadvantaged. Please see A.2 section.
Progress made in achieving the identified goals from prior year plans	Per state directives, activities and positions funded for Access based on age were shifted to focus on A.2 Economically Disadvantaged. Please see A.2 section.
A.2 Economically Disadvantaged	
GOAL: Improve access for the target population noted above.	
Accounting of how Student Equity funding for 2014-15 was expended	- PT Financial Aid Ambassadors \$ 45,951
	- FT Financial Aid Specialist \$ 76,267
Accounting of how Student Equity funding for 2015-16 was expended	- District Events \$ 1,237
	- School Survival Kits \$ 4,498
	- Book Voucher Program \$ 25,974
	- Transportation Card Program \$ 749
	- Outreach iPads & Accessories \$3716
	- PT Financial Aid Ambassadors \$ 53,861
	- FT Financial Aid Specialist \$104.245

	- Financial Aid iPads and Accessories \$7,086
	- Printing Materials \$705
	- FT Outreach Program Specialist \$114,698
	- PT Outreach Project Specialist \$55,214
	- Grocery Card Grant Program \$85,548
	- Textbook Card Grant Program \$200,000
	- Transportation Card Grant Program \$31,725
Accounting of how Student Equity funding for 2016-17 was expended	- ACCESS District Events \$ 1,250
	- School Survival Kits \$ 5,000
	- Book Voucher Program \$ 42,500
	- Transportation Card Program \$ 750
	- PT Financial Aid Ambassadors \$ 57,680
	- FT Financial Aid Specialist \$86,072
	- FT Outreach Program Specialist \$130,274
	- PT Outreach Project Specialist \$58,542
	- Grocery Card Grant Program \$45,051
	- Textbook Card Grant Program \$16,348
	- Transportation Card Grant Program \$2,000
Progress made in achieving the identified goals from prior year plans	Financial aid and outreach departments work together to provide workshops and outreach activities for students to raise awareness about financial aid services at Saddleback Colleges. Close to 4,000 students have taken part in these activities since 2015.
A.3 Veteran Student Access	
GOAL: Improve access for the target population noted above.	
Accounting of how Student Equity funding for 2014-15 was expended	- PT VETS Counselor \$ 102,851
	- PT VETS Project Specialist \$ 8,976
Accounting of how Student Equity funding for 2015-16 was expended	- District Events \$ 1,237
	- School Survival Kits \$ 4,498
	- Book Voucher Program

	\$ 25,974
	- Transportation Card Program \$ 749
	- iPads \$3716
	- PT Tutors embedded in the Veteran's Center \$ 663
	- PT VETS Counselor \$86,923
	- FT VETS Program Outreach Specialist \$82,733
	- PT VETS Project Specialist \$11,555
	- Duplicating \$ 575
	- One-time Special Allocation Budget \$102,889
Accounting of how Student Equity funding for 2016-17 was expended	- ACCESS District Events \$ 1,250
	- School Survival Kits \$ 5,000
	- Book Voucher Program \$ 42,500
	- Transportation Card Program \$ 750
	- PT Tutors embedded in the Veteran's Center \$ 3279
	- PT VETS Counselor \$113,171
	- FT VETS Program Outreach Specialist \$119,217
	- PT VETS Project Specialist \$19,900
Progress made in achieving the identified goals from prior year plans	A VETS Program Outreach Specialist provides Saddleback College information regarding the matriculation process, residency, GI Bill, VA assistance, counseling and other support services to the VETS population at north base Camp Pendleton, the Wounded Warriors Battalion, and southern region of the Saddleback College feeder area. They also host orientations each term. The last such event drew over 100 students.
B.1 Ethnicity (African American & Pacific Islander)	
GOAL: Improve course completion for the target population noted above.	
Accounting of how Student Equity funding for 2014-15 was expended	- Smart Pen Technology \$ 3,826
	- PT SCHOOL Math Project Specialist \$ 5,768
	- FT Research Analyst (16%) \$ 9,699
	- FT Research Specialist \$ 8,798

Accounting of how Student Equity funding for 2015-16 was expended	- Smart Pen Technology \$333
	- PT SCHOOL Math Project Specialist \$ 10,690
	- FT Research Analyst (16%) \$ 55,008
Accounting of how Student Equity funding for 2016-17 was expended	- Smart Pen Technology \$ 250
	- FT SCHOOL Program Coordinator \$ 0 (funds were withdrawn due to lack of activity)
	- PT SCHOOL Math Project Specialist \$ 0 (funds were withdrawn due to lack of activity)
	- FT Research Analyst (16%) \$ 20,623
	- FT Research Specialist \$ 94,291
Progress made in achieving the identified goals from prior year plans	Professional development opportunities offer staff, administration, and faculty with information and resources that can be applied at Saddleback College to help improve course completion rates for African American students. New technologies, like the Smart Pen Technology, are being implemented in courses with positive student feedback.
C.1 Age– 35 years old and above	
GOAL: Improve ESL and basic skills completion for the target population noted above.	
Accounting of how Student Equity funding for 2014-15 was expended	- Software Licensing \$ 715
Accounting of how Student Equity funding for 2015-16 was expended	N/A
Accounting of how Student Equity funding for 2016-17 was expended	N/A
Progress made in achieving the identified goals from prior year plans	Per state directives, activities and positions funded for ESL/BSI Completion based on age were eliminated as age is no longer considered a DI group.
C.2 Ethnicity – African American, Pacific Islander, and Hispanic Students	
GOAL: Improve ESL and basic skills completion for the target population noted above.	
Accounting of how Student Equity funding for 2014-15 was expended	- N/A
Accounting of how Student Equity funding for 2015-16 was expended	- Part-time Learning Assistant Specialist \$ 3,318
	- Directive Learning Activities Stipend \$ 37,018
	- ESL Workshops \$ 1,552
	- LRC Extended front desk hours (NBU & Staff OT) \$14,731
	- LRC Tutors (Peer & Faculty) \$26,396
	-Book Voucher Program \$ 7,999

Accounting of how Student Equity funding for 2016-17 was expended	- Part-time Learning Assistant Specialist \$ 43,108
	- Directive Learning Activities Stipend \$ 6,934
	-Book Voucher Program \$ 31,259
Progress made in achieving the identified goals from prior year plans	The Academic Intervention Team (AIT) is positioned to continue to provide valuable resources and guidance to improve outcomes for disproportionately impacted ELS and BSI students. Students meet with a staff member three times a term in order to connect students with resources on campus, including but not limited to academic/student support services: counseling, financial aid, EOPS, DSPS, library services, tutoring services, mental/emotional health support, counseling, and health center.
D.1 Age – 20 years and above	
GOAL: Improve degree and certificate completion for the target population noted above.	
Accounting of how Student Equity funding for 2014-15 was expended	-N/A
Accounting of how Student Equity funding for 2015-16 was expended	-N/A
Accounting of how Student Equity funding for 2016-17 was expended	-N/A
Progress made in achieving the identified goals from prior year plans	Per state directives, activities and positions funded for Degree Completion based on age were eliminated as age is no longer considered a DI group.
D.2 Age - 25 to 29 years of age	
GOAL: Improve degree and certificate completion for the target population noted above.	
Accounting of how Student Equity funding for 2014-15 was expended	- N/A
Accounting of how Student Equity funding for 2015-16 was expended	-N/A
Accounting of how Student Equity funding for 2016-17 was expended	-N/A
Progress made in achieving the identified goals from prior year plans	Per state directives, activities and positions funded for Degree Completion based on age were eliminated as age is no longer considered a DI group.
E.1 Age – 35 to 39 years of age and 50 years and above	
GOAL: Improve transfer for the target population noted above.	
Accounting of how Student Equity funding for 2014-15 was expended	- Faculty Overload \$ 2,043
	- LRC Tutoring Faculty \$ 49,292
	- Extended Front Desk Hours \$9,772
	- LRC Peer and PT Faculty tutoring \$ 39,821.50
	- Extended tutoring hours \$1,156
Accounting of how Student Equity funding for 2015-16 was expended	-N/A
	-N/A

	-N/A
Accounting of how Student Equity funding for 2016-17 was expended	-N/A
	-N/A
	-N/A
Progress made in achieving the identified goals from prior year plans	-Per state directives, activities and positions funded for Transfer based on age were eliminated as age is no longer considered a DI group.
E.2 Ethnicity – Hispanic Students GOAL: Improve transfer for the target population noted above.	
Accounting of how Student Equity funding for 2014-15 was expended	- Peer Mentors \$ 20,483
	- PT CLASE Lead Mentor \$ 12,706
	- PT CLASE Student and Alum Mentors \$ 10,930
Accounting of how Student Equity funding for 2015-16 was expended	- Peer Mentors \$ 2,274
	- PT CLASE Transfer Counselor \$ 13,690
	- PT CLASE Lead Mentor \$ 26,624
	- PT CLASE Student and Alum Mentors \$ 23,360
	- CLASE supplies for student events \$ 125
	- CLASE District Events \$ 1,235
	- CLASE Tours \$ 1,351
	- CLASE Mailer \$ 433.16
	- Speakers \$ 2,000
Accounting of how Student Equity funding for 2016-17 was expended	- PT CLASE Transfer Counselor \$79,185
	- PT CLASE Lead Mentor \$26,831
	- PT CLASE Student and Alum Mentors \$24,001
	- CLASE supplies for student events \$200
	- CLASE printing materials for mentors \$300
	- CLASE District Events \$900
	- CLASE Tours \$9,600
	- Speakers \$ 3,000

Progress made in achieving the identified goals from prior year plans	The CLASE program now has a strong foundation for a successful transfer mentor program. Evaluations show that students report obtaining valuable transfer information and gaining a sense of community and support through their participation in the program. Students benefit from the opportunity to travel to different campuses and learn about the transfer process. Over 100 students have taken advantage of this program since 2015.
E.3 Disability Status	
GOAL: Improve transfer for the target population noted above.	
Accounting of how Student Equity funding for 2014-15 was expended	-N/A
Accounting of how Student Equity funding for 2015-16 was expended	-N/A
Accounting of how Student Equity funding for 2016-17 was expended	-N/A
Progress made in achieving the identified goals from prior year plans	There have been no funds allocated to this area.
F.1 Economically Disadvantaged Students; F.2 Veterans; F.3 Foster Youth	
Ongoing: Across numerous indicators	
Accounting of how Student Equity funding for 2014-15 was expended	- Co-chair and Indicator Lead Stipends \$34,852
	- Supportive Staff \$12,799
	- Student Equity Professional Development & Mileage \$ 8,855
	- Student Equity District Events \$ 1,772
	- Student Equity Advertising \$ 20,788
	- Student Equity Postage \$ 4,370
	- Student Equity Office Supplies \$26
	- Student Equity Speaker \$ 5,000
Accounting of how Student Equity funding for 2015-16 was expended	- Co-chair and Indicator Lead Stipends \$31,003
	- FT Student Equity Senior Administrative Assistant \$52,249
	- Student Equity Professional Development & Mileage \$21,550
	- Student Equity Advertising \$2,656
	- Student Equity Postage \$32
	- Student Equity Office Supplies \$75
Accounting of how Student Equity funding for 2016-17 was expended	- FT Student Equity Manager \$57,774

	- FT Student Equity Senior Administrative Assistant \$87,690
	- Student Equity Professional Development & Mileage \$3,712
	- Student Equity Advertising \$1,000
	- Student Equity Postage \$50
	- Student Equity Office Supplies \$500
	- Part-time Foster Youth Counselor 46,213
Progress made in achieving the identified goals from prior year plans	Professional development activities provide opportunities for staff, administration, and faculty to learn how to integrate equity into their work at Saddleback College.

11. What support from the Chancellor's Office (e.g., webinars, workshops, site visits, etc.) and on what topics (e.g., budget, goal setting, expenditures, data visualization, etc.) would help you to accomplish your goals for student success and the closing of achievement gaps?

- Make MIS Student Success Referential File available on Data on Demand (like other categorical files).
- State Chancellor can require and support collaboration not only at the district level, but at the *regional* level as well.

12. Identify one individual to serve as the point of contact for your college (with an alternate) for the Integrated Plan and provide the following information for that person:

Point of Contact:

Name	Jennifer Klein
Title	Director of Research, Planning and Accreditation
Email Address	jklein26@saddleback.edu
Phone	(949) 582-4565

Alternate Point of Contact:

Name	Penny Skaff
Title	Dean of Counseling
Email Address	pskaff@saddleback.edu
Phone	(949) 582-4572

Part III – Approval and Signature Page

College: Saddleback College District

: South Orange County CCD

Board of Trustees Approval Date:

We certify the review and approval of the 2017-19 Integrated Plan by the district board of trustees on the date shown above. We also certify that the goals, strategies and activities represented in this plan meet the legislative and regulatory intent of the Student Success and Support (credit and noncredit), Student Equity, and Basic Skills programs and that funds allocated will be spent according to law, regulation and expenditure guidelines published by the California Community College Chancellor's Office.

Debra L. Fitzsimons - Interim Chancellor

dfitzsimons@socccd.edu

Chancellor	Date	Email Address
Dr. Gregory Anderson - President		ganderson@saddleback.edu
President	Date	Email Address
Dr. Jim Buysse - Acting Vice Chancellor, Business Services		jbuysse@socccd.edu
Chief District Business Officer	Date	Email Address
Dr. Kathy Werle - Vice President for Instruction		kwerle@saddleback.edu
Chief Instructional Officer	Date	Email Address
Dr. Juan Avalos - Vice President for Student Services		javalos@saddleback.edu
Chief Student Services Officer	Date	Email Address
Carol Hilton- Vice President Administrative Services		chilton@saddleback.edu
Campus Budget Officer	Date	Email Address
Dan Walsh - Academic Senate President		dwalsh@saddleback.edu
President, Academic Senate	Date	Email Address

Irvine Valley College Integrated Plan 2017- 2019



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Integrated Plan 2017-2019 - Summary

Irvine Valley College is committed to becoming a Guided Pathways College. The Integrated Plan plays an important role in these efforts by focusing on reducing barriers and accelerating students to completion and successful outcomes. Specifically, the plan contains five goals which focus on basic skills sequences, student equity, and outcomes such as transfer-level achievement and completion.

GOALS FOR 2017-2019

Goal 1: Increase student engagement in college life

Goal 2: Reduce the number of students on probation or at risk of probation

Goal 3: Increase completion of transfer-level Math and Writing classes

Goal 4: Increase student completion of degrees, certificates, and transfer

Goal 5: Reduce the achievement gap for disproportionately impacted students (in Goals 1 - 4)

Operationalization and Setting of Targets for Integrated Plan Goals

Goal 1: Increase student engagement in college life			
Definition and KPI	<p>Student engagement will be measured with the Community College Survey of Student Engagement (CCSSE) and will be administered every two years.</p> <p>Note: CCSSE Benchmark scores (scaled to 0-100) are weighted by full-time status of students to match actual full-time/part-time proportions of student population. Sample only uses students who can be matched to the data warehouse. Part-time vs. full-time weights calculated from actual units enrolled/attempted, rather than self-reported enrollment status. The Overall score is the average of the five benchmark scores.</p>		
Strategic Plan and Guided Pathways Links	<p>Strategic Plan Goal 2.3: Increase opportunities for student engagement</p> <p>Guided Pathways Pillar 3: Keeping students on the path</p>		
Target Definition	5% increase per year from Spring 2016 (Baseline)		
	Baseline	Targets	
	Spring 2016	Spring 2018	Spring 2020
Active and Collaborative Learning	37.4	39.3	41.2
Student Effort	47.0	49.3	51.8
Academic Challenge	57.3	60.1	63.2
Student-Faculty Interaction	40.5	42.5	44.6
Support for Learners	43.1	45.2	47.5
Overall	45.0	47.3	49.7
Goal 2: Reduce the rate of students on probation or at risk of probation			

Definition and KPI	Probation is defined as attempting 12 or more units with (a) a cumulative GPA of less than 2.0 or (b) when the proportion of enrolled units with entries of “W,” “I,” and “NP” exceed 50 percent. At risk of probation is defined as attempting 12 or more units with a cumulative GPA of less than 2.2. The cohort is all IVC students with 12 or more attempted units who enrolled in term.			
Strategic Plan and Guided Pathways Links	Strategic Plan Goal 2.1: Increase student completion rate Guided Pathways Pillar 3: Keeping students on track			
Target Definition	5% decrease per year from Fall 2016 (Baseline)			
	Baseline	Targets		
	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Probation	19.5%	18.5%	17.6%	16.7%
At risk of probation	16.3%	15.5%	14.7%	14.0%
Goal 3: Increase completion of transfer-level Math and Writing classes				
Definition and KPI	Rate of how many students successfully complete a transfer-level course within one year in English or Math (Scorecard definition). Note: For ESL, only students starting in ESL writing sequence are considered.			
Strategic Plan and Guided Pathways Links	Strategic Plan Goal 2.1: Increase student completion rate Strategic Plan Goal 2.4: Become a Guided Pathways College Guided Pathways Pillar 4: Ensure Learning			
Target Definition	5% increase per year from year Fall 2016 (Baseline)			
	Baseline	Targets		
	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Transfer-Level Math	38.6%	40.5%	42.5%	44.6%
Transfer-Level English	58.0%	60.8%	63.9%	67.1%
Transfer-Level ESL	28.6%	30.0%	31.5%	33.1%
Goal 4: Increase student completion of degrees, certificates, and transfer				

Definition and KPI	<p>2-year completion rate for degrees, certificates, and transfers for first-time college students who attempted Math or English and attempted at least 6 credit units within 2-years.</p> <p>Note: 2-year transfer rate is calculated as less than 2.5 calendar years from first enrollment date at IVC to first enrollment date at 4-year institution. The 2.5 threshold was chosen instead of 2.0 to account for different starting dates of 4-year institutions (e.g. trimester vs semester) and for summer breaks.</p> <p>Additionally, the 2-year transfer rate can only be calculated twice per year due to Student Clearinghouse upload schedules.</p>																																			
Strategic Plan and Guided Pathways Links	<p>Strategic Plan Goal 2.1: Increase student completion rate</p> <p>Strategic Plan Goal 2.4: Become a Guided Pathways College</p> <p>Guided Pathways Pillar 4: Ensure Learning</p>																																			
Target Definition	<p>5% increase per year from Fall 2016 (Baseline)</p> <table><tr><td></td><td>Baseline</td><td colspan="3">Targets</td></tr><tr><td></td><td>Fall 2015*</td><td>Fall 2016</td><td>Fall 2017</td><td>Fall 2018</td></tr><tr><td>Degrees</td><td>5.8%</td><td>6.1%</td><td>6.4%</td><td>6.7%</td></tr><tr><td>Certificates</td><td>9.1%</td><td>9.6%</td><td>10.1%</td><td>10.6%</td></tr><tr><td>Transfer</td><td>17.4%</td><td>18.3%</td><td>19.2%</td><td>20.2%</td></tr><tr><td>Transfer-prepared</td><td>15.1%</td><td>15.8%</td><td>16.6%</td><td>17.5%</td></tr><tr><td>SPAR</td><td>23.8%</td><td>25.0%</td><td>26.2%</td><td>27.5%</td></tr></table> <p>*Note: Due to Student Clearinghouse data upload cycles, current numbers represent Fall 2014. These numbers will be updated as soon as data become available. That is, baseline and targets will be based on Fall 2015 rates.</p>		Baseline	Targets				Fall 2015*	Fall 2016	Fall 2017	Fall 2018	Degrees	5.8%	6.1%	6.4%	6.7%	Certificates	9.1%	9.6%	10.1%	10.6%	Transfer	17.4%	18.3%	19.2%	20.2%	Transfer-prepared	15.1%	15.8%	16.6%	17.5%	SPAR	23.8%	25.0%	26.2%	27.5%
	Baseline	Targets																																		
	Fall 2015*	Fall 2016	Fall 2017	Fall 2018																																
Degrees	5.8%	6.1%	6.4%	6.7%																																
Certificates	9.1%	9.6%	10.1%	10.6%																																
Transfer	17.4%	18.3%	19.2%	20.2%																																
Transfer-prepared	15.1%	15.8%	16.6%	17.5%																																
SPAR	23.8%	25.0%	26.2%	27.5%																																
Goal 5: Reducing the achievement gap for disproportionately impacted students (in Goals 1 - 4)																																				
Definition and KPI	<p>Disproportionate Impact will be calculated for the following student groups: Hispanic/Latino students, African American students, Re-entry students (age 25+), Foster Youth, and Veterans. For KPI definitions please see Goals 1 – 4.</p> <p>Note: According to the Chancellor's office guidelines, Disproportionate Impact (DI) should only be considered for student groups with large enough sample sizes (N>60). Therefore, monitoring progress for student groups who do not meet this threshold is difficult. While monitoring this KPI for all groups is not possible, we will continually evaluate progress for these student populations with more qualitative measures.</p> <p>Transfer-level ESL Rate will be excluded from these calculations as many of these student groups are not traditionally in the ESL sequence.</p> <p>For DI calculation we will apply the 80% Rule as suggested in the guidelines. We will apply the overall mean (excluding group of interest) as the reference group in calculating the rates.</p>																																			

Strategic Plan and Guided Pathways	Strategic Plan Goal 2.1: Closing of Achievement Gap Guided Pathways Pillar 3: Keeping students on the path Guided Pathways Pillar 4: Ensure Learning				
Target Definition	5% decrease in disproportionate impact for students below 80% threshold and maintaining rate for students above threshold from Fall 2016 (Baseline)				
		Baseline	Targets		
		Fall 2016¹	Fall 2017	Fall 2018	Fall 2019
CCSSE	Hispanic	107.7	80.0	80.0	80.0
	Afr Am	159.0	80.0	80.0	80.0
	Re-Entry	106.8	80.0	80.0	80.0
	Military	109.9	80.0	80.0	80.0
	FY	NA			
Probation	Hispanic	56.4	59.2	62.1	65.3
	Afr Am	77.1	80.0	80.0	80.0
	Re-Entry	236.6	80.0	80.0	80.0
	Military	66.6	69.9	73.4	77.1
	FY	NA			
At Risk of Probation	Hispanic	54.1	56.8	59.7	62.7
	Afr Am	74.6	78.3	80.0	80.0
	Re-Entry	181.4	80.0	80.0	80.0
	Military	100.2	80.0	80.0	80.0
	FY	NA			
Transfer-Level Math	Hispanic	43.2	45.3	47.6	50.0
	Afr Am	NA			
	Re-Entry	NA			
	Military	NA			
	FY	NA			
Transfer-Level English	Hispanic	72.7	76.3	80.0	80.0
	Afr Am	NA			
	Re-Entry	NA			
	Military	NA			
	FY	NA			
SPAR*	Hispanic	2.6	2.8	2.9	3.1
	Afr Am	NA			
	Re-Entry	NA			
	Military	NA			
	FY	NA			
Note: NA=Not applicable due to samples size below 60. Afr Am=African American, FY=Foster Youth					
¹ Fall 2016 does not apply to CCSSE (Base line: Spring 2016) and SPAR rate (Baseline: Fall 2015)					
* Due to Student Clearinghouse data upload cycles, current numbers represent Fall 2014. These numbers will be updated as soon as data becomes available. That is, baseline and targets will be based on Fall 2015 rates.					

Part I – Deadlines and Important Information

- Submission deadline: December 15, 2017
- The 2017-19 Integrated Plan will cover two years. The budget plan will reflect the 2017-18 allocations.
- Integrated fiscal reports will be required on an annual basis.
- All programmatic and student outcome data will be collected via existing MIS reporting.
- No additional data submissions are required.
- Colleges are encouraged to align integrated program plans with their college and district strategic plans/education master plans.
- Identify one individual and an alternate to serve as the point of contact for your college.

PROGRAM INTEGRATION

The integrated SSSP/Student Equity/BSI program model promotes integrated planning and program coordination at the district and college levels. The three programs retain separate requirements as specified in Education Code and title 5 regulations; these requirements are built into the Integrated Plan to ensure compliance with applicable law and regulations. In coming years, the Chancellor's Office intends to pursue changes in Education Code and title 5 regulations to achieve even greater integration and alignment of the three programs in subsequent planning cycles.

Plans are to be developed in consultation with students, staff, administrators, faculty, Academic Senate, and members of the community as appropriate. Your plan must be adopted by the governing board of the community college district and submitted to the Chancellor's Office by December 1, 2017. A separate plan must be submitted for each college in the district.

DATA-DRIVEN PLANNING

An effective plan is grounded in data. In developing your integrated plan, refer to existing data from your previous plans, additional statewide data, and/or data collected at your colleges.

The Chancellor's Office will explore and develop mechanisms and tools over the coming months to assist and support colleges in their data analysis effort, although colleges should proceed with existing resources to complete the 2017-19 plan. Areas of focus for these new tools will include access and completion for basic skills, workforce and CTE, and transfer level courses.

Although you are not required under this plan to submit your data, analysis, and each goal you set, Education Code requires that you analyze data and develop goals to address the following and to retain that information as part of your institutional records:

- Goals for the general population and for identified student groups, disaggregated by gender, as well as activities designed to address disproportionate impact using one of the Chancellor's Office-approved methodologies. Education Code requires that colleges analyze data for the following student groups and, if appropriate, develop subgroup-specific goals: current or former foster youth, students with disabilities, low-income students, veterans, American Indian or Alaskan Native, Asian students, black or African American, Hispanic or Latino, Native Hawaiian or other Pacific Islander, white, some other race, and more than one race.
- Success rates for students with basic skills needs using Basic Skills Cohort Tracker data that show (1) the number of students successfully transitioning to college-level mathematics and English courses, and (2) the time it takes students to successfully transition to college-level mathematics and English courses.

In addition, the following data should inform your planning:

- Trends for incoming students related to engagement in the following activities: (1) orientation, (2) assessment, and/or (3) education planning.
- The number of students on academic or progress probation, referred to follow-up interventions or services, and successfully moved from probation—disaggregated into the student groups that must be included in your disproportionate impact analysis.
- The number of noncredit CDCP certificates awarded, if applicable.
- Noncredit course success data, such as the percentage of students earning a grade of pass (P) or satisfactory progress (SP), if applicable.
- The number of students who transition from noncredit to credit.

Part II – Program Goals and Planning

PREVIOUS ACCOMPLISHMENTS

Questions 1 & 2 focus on what you **have accomplished during the 2015-16 planning cycle.**

1. Assess your college's previous program efforts:
 - a. In the table below, list progress made toward achieving the goals outlined in your 2015-16 SSSP, Student Equity, and BSI plans. Expand the table as needed so that all of your goals are included.

Table 1 - 2015-2016 Goals and Progress

Basic Skills Initiative Goals															
GOAL	A. Refine basic skills courses and programs and scale up successful basic skills courses and programs at IVC based on extant research and data to improve student success, retention, and transition to college-level courses.														
PROGRESS	<p>WR 399, which is our accelerated pre-college writing (English) class that combines the previously three-level below WR 301 and our two-level below WR 201 is now offered at scale with 15 sections offered each semester. This provides students with the opportunity to complete their first transfer level English course in a maximum of two semesters.</p> <div> <p>1-Year Transfer-Level Achievement Rate for English</p> <p>OVERALL</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Rate</th> </tr> </thead> <tbody> <tr> <td>2010-2011</td> <td>45%</td> </tr> <tr> <td>2011-2012</td> <td>43%</td> </tr> <tr> <td>2012-2013</td> <td>44%</td> </tr> <tr> <td>2013-2014</td> <td>43%</td> </tr> <tr> <td>2014-2015</td> <td>48%</td> </tr> <tr> <td>2015-2016</td> <td>54%</td> </tr> </tbody> </table> </div> <p>Note: Completing WR1 (transfer-level English course) within 1 year for students starting below transfer-level English.</p>	Year	Rate	2010-2011	45%	2011-2012	43%	2012-2013	44%	2013-2014	43%	2014-2015	48%	2015-2016	54%
Year	Rate														
2010-2011	45%														
2011-2012	43%														
2012-2013	44%														
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2014-2015	48%														
2015-2016	54%														

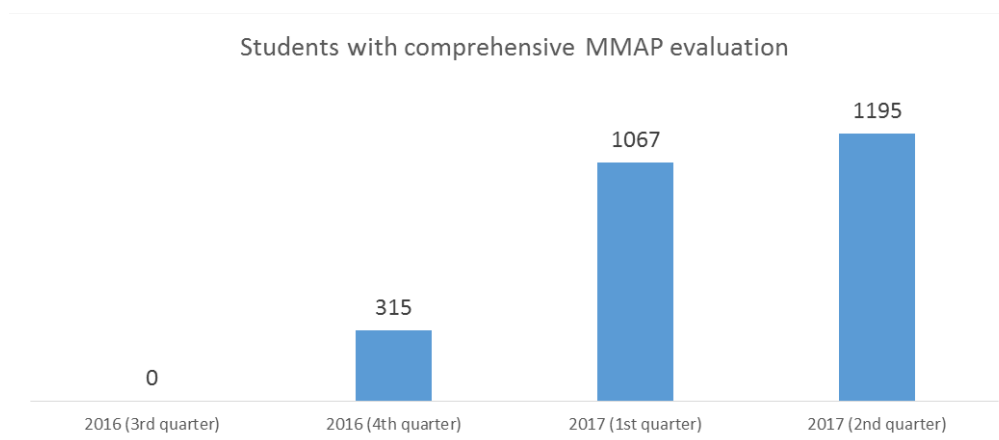
GOAL

B. Share and institutionalize to the degree possible successful techniques and best practices that, based on research, help developmental students achieve their academic goals.

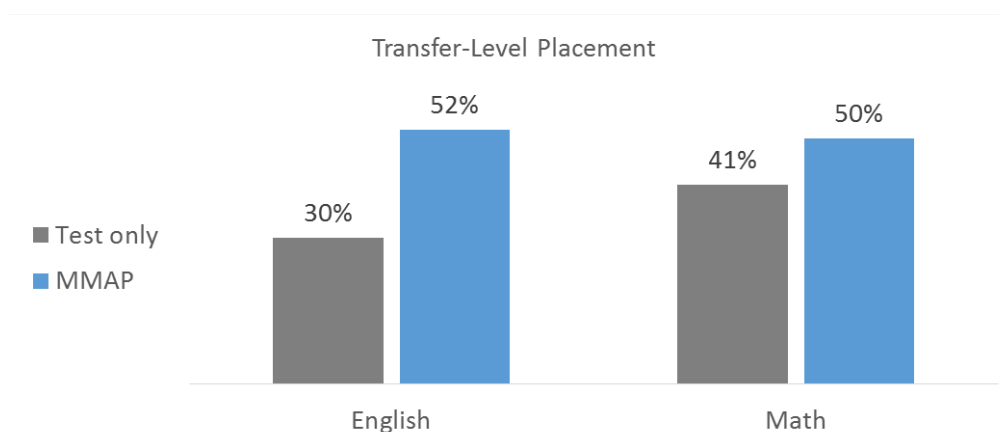
PROGRESS

Tutoring: The Math Center provided drop in tutoring services for students enrolled in basic skills math courses. In addition, the Student Success Center provided both online and face-to-face tutoring options.

Multiple Measures Pilot: In summer 2016, the English department began piloting disjunctive multiple measures for course placement. Students' high school GPA or assessment exam results are now being utilized for course placement. Since the start of this pilot, 900 more students have been placed into transfer level English courses. In fall 2016, the math department also began piloting disjunctive multiple measures for course placement, which has resulted in 500 more students being placed into transfer level math courses. The use of multiple measures has increased placement into transfer level Math and English courses for all racial and ethnic groups. ESL is currently administering a student intake survey, which may eventually be utilized as their multiple measure assessment tool.



Note: Students who were placed with comprehensive evaluation including high school transcripts and test information.



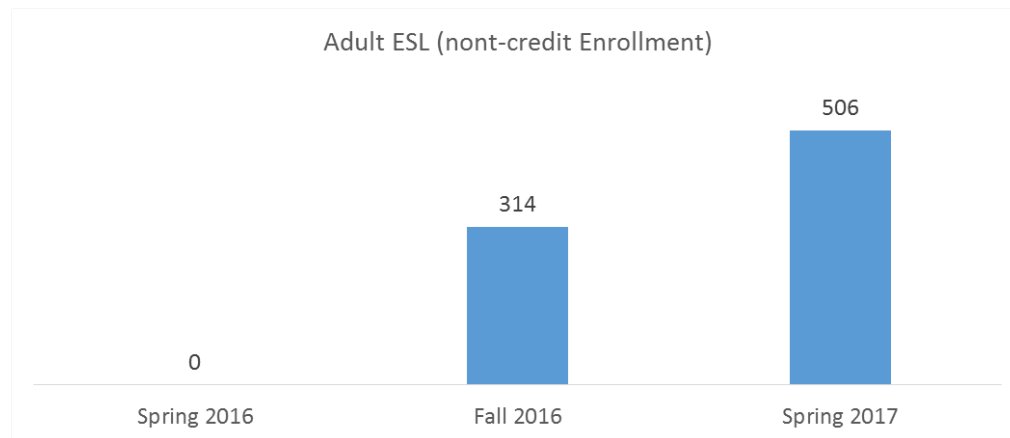
Note: Transfer-level Placement under MMAP and Test-only models.

GOAL

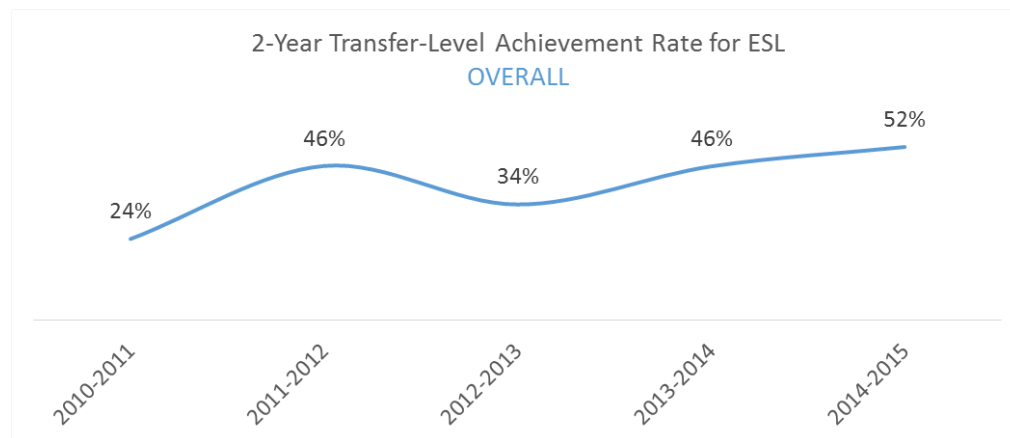
C. ESL faculty will assess, plan, and implement programmatic redesign or changes that will significantly improve outcomes for students planning to advance to college/transfer level courses at IVC and investigate the possibility of non-credit courses.

PROGRESS

The ESL faculty has implemented an academic course sequence that allows students to move on to Writing 1 in a timely manner by focusing on the necessary writing, reading, critical thinking, and language support to succeed in college. Another key ESL course redesign has been allowing students to bypass certain ESL courses if the student demonstrates language proficiency required to succeed at that course level. Students that complete the ESL academic writing sequence and enroll in the first level English transferable course (WR 1) complete this course at a rate of 89%. The ESL department also researched, designed, and launched a new non-credit ESL program (AESL) using funds from multiple sources (see C.1 and Table 2 for details).



Note: Student enrollment in AESL non-credit courses (headcount)



Note: Completing WR1 (transfer-level English course) within 2 years for students interested in transferring or receiving degree and started in ESL writing sequence.

GOAL	D. Provide professional development and sharing of best practices for basic skills instructors in order to improve student success and retention.
PROGRESS	Faculty participated in professional conferences that have informed the development of curriculum innovation in English, ESL and Math. In addition, faculty continue to hold ongoing trainings for WR 399, the accelerated pre-transfer writing course, and ESL 370, 301, and 201, the redesigned pre-college academic writing courses.
GOAL	E. Develop Integration via campus-wide discussion of basic skills best practices among faculty across disciplines and as part of the Student Equity Plan (SEP) and Student Success and Support Program (SSSP) in order to coordinate efforts, share best practices, and leverage funds to maximize impact on student success.
PROGRESS	<p>The campus basic skills workgroup, which consists of faculty from English, ESL, Math and Counseling has met on an ongoing basis to discuss opportunities to maximize basic skills impact on student success. The campus research department is also represented on this workgroup. The basic skills workgroup meetings were also utilized as an opportunity for both BSI projects and Basic Skills Transformation (BST) grant projects to share best practices. IVC's positive efforts in basic skills were recognized during the college's recent accreditation visit.</p> <p>Also, since fall 2016 the BSI coordinator has participated in IVC's campus wide integration workgroup that includes the SEP director and SSSP coordinator. In addition, many of the same faculty, classified staff, and administrators serve on the SSSP task force, SEP workgroup, and Basic Skills workgroup. This has provided a critical opportunity for establishing common ground and working towards identifying opportunities for future collaboration across these three programs.</p>

Student Equity Goals

GOAL

A.1 Foster Youth Access

1. By 2016: Account for all self-identified foster youth students at Irvine Valley College and ensure they are receiving the necessary services to facilitate their success.

2. By 2017: All Pell-eligible foster youth students will be contacted directly to help ensure all students complete the FAFSA application, and all Chafee-eligible students receive the grant

PROGRESS

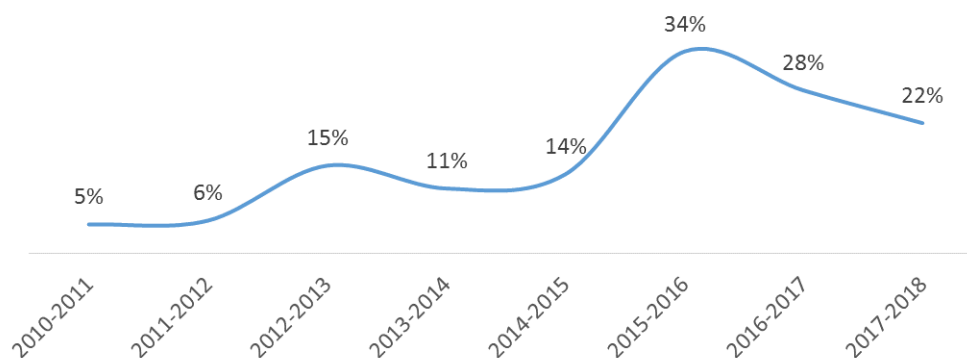
All self-identified foster youth at IVC were accounted for, and reporting of FY internally and to the CCC Chancellor's Office was improved. The number of FY reported increased from 10 in fall 2016 to 234 in fall 2017.

All Pell-eligible FY students were contacted by the Financial Aid Office

Guardian Scholars Center continuously makes an effort to contact all self-identified foster youth students at IVC each semester through a list provided by both Admissions and Record & Financial Aid to ensure they are receiving necessary services; services include basic needs such as counseling & financial aid assistance as well as additional help with services such as food insecurities, transportation, and assistance with paying for books and other supplies.

Financial aid continues to contact and track foster youth students pertaining to FAFSA and Chafee eligibility

Ratio of Foster Youth Receiving Services Based on Application



Note: Students receiving foster youth services based on self-identification on application.

Student Equity Goals

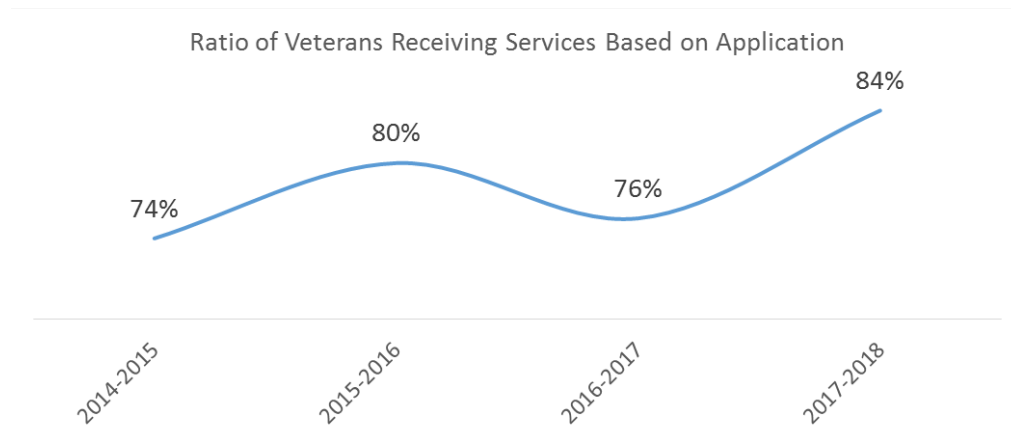
GOAL

A.2 Veteran Student Access

By 2016: Identify 100% of enrolled veteran students eligible for services. Increase services to active military in the surrounding area.

PROGRESS

The Veterans Office identified all enrolled veterans eligible for services by spring 2016.



Note: Students receiving veteran services based on self-identification on application.

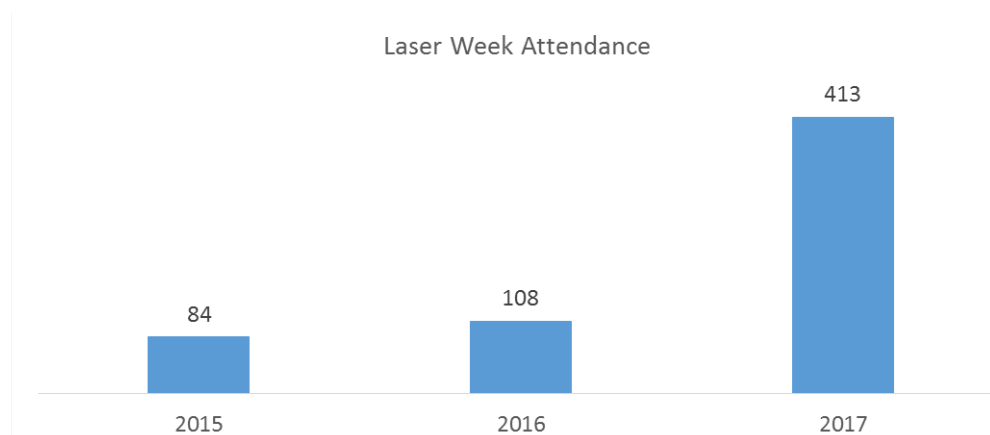
GOAL

B.1 Course Completion

To develop a new student orientation program to assist students with course completion strategies at the onset of their first semester

PROGRESS

Initially, established by Admissions and Records in 2015, Laser Week is now an integrated program sponsored by Admissions & Records, Student Life and Equity Programs. In its third year, Laser Week is a three-day orientation program to introduce academic success strategies to newly enrolled IVC students.



Note: Unduplicated headcount of Laser Week Attendance. In 2015

Student Equity Goals

GOAL

C.1 ESL and Basic Skills Completion – ESL 35 years old and above

By 2018: 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 2018: Increase rates of Basic Skills Improvement for English among students 40 to 49 years of age according to their individual education goals by 3 points from 28% to 31%.

PROGRESS

The ESL department researched, designed, and launched a new non-credit ESL program (AESL), comprised of 5 core levels and 3 certificates of competency. This program includes specialized admissions and matriculation services, including bi-lingual staffing, to provide increased access and deliver an ESL curriculum that better serves many of this population's career, community, and life goals. In the AY 2016/2017, the first year of the program, enrollment was 1,225 students, with the average student age of 44. Having two ESL programs, a credit program focused on academic completion and a non-credit program focused on certificate completion and job, life, and community communication skills, will eventually improve completion rates for both programs as students now will be working with curricula that matches their educational goals.

Student Equity funds were used, in coordination with other sources, to:

- Purchase required course text books and lab headsets for students enrolled in AESL courses
- Hire a part time AESL coordinator to oversee the functions of the AESL center and specialized program services
- Hire bilingual staff to assist students at the AESL Center
- Hire Supplemental Instructors to assist this student population in our academic and integrated ESL courses

For both the English group and above ESL group, the Student Success Center held additional Saturday drop-in academic tutorial services. 59 students used this assistance a total of 131 times. The average student went 2.2 times for a total of 4.0 hours. Of the 59 unique students who came to the Saturday drop-in tutoring, 58% were 30 or over (only 24% of IVC's student body is 30 or over).

Student Equity Goals

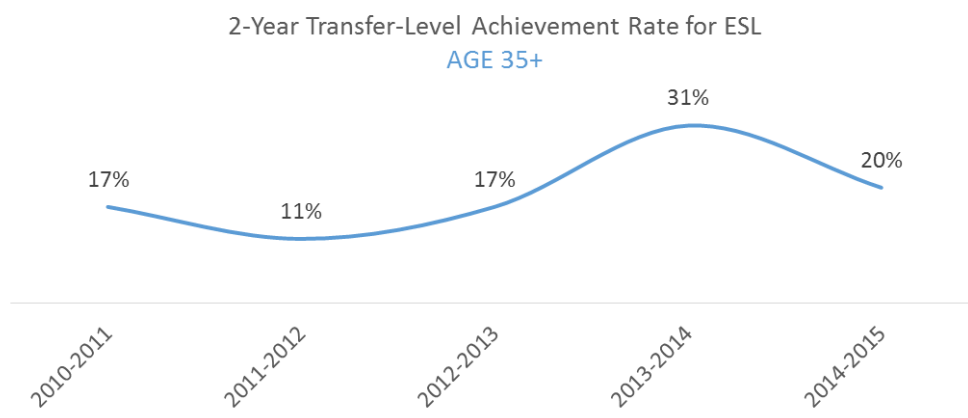
GOAL

C.2 ESL and Basic Skills Completion – African American Students

By 2018: Increase rates of Basic Skills Improvement for English among African American students according to their individual education goals by 3 points from 33% to 36%.

PROGRESS

Although initially funded by Student Equity, this initiative was not completed due to lack of faculty availability due to the increased involvement with other statewide and federal initiatives.



Note: Completing WR1 (transfer-level English course) within 2 years for students interested in transferring or receiving degree and started in ESL writing sequence.

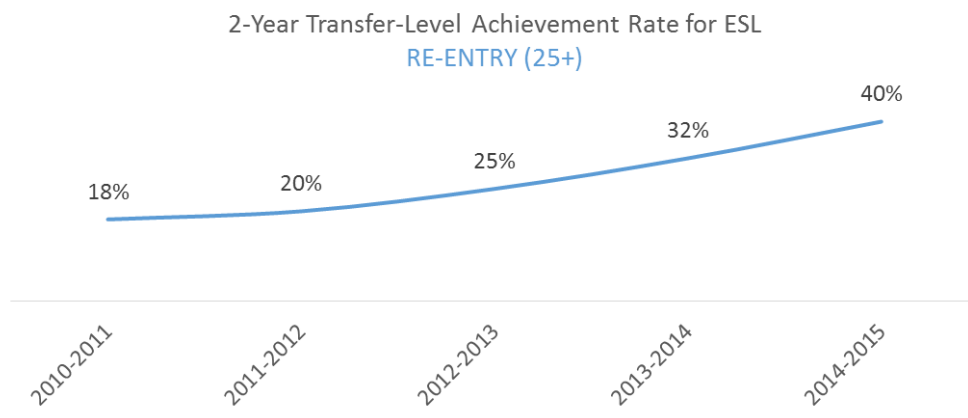
GOAL

C.3 ESL and Basic Skills Completion – Re Entry Students

By 2018: Increase the completion rate (SPAR) among students ages 25 to 29 by 3 points from 34% to 37%.

PROGRESS

A Re-Entry Center Faculty Counselor was hired in October 2016; a Re-Entry Center space was identified in November 2016; individualized appointments with Re-Entry students began in October 2016; specialized group counseling sessions and workshops began in November 2016.



Note: Completing WR1 (transfer-level English course) within 2 years for students interested in transferring or receiving degree and started in ESL writing sequence.

Student Equity Goals	
GOAL	D.1 Degree and Certificate Completion – Re Entry Students
PROGRESS	See C.3.
GOAL	D.2 Degree and Certificate Completion – Resources
PROGRESS	The Office of Student Equity established a Laptop Loan program in 2016-2017 academic year in response to data that indicated access to technology resources was limited for disproportionately impacted groups. Currently, procedures are being developed for intake and usage.
GOAL	E.1 Transfer – Northern California Campus Tour/Latino Transfer Night
PROGRESS	<p><i>By 2018: Increase the transfer rate among Hispanic students by 5 points from 35% to 40%.</i></p> <p>Student pre and post evaluations were collected to assess students' learning and overall experience of the Northern CA Campus Tour.</p> <p>The qualitative data results show that students learned and gained a lot through their experiences of visiting, touring, and listening to admissions information on their Northern CA Campus Tour excursion. For some of these students, it was life changing because it helped them see their options and solidify their transfer choices.</p> <p>Latino Transfer Night was held for two academic years, each in spring semester. We had 25 students and their families from local high schools and from IVC attend. By providing these resources, it helped them feel connected to IVC and know all of the supporting staff/faculty.</p> <p>This event covered the transfer process, financial aid, California Dream Act, and how to find and apply for scholarships. We also put together packets of information and flyers of all student services and referrals. We are in the process of analyzing the impact of these programs on Chicano/Hispanic/Latino student transfer rates.</p>
GOAL	E.2 Transfer – Summer Bridge for Hispanic Students
PROGRESS	<p><i>By 2018: Increase the transfer rate among Hispanic students by 5 points from 35% to 40%.</i></p> <p>Summer Bridge has been offered for two academic years, each in the summer semester. We are in the process of analyzing the impact of these programs on Chicano/Hispanic/Latino student transfer rates.</p>
GOAL	E.3 Transfer – Digital Advertising – Hispanics
PROGRESS	<p><i>By 2018: Increase the transfer rate among Hispanic students by 5 points from 35% to 40%.</i></p> <p>Results from this campaign include: Ad: 320x50 Hispanic; Impressions: 250,045; Clicks: 891; CTR%: 0.36% = 2.5 times higher than industry average. Turning advertising focus to highlight services offered for underserved students as opposed to one specific group could yield even higher results.</p>

Student Equity Goals	
GOAL	F.1 Other College: Research and Evaluation – Analyst
PROGRESS	A Research Analyst was hired in February 2016 and serves as a member of the Student Equity Leadership team. The Research Analyst position conducted orientations, attended monthly meetings, analyzed mid-year and year-end reports for each equity initiative on its assessment and evaluation strategies.
GOAL	F.2 Other College: Outreach – Director
PROGRESS	An Outreach Director was hired in March 2016 and serves as a member of the Student Equity Leadership team. The Outreach Director conducted orientations, attended monthly meetings, analyzed mid-year and year-end reports for each equity initiative on its outreach strategies. Outreach activities encompass almost all areas of Student Equity programs, such as ESL, Foster Youth, Veterans, Latino Transfer night, and the Re-entry center.
GOAL	F.3 Other College: Language Translations for Marketing
PROGRESS	Materials were translated for the AESL program as needed and will continue based on need.
GOAL	F.4 Other College: Student Equity Support Staff
	<i>Ongoing: Increase the number of opportunities to develop cross-cultural competency skills, and conduct research as to their effect. Once a baseline is established, measurable goals will be developed.</i>
PROGRESS	Three project specialists were hired to assist the Director of Student Life and Equity programs with multicultural programming and student leadership development for student equity initiatives. There was an expansion of the staff to include student leaders called Diversity & Equity Peer Educators (DEPE) in January 2017.
GOAL	F.5 Other College: Cultural Competency Summit
	<i>Ongoing: Increase the number of opportunities to develop cross-cultural competency skills, and conduct research as to their effect. Once a baseline is established, measurable goals will be developed.</i>
PROGRESS	Irvine Valley College hosted a Cultural Competency Summit in Spring 2016. There were over 400 participants in attendance for the eight-hour event. Evaluation of this program showed that staff, students, community members, and faculty had improved understanding of the skills necessary for cultural competency.
GOAL	F.6 Other College: Ethnic Studies Curriculum Development
PROGRESS	Although denoted in the plan, no funds were utilized due to lack of faculty availability.

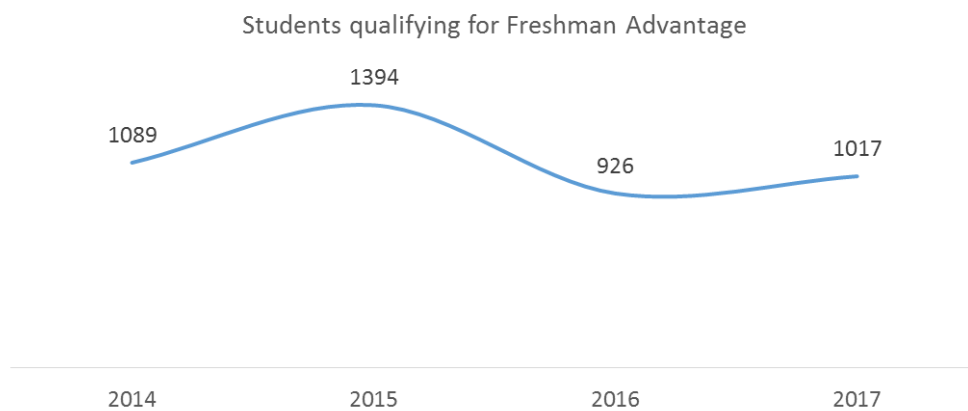
Student Equity Goals	
GOAL	F.7 Other College: Student Equity and Social Justice Retreat <i>Ongoing: Increase the number of opportunities to develop cross-cultural competency skills, and conduct research as to their effect. Once a baseline is established, measurable goals will be developed.</i>
PROGRESS	The Diversity and Equity Retreat took place in November 2016. Pre-test and post-tests showed significant increased cultural competency skills for faculty, staff, and student participants.
GOAL	F.8 Other College: DREAM BOOK CLUB <i>Ongoing: Increase the number of opportunities to develop cross-cultural competency skills, and conduct research as to their effect. Once a baseline is established, measurable goals will be developed.</i>
PROGRESS	The Office of Student Equity conducted 14 monthly DREAM book clubs from April 2016 until June 2017. Monthly meetings were held face-to-face and online via Blackboard. Each book club meeting averaged 40 participants and evaluation showed that book club increased cultural competency knowledge of faculty, staff, and student participants.
GOAL	F.9 Other College: Student Equity Meet and Greet <i>Ongoing: Increase the number of opportunities to develop cross-cultural competency skills, and conduct research as to their effect. Once a baseline is established, measurable goals will be developed.</i>
PROGRESS	The Office of Student Equity conducted a meet and greet informal networking reception for identified disproportionately impacted populations (Hispanic, African American, Foster Youth, Veterans, and Re-Entry) and underrepresented populations (Asian American and LGBTQ) during the fall and spring semesters of 2016-2017. Student participants reported increased engagement, positivity about campus climate, and increased engagement in the campus community.
GOAL	F.10 Other College: Multicultural Programs Ongoing: Increase the number of opportunities to develop cross-cultural competency skills, and conduct research as to their effect. Once a baseline is established, measurable goals will be developed.
PROGRESS	Since January 2016, the Office of Student Equity has conducted over 40 individual multicultural programs to educate the campus community about the cultures, heritages, and issues impacting disproportionately impacted communities including events listed in F.5, F.7, F.8, and F.9. Lunar New Year, African American Heritage Month, Holi, Diwali, Indigenous Peoples Day, Dia de los Muertos, and Real Talk were additional events hosted. We have also established IVC Student Equity social media accounts and a Student Equity Newsletter. Initial feedback on the effectiveness of these events have indicated increased student learning outcomes.

Student Equity Goals	
GOAL	F.11 Other College – Financial Aid Office Front Counter Staffing
PROGRESS	<p>The Office of Financial aid hired student staff to assist with financial aid and scholarship workshops. The primary focus of these positions was to serve as communication liaisons between this office and disproportionately impacted communities of the equity plan.</p> <p>Additional financial aid staff working at the front counter has increased the number of students overall receiving financial aid as well as those students in several of the disproportionately impacted populations such as foster youth and veterans. Per the Chancellor’s Office MIS Financial Aid Summary Report, between the 14-15 and 15-16 school years alone, the Financial Aid Office increased BOG Fee Waivers by 5%, Pell Grants by 20% and Cal Grants by 25%. This was all aided by additional support staff calling students, assisting on the phones, staffing the front counter, responding to emails and letters, and providing clerical and outreach support to back office staff.</p>
GOAL	F.12 Other College: Professional Development
PROGRESS	<p>Ongoing: Increase the number of opportunities to develop cross-cultural competency skills, and conduct research as to their effect. Once a baseline is established, measurable goals will be developed.</p> <p>In addition to items listed in F.5, the Office of Student Equity has funded professional development opportunities for members of the Student Equity Taskforce, Academic Senate, Office of Research, Planning and Accreditation, Re-Entry Program, Guardian Scholars, Outreach, and Veterans staff. The office has conducted on-campus professional development workshops to the campus community on teaching cultural strengths as well as facilitated underrepresented student panels and equity student leadership advocacy modules. Student Equity staff and faculty have also attended conferences on race, Promise, Pathways and participated in statewide oversight</p>

Student Success and Support Program

GOAL The goal of the Student Success and Support Program is “to ensure that all students complete their courses, persist to the next academic term, and achieve their educational objectives through the assistance of student directed components of the SSSP process: orientation, assessment, counseling, educational planning and at risk follow-up for students facing probation or dismissal.”

PROGRESS Freshman Advantage Program: Nonexempt freshmen who complete SSSP services by a specified deadline (approximately 2-3 weeks before registration times are set) are rewarded with a priority registration time between mandated priority groups and continuing students. Students who qualify for the program succeed and persist at higher rates across all students groups. For fall 2016, the college moved fall registration from July to May, which caused a decrease in the amount of qualifying students. There have been considerable efforts toward increasing the number of students qualifying for fall 2017 to the number of qualifying students in the 2014 and 2015 fall semesters. To support these efforts, IVC launched a phone app that described the SSSP services and rewards of qualifying for Freshman Advantage in bite-sized pieces of information.



Note: Students who qualify for the Freshman Advantage Program.

GOAL Establish Student Services Teams at service area high schools.

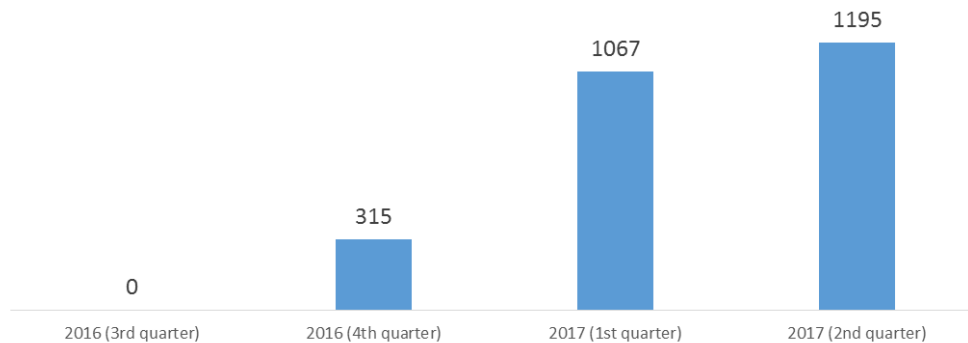
PROGRESS To support efforts to increase relationships with the college’s service area high schools, Student Services teams were formed. Each team consisted of a Counselor, Senior Matriculation Specialist, Financial Aid Specialist, Senior A&R Specialist, and a management sponsor. Each team was assigned to a high school and was responsible for answering questions or proactively connecting the college resources to the high school counselor and/or high school student. The team was also charged with providing information and proactively supporting students in completing the pre-enrollment services.

Student Success and Support Program

GOAL	Provide orientation to every nonexempt student
PROGRESS	<ol style="list-style-type: none">1. Online Orientation is offered to credit students through Comevo (software).2. In person group orientations are also provided to credit students.3. Laser Week is an optional in-person, just-in-time orientation targeting incoming freshman. This orientation is a campus effort involving students, staff, and faculty.4. Group in-person orientation is provided to all non-credit students enrolling in the new noncredit AESL program.
GOAL	Provide assessment and placement to all students
PROGRESS	<p>CTEP assessment is offered for English placement; SLEP assessment combined with a home-grown writing sample is offered for ESL placement for both credit and non-credit course placement; a homegrown assessment is offered for math placement. MMAP placement was piloted for English course placement in summer 2016 and for math course placement in fall 2016.</p> <p>A manual process between A&R and the Office of Research was implemented to pilot MMAP for English.</p> <p>Transfer Equivalency Project entails two tasks. The Counseling Department lead the implementation of College Source's TES. A&R evaluators entered all previously established equivalencies into the system and will maintain the system. A&R lead the effort toward implementing the Transfer Articulation system in the degree audit. To date, equivalencies for three local community colleges have been entered. To support this project, work toward implementing receiving e-transcripts has also been completed.</p> <p>English faculty at IVC have been pioneers in developing and scaling up an accelerated English curriculum. A pilot remedial co-requisite course offered with freshman composition will be offered in fall 2107. Counseling staff has supported these efforts by advising students about this new option and SSSP support staff has been adapting processes to ensure accurate placement.</p>

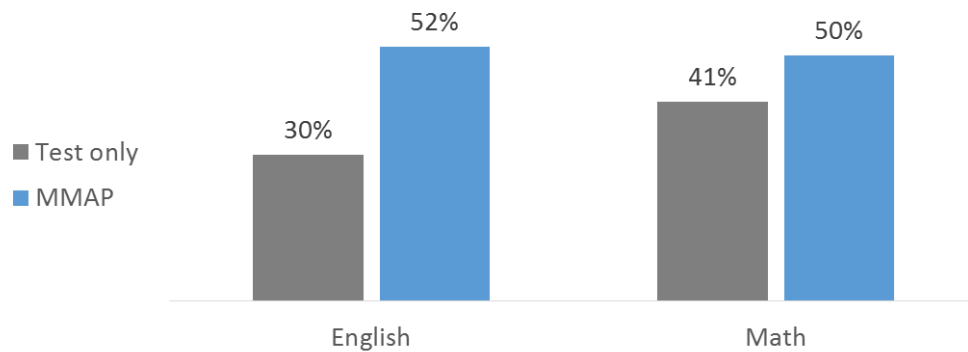
Student Success and Support Program

Students with comprehensive MMAP evaluation



Note: Students who were placed with comprehensive evaluation including high school transcripts and test information.

Transfer-Level Placement



Note: Transfer-level Placement under MMAP and Test-only models.

GOAL

Provide Counseling and Educational Planning Services

PROGRESS

Students complete the initial academic plan in MAP (My Academic Plan) prior to enrolling.

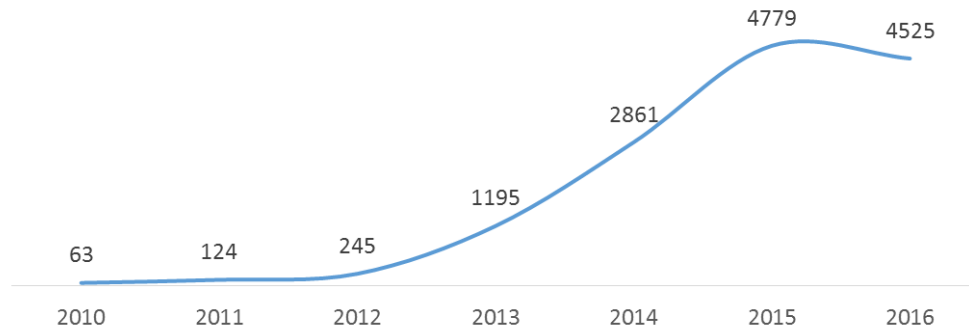
A MAP (My Academic Plan) Lab was opened. Students are able to stop by during lab hours and complete their Comprehensive Academic Plan.

Discipline faculty mentors are discipline faculty (not counselors) who provide career mentoring to students. These faculty inform students what careers are available to majors within their discipline. These faculty are working with counselors to develop program roadmaps.

Student Success and Support Program

Degree Audit has been piloted with two counselors.

Number of completed and approved Comprehensive Academic Plans



Note: Count of students with a completed and approved Comprehensive Academic Plans.

GOAL

Provide support services for students on probation or at risk of probation/dismissal

PROGRESS

The college implemented Early Alert, also called EESI (Extremely Early Support Innovation). This system allows instructors to easily send concern and positive messages to students. The messages are viewable by select staff and counselors.

Probation and dismissal workshops were offered by counselors.

GOAL

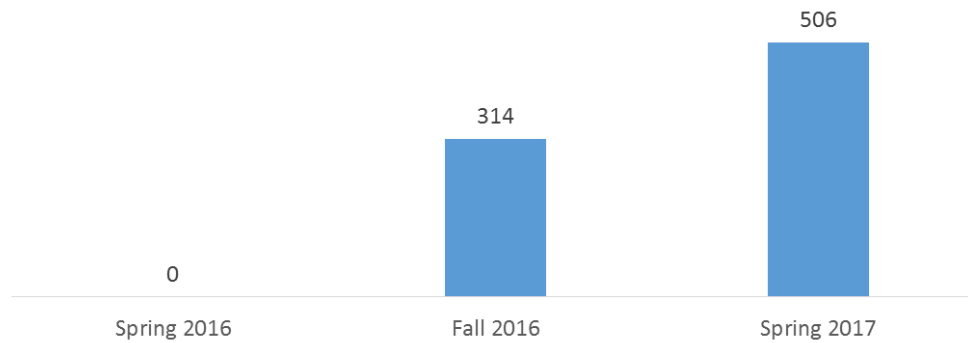
Support the launch of the noncredit Adult ESL program

PROGRESS

A&R, Matriculation, Counseling and the ESL department worked closely together to develop and deliver effective specialized admission, SSSP, and enrollment services. One of the primary objectives is to reduce exit points. Admission and Assessment was combined into one activity. After this, students return a few days later and receive both counseling and orientation at which time they also enroll in classes. Another objective is to provide bilingual support services to help students understand and complete these processes.

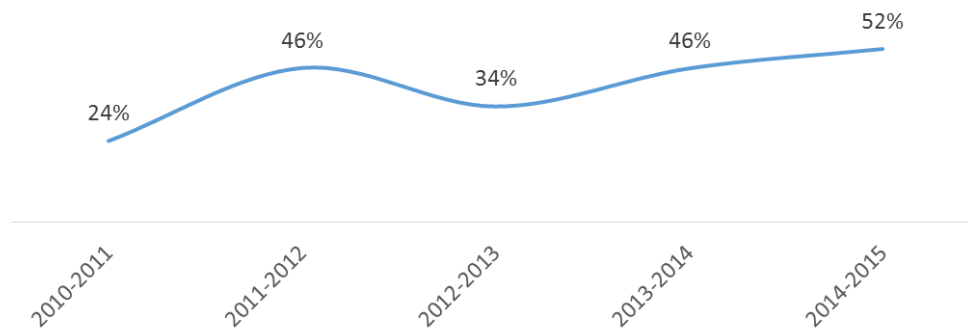
Student Success and Support Program

Adult ESL (nont-credit Enrollment)



Note: Student enrollment in AESL non-credit courses (headcount)

2-Year Transfer-Level Achievement Rate for ESL
OVERALL



Note: Completing WR1 (transfer-level English course) within 2 years for students interested in transferring or receiving degree and started in ESL writing sequence.

- c. To what do you attribute your overall success or lack thereof? (This answer can be in narrative or bullet; 100 words maximum)
We attribute our overall success to the involvement of our shared governance and integration of these programs throughout the campus community. There have been ongoing communications between these programs both within our college and our district. Each of the programs has been delivering both direct academic support to students and professional development for faculty and staff (trainings on curriculum redesign, counseling, and supplemental instruction). In the last year, there were intentional efforts to educate each other about the initiatives requirements, identify where unplanned intersections were already occurring, and determine where further deliberate integration makes sense.
- d. In the table below, identify one goal from your 2015-16 plans that intersects SSSP, Student Equity, and BSI and describe the integration activities. (Note: For the 2017-19 plan, integrated goals are required.)

Table 2 - 2015-2016 Intersection of goals

Goal	Activities in each program that serve the goal listed		
	SSSP	Student Equity	BSI
ESL faculty will assess, plan, and implement programmatic redesign or changes that will significantly improve outcomes for students planning to advance to college/transfer level courses at IVC and investigate the possibility of non-credit courses.	Provide extended and targeted matriculation core services at the AESL center for non-credit ESL students	<p>Created a non-credit ESL program (AESL) for students whose educational goal is not necessarily to transfer but to earn a Career Development and College Preparation certificate.</p> <p>Having two ESL programs, a credit program focused on academic completion and a non-credit program focused on certificate completion and job, life, and community communication skills, will eventually improve completion rates for both populations as students will be working with curricula that matches their educational goals.</p> <p>Offer embedded tutors in ESL courses to help students complete the academic writing sequence that leads to WR1.</p>	<p>Purchase AESL textbooks for in-class student use</p> <p>Professional development (monthly trainings) for instructors to improve completion rates for students enrolled in credit ESL program.</p>

2. Describe one strategy or activity that your college has implemented that is resulting in significant gains in student completion or closing of achievement gaps. The Chancellor's Office will use this information to assist in dissemination of effective practices to other colleges.

The English accelerated pathway, which began in fall 2012, has seen gains of 20-25% in the completion of college-level English for students who take the accelerated course. When IVC began piloting its first accelerated English classes in fall 2012, the traditional sequence began three levels below, and about 30% of students who started there successfully completed the transfer-level writing course (WR 1) within three years. The comparable three-year throughput rate for completion of WR1 for students who placed two levels below was 46%, while that of students who placed one level below was 58%. A best practice to address these low throughput rates was the design and implementation of the Accelerated Introduction to College Writing course (WR 399, a 5 units combination of one level and two levels below transfer level) and co-requisite Writing Conference course (WR 380, 0.5 units), both piloted in fall 2012.

WR 399/380 has improved outcomes for all student groups who test at the pre-college level, including students of color and students from low-income backgrounds. IVC chose to implement the accelerated English pathway based on the California Acceleration Project model. An important factor was the history of demonstrated success with CAP's accelerated English pathway which both: a) greatly improved student outcomes, including greatly enhancing equity; and b) scaled successfully and effectively transformed the English basic skills sequence from three levels of remediation to one level. Currently, about 64 % of students who enter the accelerated WR 399 course pass WR 1 within three years, and they do so in less time while accumulating fewer non-degree applicable remedial education units. These dramatic shifts transformed a situation in which the widest achievement gap was 35 percentage points and narrowed it to where the widest gap was only 10 percentage points. In fall 2016, this program became full-scale at IVC, which means that all students who placed into the basic skills sequence in English take no more than one semester of basic skills courses.

FUTURE PLANS

Questions 3-8 address the 2017-19 planning cycle.

3. Establish integrated student success goals to be completed/achieved by June 30, 2019, along with corresponding activities designed to achieve those goals. Goals must be outcomes-based, using system-wide outcomes metrics. For example:
- Basic skills completion, including, but not limited to, (1) increasing the number of students successfully transitioning to college-level mathematics and English courses, and 2) reducing the time it takes students to successfully transition to college-level mathematics and English courses.
 - Closing achievement gaps for disproportionately impacted groups.
 - Improving success rates in degree attainment, certificate attainment, and transfer.
 - Improved identification of and support for students at-risk for academic or progress probation.
 - Deeper collaborations with high school districts, workforce agencies, or other community partners, particularly to increase students' college and job readiness
- Improved noncredit student success for those with noncredit offerings (e.g., CDCP certificates awarded, course success, and noncredit-to-credit transition)

Select five integrated goals for the period covering this plan and complete the following table, showing how each goal connects across programs as well as the activities/steps you will implement to achieve each goal (Note: not all cells are required to be completed for each goal, but goals should cross at least two programs). Include at least one goal for each of three programs: Student Success and Support Program (core services), Student Equity, and Basic Skills.

Complete the table on the next page. Add rows as needed to list all five goals.

Table 3 – Integrated Goals

Goal	Activities in each program that serve the goal listed			Goal Area
	SSSP	Student Equity	BSI	
Goal 1: Increase student engagement in college life	Promote Student Life opportunities during orientation. Incentivize freshman students to attend a supplementary in-person orientation (Laser Week)	Specialized activities and services for disproportionately impacted groups.		<input type="checkbox"/> Access <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Transfer <input type="checkbox"/> ESL/Basic Skills Completion <input type="checkbox"/> Degree & Certificate Completion <input type="checkbox"/> Other
Goal 2: Reduce the rate of students on probation or at risk of probation	Require counseling services for students on probation. Scale the college's early alert system.	Specialized follow-up services for disproportionately impacted groups.		<input type="checkbox"/> Access <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Transfer <input type="checkbox"/> ESL/Basic Skills Completion <input type="checkbox"/> Degree & Certificate Completion <input type="checkbox"/> Other
Goal 3: Increase completion of transfer-level Math and Writing classes	Scale Multiple Measures Placement. Offer math refresher workshops before math assessment	Provide academic tutoring on Saturdays at the Student Success Center. Support of the Supplemental instructor program in the ESL academic writing sequence leading to WR 1.	Scale Multiple Measures Placement. Continue exploring curriculum design to reduce the number of semesters of basic skills instruction. Support training of WR 399 accelerated English faculty. Support training for English faculty who teach the accelerated course WR 399 and for ESL faculty who teaching in the ESL academic writing sequence. The English department is developing a transfer level co-req support course for students that would traditionally place in one level below. Review placement models. Provide Math supplemental instruction and workshops.	<input type="checkbox"/> Access <input checked="" type="checkbox"/> Retention <input checked="" type="checkbox"/> Transfer <input checked="" type="checkbox"/> ESL/Basic Skills Completion <input checked="" type="checkbox"/> Degree & Certificate Completion <input type="checkbox"/> Other

Goal	Activities in each program that serve the goal listed			Goal Area
	SSSP	Student Equity	BSI	
Goal 4 Increase student completion of degrees, certificates, and transfer	<p>Identify students who are close to completion and require counseling.</p> <p>Provide specialized matriculation services for the AESL program</p> <p>Develop and Implement pathways</p>	<p>Closely monitor designated group and follow up.</p> <p>Provide Summer Bridge, transfer nights and academic tutoring to disproportionate impacted groups.</p> <p>Fund bilingual staff and program coordinator for the AESL center</p>	<p>As English, ESL and Math requirements are key gatekeeper courses, BSI has supported efforts noted in above goal to support English, ESL and Math completion specifically.</p> <p>Purchase replacement student loaner textbooks for AESL program</p>	<p><input checked="" type="checkbox"/> Access</p> <p><input checked="" type="checkbox"/> Retention</p> <p><input type="checkbox"/> Transfer</p> <p><input checked="" type="checkbox"/> ESL/Basic Skills Completion</p> <p><input checked="" type="checkbox"/> Degree & Certificate Completion</p> <p><input type="checkbox"/> Other</p>
Goal 5 Reduce the achievement gap for disproportionately impacted students (in Goals 1 - 4)	<p>Specialized follow up with students in these groups.</p>	<p>SEP will fund staffing, programs and direct services (including tutoring, counseling) to disproportionately impacted groups - Guardian Scholars, Veterans, ESL, AESL, and Re-Entry students.</p>	<p>Accelerated English curriculum has been shown specifically to reduce the achievement gap among disproportionately impacted students.</p> <p>The statistics pathway will eliminate potential exit point as students work towards completing their transfer level math requirement. This will also assist in reducing the achievement gap for disproportionately impacted students.</p>	<p><input checked="" type="checkbox"/> Access</p> <p><input checked="" type="checkbox"/> Retention</p> <p><input checked="" type="checkbox"/> Transfer</p> <p><input checked="" type="checkbox"/> ESL/Basic Skills Completion</p> <p><input checked="" type="checkbox"/> Degree & Certificate Completion</p> <p><input checked="" type="checkbox"/> Other</p>

4. How will your college accomplish integration of matriculation, instruction, and student support to accomplish your student success goals? Include in your answer how your college will ensure coordination across student equity-related categorical programs or campus- based programs. (500 words max)

Each of the programs has designated coordinators and a task force to provide oversight of the program's objectives. These task forces report to the following strategic planning committees: Institutional Effectiveness Committee (IEC) and Student Success, Access, Matriculation, Marketing and Outreach (SSAMMO). It is each coordinator's responsibility to report back to the strategic planning committees. Furthermore, some faculty serve on two or all three of these taskforces, which allows for further collaboration. To continue integration effort, the college

established an Integration Work Group (IWG) consisting of these coordinators and representatives from the Office of Research, Planning and Accreditation (ORPA) and the Basic Skills Transformation (BST) Grant. The IWG began to meet in fall 2016 to review ongoing integration efforts. This work group includes representatives from all constituent groups. We developed draft integrated and measurable goals which mirrored or complemented District and/or College strategic goals and agreed upon targets. The draft goals were presented to all strategic planning committees for approval.

To integrate the efficient use of funds to support instruction, BSI, SSSP, and SEP are working together to fund programs in the areas of college writing, math tutoring, and both English as a second language (ESL) and adult English as a second language (AESL). While each of the funding sources has different restrictions, an important function of the IWG is to determine which funding source can fund various aspects of each program's needs.

The IWG then identified college programs and how best the categorical programs support that program. For example, the college identified some duplication of separate supplementary orientations being offered for Veterans, Foster Youth, and International students. To ensure integration across the programs, the college incorporated all of these into Laser Week - a new student orientation program. Offered for three days the week prior to the beginning of school, it focuses on assisting student at the onset of their academic careers with successful academic success strategies such as academic integrity, tutoring, support services, campus tours and career guidance, health and wellness, cultural competencies and student leadership opportunities. To further ensure student retention and completion, we have also incorporated workshops for families and caregivers to assist their student in their academic efforts.

Another area the college has specifically identified as an integration opportunity is support for Foster Youth and Re-Entry students. This year, Student Equity is providing supervision to these programs, funding for project specialists, support services from a Senior Administration Assistant for Student Equity, and access to repository of academic support service resources. As a result of integration, SSSP will provide the funding for adjunct counselors in both these programs that focus on counseling and academic planning. The college's implementation of multiple measures and shifting towards accelerated course sequences in English, Math and ESL are also supported by SSSP and SEP services.

It is the college's plan that the Integrated Planning Work Group will continue to regularly review activities, develop strategies for identifying opportunities where the programs can support an activity by providing coordinated services. This group will also evaluate each activity for its effectiveness and review the research data to determine whether IVC is achieving the Integrated Plan goals.

5. If your college has noncredit offerings, describe how you are including these offerings in moving students through to their goals, including post-secondary transitions and employment. (250 words max)

In fall 2016, IVC launched a non-credit ESL program, AESL (Adult ESL), consisting of a five-course ESL sequence that offers three certificates of English language competency at the beginning, intermediate, and advanced levels. These CDCP designed courses provide non-native English learners the necessary language skills and U.S. civics understanding in order to increase opportunities for employment, community engagement, and academic success.

These offerings seamlessly transition to credit bearing academic ESL courses, which lead to WR 1. Counselors and/or full-time ESL faculty visit the advanced non-credit courses each semester to discuss future college courses and encourage credit enrollment. Also, as AESL non-credit students have access to all the same services and courses as IVC credit students, they can also take other credit courses concurrently in order to develop the basic skills needed to succeed in the workforce and/or subsequent transfer-level courses.

Additionally, AESL noncredit students, supported by BSI, SSSP, SEP, and Adult Education Block Grant (AEBG) funding, are provided loaner textbooks and have access to an ESL counselor, bilingual support staff, and the AESL Center, a one-stop center that offers services that specifically address this population's needs, including assistance with the admissions process, assessment, orientation, academic and career counseling, and campus and community resource referral.

As this program grows, it will offer vocational and digital literacy curricula as well as work with community partners, including those involved with AEBG, to enhance employment opportunities.

6. Describe your professional development plans to achieve your student success goals. (100 words max)

Members of campus governance groups have identified desirable faculty skills and competencies that contribute to student success in the areas of individual evaluations, program review, accreditation, and student learning outcomes. To promote these areas, we host two professional development weeks (in August and January). We provide workshops for faculty, staff, and students in the areas of student success and student equity. We also provide ongoing professional development, including lunchtime workshops, diversity-themed book clubs, and

instructional support groups. Our campus also has funding and a process for faculty, staff, and students to participate in regional and state-wide meetings and conferences.

7. **How and how often will you evaluate progress toward meeting your student success goals for both credit and noncredit students? You could analyze milestones, momentum points, leading indicators, or any other metric you find appropriate for your college. (100 words max)**

The Office of Research, Planning, and Accreditation (ORPA) has worked with programs and SSSP, SEP, and BSI taskforces to establish baseline numbers and targets for each goal. Ongoing and annual evaluations will examine but not be exclusive to the following indicators: levels of student engagement, probation status, basic skills completion rate, certificate completion, and overall completion rate (Chancellor's Office Scorecard Student Progress and Achievement Rate). During these evaluations, program coordinators and leadership teams will review updated data to assess its progress toward achieving established targets and strategize efforts to ensure subsequent targets are attained.

8. **For multi-college districts, how will you coordinate your efforts for SSSP, Student Equity, and BSI, with other colleges in your district to achieve your student success goals? (100 words max)**

Within our South Orange County Community College District, we have two institutions: Saddleback College and Irvine Valley College. We have established our IWG as an official member of the shared governance of IVC. This group will meet on a monthly basis within our campus and once a semester within our district. We expect to provide campus-wide presentations and ongoing professional development opportunities for our district on a regular basis. In addition to meetings, we expect to continue sponsoring joint programmatic efforts for the students on both campuses.

9. Using the document “BSI SE SSSP Integrated Budget Plan 2017-2018” and your 2017-2018 annual allocation amounts, provide a budget plan specifying how you will utilize your BSI, SE, and SSSP funds to help achieve your student success goals.

Object Code	Category	BSI	SEP	SSSP	SSSP Match	Non-credit SSSP	Non-credit SSSP Match	Total
1000	Academic Salaries	\$ 77,383	\$ 90,000	\$ 911,799	\$ 1,147,813	\$ 7,595	\$ 7,595	
2000	Classified and Other Nonacademic Salaries	\$ 77,780	\$ 354,000	\$ 757,983	\$ 896,879			
3000	Employee Benefits	\$ 14,635	\$ 128,213	\$ 685,310	\$ 975,540	\$ 1,341	\$ 1,341	
4000	Supplies & Materials	\$ 4,500	\$ 35,933	\$ 12,000				
5000	Other Operating Expenses and Services	\$ 12,900	\$ 57,950	\$ 180,168				
6000	Capital Outlay	\$ -		\$ 10,000				
7000	Other Outgo	\$ -	\$ 2,000					
Total		\$ 187,198	\$ 668,096	\$ 2,557,260	\$ 3,020,232	\$ 8,936	\$ 8,936	\$ 6,450,658

Note: see https://docs.google.com/spreadsheets/d/11Dti43Jb_rWCU5tviMM66W4gMHpXfSnCUq4xy4gvlKc/edit#gid=1059502616 for more details. BSI=Basic Skills Initiative, SEP=Student Equity Plan, SSSP=Credit Student Success and Support Program

10. Each college must create an executive summary that includes, at a minimum, the Student Equity goals for each required student group, the activities the college will undertake to achieve these goals, and the resources budgeted for these activities. The executive summary for this plan must also include an accounting of how Student Equity funding for 2014-15, 2015-16, and 2016-17 was expended and an assessment of the progress made in achieving the identified goals from prior year plans. The summary must also include the name of the college or district official to contact for further information. The executive summary must be posted to the college website. Provide a link to your college's executive summary below:

2017-2018 Student Equity/Integrated Goals for each required student group	
College Activities to achieve these goals	2017-2018 Resources Budgeted
Increase student engagement in college life	
Marketing and Creative Services: Translation	5,000
Subtotal	5,000
Outreach and Recruiting: Director	102,374
Outreach and Recruiting: Promotions	3,033
Subtotal	105,407
Student Equity: Administrative Assistant (Senior)	83,978
Student Equity Contingency Fund	10,000
Student Equity: Student Diversity & Peer Educators (DEPE) - NBU	10,000
Student Equity: Laser Week	6,000
Student Equity: Meet & Greets: Networking Receptions	5,000
Student Equity: Multicultural Programs	10,000
Student Equity: Project Specialists (2)	49,000
Subtotal	173,978
Wellness Center: Food Resource Center Staffing	16,000
Wellness Center: Food Resource Center Supplies	6,500
Subtotal	22,500
Increase student completion of degrees, certificates, transfer or transfer prepared students	
Counseling: Summer Bridge Project Specialist (NBU) 10 hours a week Spring and Summer semester	5,000
Counseling: Summer Bridge Student Support	6,400
Counseling: Latino Transfer Night	1,450
Subtotal	12,850
Kinesiology, Health and Athletics – Student Athlete Success Program (Tutors)	15,000
Subtotal	15,000
Reducing the achievement gap disproportionately impacted students	
Guardians Scholars: Pt. Time Faculty Counselor and Benefits	53,000
Guardian Scholars: Project Specialist (NBU) (20 hours a week)	20,000
Guardian Scholars: Outreach and Event Programming	3,000
Subtotal	76,000

2017-2018 Student Equity/Integrated Goals for each required student group	
College Activities to achieve these goals	2017-2018 Resources Budgeted
Veterans Center: Project Specialist (NBU) (10 hours a week)	10,000
Veterans Center : Mental Wellness Counselor	42,336
Subtotal	52,336
ESL: Supplemental Instruction Tutors for ESL Students	34,000
ESL: Tutor Coordinator of Supplemental Instruction for ESL Students	11,000
Subtotal	45,000
AESL: Non-Credit Program Coordinator	35,000
AESL: Non-Credit Translators NBUs	18,000
Subtotal	53,000
Student Success Center: Tutors Writing & ESL Saturday Drop-In Assistance in Library	11,500
Subtotal	11,500
Re - Entry Center: Pt. Time Faculty Counselor and Benefits	53,000
Re - Entry Center: Project Specialist (NBU) (20 hours a week)	20,000
Re Entry Center: Outreach and Event Programming	3,000
Subtotal	76,000
Research & Planning: Student Equity Research Analyst	103,965
Research & Planning: Focus Groups	3,000
Subtotal	106,965
Student Equity: DREAM Book Club	1,500
Student Equity: Equity Symposium (formerly Cultural Competence Summit)	10,000
Student Equity: Flex Week Speakers	5,000
Student Equity: Laptop Loan Program	1,000
Student Equity: Professional Development SE Task Force	10,000
Student Equity: Region 8 Meeting Operational Expenses	500
Student Equity: Textbook Scholarship/Promise Program	5,000
Student Equity: Transportation vouchers/Promise Program	2,000
Subtotal	35,000

Previous Student Equity goals for each required student group	
A.1 Foster Youth Access	
1. By 2016: Account for all self-identified foster youth students at Irvine Valley College and ensure they are receiving the necessary services to facilitate their success.	
2. By 2017: All Pell-eligible foster youth students will be contacted directly to help ensure all students complete the FAFSA application, and all Chafee-eligible students receive the grant.	
Accounting of how Student Equity funding for 2014-15 was expended	- Guardian Scholars: Pt. Time Faculty Counselor 53,000 - Guardian Scholars: Direct Aid to Students 13,000
Accounting of how Student Equity funding for 2015-16 was expended	- Guardian Scholars: Pt. Time Faculty Counselor 53,000 - Guardian Scholars: Direct Aid to Students 1,500 - Guardian Scholars: Outreach/ Student Supplies 8,500
Accounting of how Student Equity funding for 2016-17 was expended	- Guardian Scholars: Pt. Time Faculty Counselor 27,500 - Guardian Scholars: Project Specialist 5,700 - Guardian Scholars: Outreach/ Student Supplies 5,000
Progress made in achieving the identified goals from prior year plans	The Guardian Scholars program has been successful in properly identifying the accurate number of current and former Foster Youth enrolled at IVC. The Guardian Scholars Center continuously makes an effort to contact all self-identified foster youth students at IVC each semester through a list provided by both Admissions and Records & Financial Aid to ensure they are receiving necessary services; these services include basic needs such as counseling & financial aid assistance as well as additional help with services such as food insecurities, transportation, and assistance with paying for books and other supplies.
A.2 Veteran Student Access	
By 2016: Identify 100% of enrolled veteran students eligible for services. Increase services to active military in the surrounding area.	
Accounting of how Student Equity funding for 2014-15 was expended	- Veterans Center: Mental Wellness Counselor 42,336
Accounting of how Student Equity funding for 2015-16 was expended	- Veterans Center: Mental Wellness Counselor 42,336
Accounting of how Student Equity funding for 2016-17 was expended	- Veterans Center: Mental Wellness Counselor 21,000 - Veterans Center: Smart Pens 700 - Veterans Center: Women's Summit 3,000
Progress made in achieving the identified goals from prior year plans	The Veterans Office identified all enrolled veterans eligible for services by spring 2016.

B.1 Course Completion	
Accounting of how Student Equity funding for 2014-15 was expended	N/A
Accounting of how Student Equity funding for 2015-16 was expended	N/A
Accounting of how Student Equity funding for 2016-17 was expended	- Student Equity: Laser Week New Student Orientation 10,000
Progress made in achieving the identified goals from prior year plans	Initially, established by Admissions and Records in 2015, Laser Week is now an integrated program sponsored by Admissions & Records, Student Life and Equity Programs. In its third year, Laser Week is a three day orientation program to introduce academic success strategies to newly enrolled IVC students.
C.1 ESL and Basic Skills Completion – 35 years old and above <i>By 2018: 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%.</i> <i>By 2018: Increase rates of Basic Skills Improvement for English among students 40 to 49 years of age according to their individual education goals by 3 points from 28% to 31%.</i>	
Accounting of how Student Equity funding for 2014-15 was expended	- AESL: Faculty Stipends for AESL program and curriculum development 20,000
	- ESL: Faculty Stipends, Full and Part time for research, software, and trainings 9,000
	- ESL: Software: Language Acquisition Center 10,365
	- Student Success Center: Saturday Tutoring 8,000
Accounting of how Student Equity funding for 2015-16 was expended	- AESL: Non-Credit Program Coordinator 48,200
	- AESL: Student Supplies: Textbooks 19,134
	- ESL: Supplemental Instruction Tutors for ESL Students 24,092
	- ESL: Tutor Coordinator of Supplemental Instruction for ESL Students 4,648
	- ESL: Software and Books 2,026
	- Student Success Center: Saturday Tutoring 6,000
Accounting of how Student Equity funding for 2016-17 was expended	- AESL: Non-Credit Program Coordinator 24,180
	- AESL: Student Supplies Headsets 1,622
	- ESL: Supplemental Instruction Tutors for ESL Students 33,549
	- ESL: Tutor Coordinator of Supplemental Instruction for ESL Students 6650
	- Student Success Center: Saturday Tutoring 9,500

Progress made in achieving the identified goals from prior year plans	<p>In 2014-2015, ESL faculty researched, wrote curriculum and designed a non-credit AESL program, including specialized admissions and matriculation processes. One highlight of this research is the finding that many 35+ students in the ESL credit program were on financial aid (61%). For those students in the lower credit levels, such as low beginning, up to 80% of the students were on financial aid. This suggests that this student population would benefit from taking non-credit classes and receiving free course materials, including textbooks and computer lab headsets, which were later purchased.</p> <p>In addition, ESL faculty researched and purchased supplemental English learning software for the targeted population to use in the language lab, and faculty were trained on use of such software.</p> <p>In 2015-2017, a coordinator was hired to manage the daily operations of the AESL program. The coordinator has been a critical piece in continuing the student services offered at the AESL center for this population and ensuring enrollment. We have served 1,225 students who have enrolled in the initial year (16/17) The average age of the student population is 44. In coordination with BSI, the ESL department purchased 1500 student course required textbooks to be used as a loaner program for students taking AESL courses. This textbook loaner program was confirmed after surveying all students in fall 2016. 77% of students (n=278) reported that they would not be able to purchase these textbooks (because of limited financial resources) on their own.</p> <p>The bilingual staff at the AESL center are also a critical component as they assist this population with student support services in person, not online. 81% of students (n=287) said a staff person from the AESL center assisted them with these core services. Of this percentage, 41% of them reported they were helped by a student help NBU in their native language (Chinese, Korean, Arabic, Farsi, Spanish, or Russian).</p> <p>In fall 2015, ESL faculty designed a Supplemental Instructor Program to assist students enrolled in ESL courses. This program consisted of 7 SI Tutors who directly supported around 625 students once a week in the classroom for 18 weeks, which totals 12,729 times of direct contact with students. In addition, they held office hours and workshops. Future research will determine how the support directly affected the targeted population (35+).</p> <p>For English and ESL students aged 35+, additional Saturday drop-in academic tutorial services were offered, and 59 students used this assistance a total of 131 times. The average student went 2.2 times for a total of 4.0 hours. Of the 59 unique students who came to the Saturday drop-in tutoring, 58% were 30 or over (only 24% of IVC's student body is 30 or over).</p>
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C.2 ESL and Basic Skills Completion – African American Students <i>By 2018: Increase rates of Basic Skills Improvement for English among African American students according to their individual education goals by 3 points from 33% to 36%.</i>	
Accounting of how Student Equity funding for 2014-15 was expended	English: Faculty Research Stipend of Best Practices (Spring 2015) 3,100
	- English: Workshop Textbooks 3,000
	- English: Teacher Training Workshop Stipends 3,000
	- English: Faculty Research Stipend of Best Practices (Summer 2015) 6,050
	- English: Workshop Refreshments 400
Accounting of how Student Equity funding for 2015-16 was expended	- English: Lit Café Textbooks 1,382
Accounting of how Student Equity funding for 2016-17 was expended	N/A
Progress made in achieving the identified goals from prior year plans	Although initially funded by Student Equity, this initiative was not completed due to lack of faculty availability due to the increased involvement with other statewide and federal initiatives.
C.3 ESL and Basic Skills Completion – Re Entry Students <i>By 2018: Increase the completion rate (SPAR) among students ages 25 to 29 by 3 points from 34% to 37%.</i>	
Accounting of how Student Equity funding for 2014-15 was expended	- N/A
Accounting of how Student Equity funding for 2015-16 was expended	- Re Entry Center: Pt. Time Faculty Counselor Staffing 20,000
	- Re Entry Center: Project Specialist (NBU) 4,234
Accounting of how Student Equity funding for 2016-17 was expended	- Re Entry Center: Pt. Time Faculty Counselor Staffing 10,000
	- Re Entry Center: Project Specialist (NBU) 4,234
	- Re Entry Center: Student Aid 3,000
Progress made in achieving the identified goals from prior year plans	Re-Entry Center Faculty Counselor was hired in October 2016; A Re-Entry Center space was identified in November 2016; Individualized appointments with Re-Entry students begin in October 2016; Specialized group counseling sessions and workshops began in November 2016.

D.1 Degree and Certificate Completion – Re Entry Students	
Accounting of how Student Equity funding for 2014-15 was expended	- N/A
Accounting of how Student Equity funding for 2015-16 was expended	See C.3
Accounting of how Student Equity funding for 2016-17 was expended	See C.3
Progress made in achieving the identified goals from prior year plans	See C.3
D.2 Degree and Certificate Completion – Resources	
Accounting of how Student Equity funding for 2014-15 was expended	- N/A
Accounting of how Student Equity funding for 2015-16 was expended	- Student Equity: Textbook Loan Library 5,000
Accounting of how Student Equity funding for 2016-17 was expended	- Student Equity: Textbook Loan Library 23,000
	- Student Equity: Laptop Loan Program 163,498
Progress made in achieving the identified goals from prior year plans	The Office of Student Equity established a Laptop Loan program in 2016-2017 academic year in response to data that indicated access to technology resources was limited for disproportionately impacted groups. Currently, procedures are being developed for intake and usage.
E.1 Transfer – Northern California Campus Tour/Latino Transfer Night <i>By 2018: Increase the transfer rate among Hispanic students by 5 points from 35% to 40%.</i>	
Accounting of how Student Equity funding for 2014-15 was expended	- Career/Transfer Center: Seasonal Job Fair/Career Mixer 1,460
	- Career/Transfer Center: Happy Hours 1,493
	- Career/Transfer Center: Latino Community Fair 2,000
	- Counseling Center: Evening Counseling 20,360
Accounting of how Student Equity funding for 2015-16 was expended	- Transfer Center: Up North College Tour Stipends 2,205
	- Transfer Center: Up North College Tour 15,253
	- Transfer Center: Latino Night 1,600
Accounting of how Student Equity funding for 2016-17 was expended	- Transfer Center: Up North College Tour Stipends 1,400
	- Transfer Center: Up North College Tour 10,000
	- Counseling Center: Latino Night 800
Progress made in achieving the identified goals from prior year plans	Student pre and post evaluations were collected to see students' learning and overall experience of the Northern CA Campus Tour. The qualitative data results show that students learned and gained a lot through their experiences of visiting, touring and listening to admission information on their Northern CA Campus Tour excursion. For some of these students, it was life changing

	<p>because it helped them see their options and solidify their choices.</p> <p>Latino Transfer Night was held for two academic years, each in spring semester. We had 25 students and their families from local high schools and from IVC attend the Latino Transfer Night. By providing these resources, it helped them feel connected to IVC and meet all of the supporting staff/faculty.</p> <p>This event covered the transfer process, financial aid, the California Dream Act and finding and applying for scholarships. We also put together packets of information and flyers of all student services and referrals. Counseling is in the process of analyzing the impact of these programs on Chicano/Hispanic/Latino student transfer rates.</p>
E.2 Transfer – Summer Bridge for Hispanic Students <i>By 2018: Increase the transfer rate among Hispanic students by 5 points from 35% to 40%.</i>	
Accounting of how Student Equity funding for 2014-15 was expended	- N/A
Accounting of how Student Equity funding for 2015-16 was expended	- Counseling: Summer Bridge Student Support 13,290
Accounting of how Student Equity funding for 2016-17 was expended	- Counseling: Summer Bridge Student Support 5,000
	- Counseling: Summer Bridge Project Specialist (NBU) 5,600
Progress made in achieving the identified goals from prior year plans	Summer Bridge has been offered for two academic years, each in summer semester. Counseling is in the process of analyzing the impact of these programs on Chicano/Hispanic/Latino student transfer rates.
E.3 Transfer – Digital Advertising - Hispanics	
Accounting of how Student Equity funding for 2014-15 was expended	- N/A
Accounting of how Student Equity funding for 2015-16 was expended	- Marketing & Creative Services: Digital Advertising 14,920
Accounting of how Student Equity funding for 2016-17 was expended	- Marketing & Creative Services: I Heart Radio 19,560
Progress made in achieving the identified goals from prior year plans	Ad: 320x50 Hispanic; Impressions: 250,045; Clicks: 891; CTR%: 0.36% - 2.5 times higher than industry average. Turning advertising focus to high services offered for underserved students as opposed to one specific group.
F.1 Other College: Research and Evaluation – Analyst	
Accounting of how Student Equity funding for 2014-15 was expended	- Research and Planning: Staffing 72,571
Accounting of how Student Equity funding for 2015-16 was expended	- Research & Planning: Student Equity Research Analyst 96,909
Accounting of how Student Equity funding for 2016-17 was expended	- Research & Planning: Student Equity Research Analyst 57,693
Progress made in achieving the identified goals from prior year plans	A Research Analyst was hired in February 2016 and serves as a member of the Student Equity Leadership team. The Research Analyst position conducted orientations, attended monthly meetings, and analyzed mid-year and year-end reports for each equity initiative on its assessment and evaluation strategies.

F.2 Other College: Outreach - Director	
Accounting of how Student Equity funding for 2014-15 was expended	- N/A
Accounting of how Student Equity funding for 2015-16 was expended	- Outreach: Director 115,566
Accounting of how Student Equity funding for 2016-17 was expended	- Outreach: Director 70,824
Progress made in achieving the identified goals from prior year plans	An Outreach Director was hired in March 2016 and serves as a member of the Student Equity Leadership team. The Outreach Director conducted orientations, attended monthly meetings, analyzed mid-year and year-end reports for each equity initiative on its outreach strategies. Outreach activities encompass almost all areas of Student Equity programs, such as ESL, Foster Youth, Veterans, Latino Transfer night, and the Re-entry center.
F.4 Other College: Student Equity Support Staff	
<i>Ongoing: Increase the number of opportunities to develop cross-cultural competency skills, and conduct research as to their effect. Once a baseline is established, measurable goals will be developed.</i>	
Accounting of how Student Equity funding for 2014-15 was expended	- N/A
Accounting of how Student Equity funding for 2015-16 was expended	- Student Equity: Project Specialists (3) 25,214
Accounting of how Student Equity funding for 2016-17 was expended	- Student Equity: Project Specialists (3) 19,200 - Student Equity: Diversity and Peer Educators (DEPE) Staffing 19,800
Progress made in achieving the identified goals from prior year plans	In August 2016, three project specialists were hired to assist the Director of Student Life and Equity programs with multicultural programming and student leadership development of student equity initiatives. There was an expansion of the staff to include student leaders called Diversity & Equity Peer Educators (DEPE) in January 2017.
F.5 Other College: Cultural Competency Summit	
<i>Ongoing: Increase the number of opportunities to develop cross-cultural competency skills, and conduct research as to their effect. Once a baseline is established, measurable goals will be developed.</i>	
Accounting of how Student Equity funding for 2014-15 was expended	- Student Services: Cultural Competency Summit 32,525
Accounting of how Student Equity funding for 2015-16 was expended	- See F.12
Accounting of how Student Equity funding for 2016-17 was expended	- See F.12
Progress made in achieving the identified goals from prior year plans	Irvine Valley College hosted a Cultural Competency Summit in spring 2016. There were over 400 participants in attendance for the eight hour event. Evaluation of this program showed that staff, students, community members, and faculty had an improved understanding of the skills necessary for cultural competency.

F.6 Other College: Ethnic Studies Curriculum Development	
Accounting of how Student Equity funding for 2014-15 was expended	- N/A
Accounting of how Student Equity funding for 2015-16 was expended	- No Equity Funds were utilized
Accounting of how Student Equity funding for 2016-17 was expended	- No Equity funds were allocated
Progress made in achieving the identified goals from prior year plans	Although denoted in the plan, none of the funds were utilized due to lack of faculty availability.
F.7 Other College: Student Equity and Social Justice Retreat	
<i>Ongoing: Increase the number of opportunities to develop cross-cultural competency skills, and conduct research as to their effect. Once a baseline is established, measurable goals will be developed.</i>	
Accounting of how Student Equity funding for 2014-15 was expended	- N/A
Accounting of how Student Equity funding for 2015-16 was expended	- N/A
Accounting of how Student Equity funding for 2016-17 was expended	- Student Equity: Diversity and Equity Retreat: 16,300
Progress made in achieving the identified goals from prior year plans	The Diversity and Equity Retreat took place in November 2016. Pre-test and post-tests showed significant increased cultural competency skills for faculty, staff, and student participants.
F.8 Other College: DREAM BOOK CLUB	
<i>Ongoing: Increase the number of opportunities to develop cross-cultural competency skills, and conduct research as to their effect. Once a baseline is established, measurable goals will be developed.</i>	
Accounting of how Student Equity funding for 2014-15 was expended	- N/A
Accounting of how Student Equity funding for 2015-16 was expended	- Student Equity: DREAM Book Club 25,000
Accounting of how Student Equity funding for 2016-17 was expended	- Student Equity: DREAM Book Club 17,000
Progress made in achieving the identified goals from prior year plans	The Office of Student Equity conducted 14 monthly DREAM book clubs from April 2016 until June 2017. Monthly meetings were held both in face to face and online via Blackboard. The meetings averaged 40 members per book club, and evaluation showed that the book clubs increased cultural competency knowledge of faculty, staff, and student participants.

F.9 Other College: Student Equity Meet and Greet	
<i>Ongoing: Increase the number of opportunities to develop cross-cultural competency skills, and conduct research as to their effect. Once a baseline is established, measurable goals will be developed.</i>	
Accounting of how Student Equity funding for 2014-15 was expended	- N/A
Accounting of how Student Equity funding for 2015-16 was expended	- Student Equity: Meet and Greet: Informal Networking Receptions \$13,700
Accounting of how Student Equity funding for 2016-17 was expended	- Student Equity: Meet and Greet: Informal Networking Receptions \$5,000
Progress made in achieving the identified goals from prior year plans	The Office of Student Equity conducted a meet and greet informal networking reception for the disproportionately impacted populations (Hispanic, African American, Foster Youth, Veterans, Re-Entry) and underrepresented populations (Asian American and LGBTQ) during the fall and spring semesters of 2016-2017. Student participants reported positivity about campus climate and an increased engagement in campus community.
F.10 Other College: Multicultural Programs	
<i>Ongoing: Increase the number of opportunities to develop cross-cultural competency skills, and conduct research as to their effect. Once a baseline is established, measurable goals will be developed.</i>	
Accounting of how Student Equity funding for 2014-15 was expended	- N/A
Accounting of how Student Equity funding for 2015-16 was expended	- Student Equity: Multicultural Programs 14,000
Accounting of how Student Equity funding for 2016-17 was expended	- Student Equity: Multicultural Programs 15,000
	- ELEVATE: AAPI Month 2,500
Progress made in achieving the identified goals from prior year plans	Since January 2016, the Office of Student Equity has conducted over 40 individual multicultural programs to educate the campus community about the cultures, heritages and issues impacting disproportionately impacted communities including events listed in F.5, F.7, F.8, F.9. Other events include: Lunar New Year, African American Heritage Month, Holi, Diwali, Indigenous Peoples Day, Dia de los Muertos, and Real Talk. The office of Student Equity has also established social media accounts and a newsletter. Initial feedback on the effectiveness of these events have indicated increased student learning outcomes.
F.11 Other College – Financial Aid Front Counter Staffing	
Accounting of how Student Equity funding for 2014-15 was expended	- N/A
Accounting of how Student Equity funding for 2015-16 was expended	- Financial Aid: Front Counter Staffing 22,680
Accounting of how Student Equity funding for 2016-17 was expended	- Financial Aid: Front Counter Staffing 20,000
Progress made in achieving the identified goals from prior year plans	The Office of Financial aid hired student staff to assist with financial aid and scholarship workshops. The primary focus of these positions were to serve as communication liaisons between the office and disproportionately impacted communities of the equity plan.

F.12 Other College: Professional Development	
<i>Ongoing: Increase the number of opportunities to develop cross-cultural competency skills, and conduct research as to their effect. Once a baseline is established, measurable goals will be developed.</i>	
Accounting of how Student Equity funding for 2014-15 was expended	- N/A
Accounting of how Student Equity funding for 2015-16 was expended	- Student Equity: Professional Development Opportunities 20,044
	- Student Services: Professional Development for Managers 18,119
Accounting of how Student Equity funding for 2016-17 was expended	- Student Equity: Professional Development Opportunities 11,000
	- ELEVATE/ Student Equity: Lunch and Learn 262 Bowers Museum 135
	- Student Equity: Flex Week Speaker – Spring 2017 2,500
	- Student Equity: Region 8 Directors Council 1,000
Progress made in achieving the identified goals from prior year plans	In addition to items listed in F.5, The Office of Student Equity has funded professional development opportunities for members of the Student Equity taskforce, Academic Senate, Office of Research, Planning and Accreditation, Re-Entry, Guardian Scholars, Outreach, and Veterans staff. We have conducted on campus professional development workshops open to the campus community on teaching cultural strengths, underrepresented student panels, and equity student leadership advocacy modules. We have also attended conferences on race and Promise Pathways and participated in statewide oversight meetings. The Director of Student Equity is also the co-founder and co-chair of Region 8 Student Equity Directors Council.

Point of Contact:

Name	Anissa Cessa Heard-Johnson
Title	Director, Student Life and Equity Programs
Email Address	aheard@ivc.edu
Phone	(949)451-5364

11. What support from the Chancellor's Office (e.g., webinars, workshops, site visits, etc.) and on what topics (e.g., budget, goal setting, expenditures, data visualization, etc.) would help you to accomplish your goals for student success and the closing of achievement gaps?

We believe the State Chancellor's Office should provide ongoing professional development and training on both a statewide and regional level that includes sharing of best practices and tutorials on the completion of statewide reporting. In addition, we believe having the MIS Student Success Referential File available on Data on demand (like other categorical files) would be essential to measuring the effectiveness of our initiatives and accomplishing our student success goals.

12. Identify one individual to serve as the point of contact for your college (with an alternate) for the Integrated Plan and provide the following information for that person:

Point of Contact:

Name	Arleen Elseroad
Title	Dean, Enrollment Services
Email Address	aelseroad@ivc.edu
Phone	(949)451-5409

Alternate Point of Contact:

Name	Angel Hernandez
Title	Counselor/Assistant Professor, BSI & BST Coordinator
Email Address	ahernandez107@ivc.edu
Phone	949-451-5465

Part III – Approval and Signature Page

College: Irvine Valley College

District: South Orange County CCD

Board of Trustees Approval Date:

We certify the review and approval of the 2017-19 Integrated Plan by the district board of trustees on the date shown above. We also certify that the goals, strategies and activities represented in this plan meet the legislative and regulatory intent of the Student Success and Support (credit and noncredit), Student Equity, and Basic Skills programs and that funds allocated will be spent according to law, regulation and expenditure guidelines published by the California Community College Chancellor's Office.

Debra L. Fitzsimmons – Interim Chancellor

dfitzsimmons@socccd.edu

Chancellor	Date	Email Address
Glenn Roquemore - President		groquemore@ivc.edu
President	Date	Email Address
Jim Buysee – Acting Vice Chancellor, Business Services		jbuysee@socccd.edu
Chief District Business Officer	Date	Email Address
Christopher McDonald – Vice President for Instruction		cmcdonald@ivc.edu
Chief Instructional Officer	Date	Email Address
Linda Fontanilla – Vice President for Student Services		lfontanilla@ivc.edu
Chief Student Services Officer	Date	Email Address
Davit Khachatryan – Vice President for Administrative Services		dkkhachatryan@ivc.edu
Campus Budget Officer	Date	Email Address
June McLaughlin – Academic Senate President		Jmclaughlin12@ivc.edu
President, Academic Senate	Date	Email Address

TO: Board of Trustees

FROM: Debra L. Fitzsimons, Interim Chancellor

RE: Saddleback College and Irvine Valley College: Spring 2018
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 2018. 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. Gregory Anderson, Saddleback College President, and Dr. Glenn R. Roquemore, Irvine Valley College President*

SADDLEBACK COLLEGE

COMMUNITY EDUCATION NON-CREDIT PROGRAM - Spring 2018

PROGRAM	ACTIVITY TITLE	DATES	PRESENTER	HONORARIA	FEE
Adult	Acrylic/Oil Painting Workshop	1/1 - 6/30	Jean Marie Christian (I)	50% Net	\$147
	Associate Certified Electronics Technician (CETa)	1/1 - 6/30	Ameri-Skills (I)	PP	\$1,200 PP
	Ballroom and Swing	1/1 - 6/30	Kaylaa Fox (I)	45% Gross	\$45
	Become a Professional Organizer	1/1 - 6/30	Nancy Miller (E)	50% Net	\$39
	Beginning and Intermediate Watercolor Workshop	1/1 - 6/30	Jean Marie Christian (I)	50% Net	\$168
	Beginning Blues Harmonica	1/1 - 6/30	David Broida (E)	50% Net	\$49
	Beginning Guitar	1/1 - 6/30	Ron Gorman (E)	60% Net	\$99
	Beginning Quilting: Traditional and Modern Styles	1/1 - 6/30	Pam Hadfield (E)	50% Net	\$150
	Beginning Ukulele	1/1 - 6/30	Ron Gorman (E)	60% Net	\$100
	Black and White Digital Photography	1/1 - 6/30	Laura Hoffman (E)	50% Net	\$168
	Blogging for Fun and Profit	1/1 - 6/30	Bob Cohen (I)	50% Net	\$39
	Botanicals Watercolor Workshop	1/1 - 6/30	Jean Marie Christian (I)	50% Net	\$168
	Bride and Groom's First Dance	1/1 - 6/30	Kaylaa Fox (I)	45% Gross	\$25
	Business Series	1/1 - 6/30	Connected Women of Influence (I)	50% Net	\$175
	Clutterology® How to Get Rid of Clutter and Get Organized	1/1 - 6/30	Nancy Miller (E)	50% Net	\$39
	Clutterology®: Eliminate Clutter in Your Life	1/1 - 6/30	Nancy Miller (E)	50% Net	\$39
	Commercial Real Estate Investing	1/1 - 6/30	Investment R/E Source (I)	50% Net	\$99
	Community (HOA) Leadership Training Program	1/1 - 6/30	CAI OC Regional Chapter (I)	50% Net	\$50
	Country Line Dance	1/1 - 6/30	Kaylaa Fox (I)	45% Gross	\$59
	Country Two-Step	1/1 - 6/30	Kaylaa Fox (I)	45% Gross	\$59
	Country Two-Step & Cowboy Cha-Cha	1/1 - 6/30	Kaylaa Fox (I)	45% Gross	\$59
	Creative Digital Portrait Photography	1/1 - 6/30	Laura Hoffman (E)	50% Net	\$168
	CTE: Dental Assisting	1/1 - 6/30	CUSD Partnership (I)	Grant	Grant
	CTE: Pharmacy Technician	1/1 - 6/30	CUSD Partnership (I)	Grant	Grant
	CTE: Surgical Technician	1/1 - 6/30	CUSD Partnership (I)	Grant	Grant
	Discover Photography: Part 1	1/1 - 6/30	Laura Hoffman (E)	50% Net	\$135
	Discover Photography: Part 2	1/1 - 6/30	Laura Hoffman (E)	50% Net	\$168
	Drawing Workshop	1/1 - 6/30	Jean Marie Christian (I)	50% Net	\$147
	Eagles Intermediate Guitar	1/1 - 6/30	Ron Gorman (E)	60% Net	\$99
	Effective Hiring	1/1 - 6/30	Allison Pratt (E)	50% Net	\$59
	Effective Terminations	1/1 - 6/30	Allison Pratt (E)	50% Net	\$59
	Electricity and Electronics Fundamentals	1/1 - 6/30	Ameri-Skills (I)	PP	\$1,200 PP
	FCC General Radiotelephone Operator's License (GROL) Elements 1 and 3	1/1 - 6/30	Ameri-Skills (I)	PP	\$1,200 PP
	Feng Shui Tools for Better Living	1/1 - 6/30	Kartar Diamond (I)	50% Net	\$49
	Fiber Optics Installer	1/1 - 6/30	Ameri-Skills (I)	PP	\$1,200 PP
	Finding Freelance Work on the Internet	1/1 - 6/30	Bob Cohen (I)	50% Net	\$39
	Fingerstyle Guitar	1/1 - 6/30	Ron Gorman (E)	60% Net	\$90
	First Hand French	1/1 - 6/30	Nancy Allah (E)	50% Net	\$85
	Foreign Language Students	1/1 - 6/30	FLS (I)	Varies	Varies
	Get Into E-Commerce for Free!	1/1 - 6/30	Mike Rounds (E)	50% Net	\$39
	Guitar 2: Adv Beginning & Pre-Intermediate	1/1 - 6/30	Ron Gorman (E)	60% Net	\$99
	Hand And Wheel Ceramics	1/1 - 6/30	Adrian Sanstrom (E)	50% Net	\$150
	Healthy Harmonica: Songs and Rhythms	1/1 - 6/30	David Broida (E)	50% Net	\$29
	HiSet Testing	1/1 - 6/30	Javier Corrales (E)	Varies	Varies
	How to Be a Special Event/Wedding Planner	1/1 - 6/30	Farla Binder (E)	50% Net	\$49
	How to Be Published for Free!	1/1 - 6/30	Mike Rounds (E)	50% Net	\$39
	How to Be Self-Published for Free!	1/1 - 6/30	Mike Rounds (E)	50% Net	\$39
	How to Become a Mystery Shopper	1/1 - 6/30	Elaine Moran (E)	50% Net	\$49
	How to Create a Website for Free!	1/1 - 6/30	Mike Rounds (E)	50% Net	\$39
	How to Create a Website in 24 Hours for Free!	1/1 - 6/30	Mike Rounds (E)	50% Net	\$39
	How to Live Happily Even After a Divorce or Breakup	1/1 - 6/30	Cindy Sorensen (E)	50% Net	\$39
	How to Market Your Small Business - Profitably	1/1 - 6/30	Mike Rounds (E)	50% Net	\$39
	How to Organize Your Home and Office	1/1 - 6/30	Nancy Miller (E)	50% Net	\$39
	How to Play Piano by Ear	1/1 - 6/30	Craig Coffman (I)	50% Net	\$45
	How To Sell On eBay®	1/1 - 6/30	Frances Greenspan (E)	50% Net	\$65
	How to Sell Your Ideas and Inventions for Cash	1/1 - 6/30	Nancy Miller (E)	50% Net	\$39
	How to Sell Your Ideas and Inventions for Cash	1/1 - 6/30	Mike Rounds (E)	50% Net	\$39
	HSE Computer Technology Learning Center	1/1 - 6/30	Adult Education Presenter (E)	Varies	AEBG
	Human Resources Series: Make The Right Call	1/1 - 6/30	Allison Pratt (E)	50% Net	\$175
	HVAC - Heating Ventilation Air Conditioning	1/1 - 6/30	Ameri-Skills (I)	PP	\$1,200 PP
	Improving Your PC's Performance	1/1 - 6/30	Bob Cohen (I)	50% Net	\$39
	Increase Your Income with a Home-Based Business	1/1 - 6/30	Nancy Miller (E)	50% Net	\$39
	Instant Piano for Hopelessly Busy People	1/1 - 6/30	Craig Coffman (I)	50% Net	\$45
	Intermediate Guitar	1/1 - 6/30	Ron Gorman (E)	60% Net	\$99
	Intermediate Level Welding	1/1 - 6/30	Ameri-Skills (I)	PP	\$1,200 PP
	Introduction to Digital Photography: "The Camera Class"	1/1 - 6/30	Laura Hoffman (E)	50% Net	\$45
	Introduction to Wine Appreciation	1/1 - 6/30	Michelle Mooney (E)	50% Net	\$85
	Inventors: Get Ready for Shark Tank!	1/1 - 6/30	Nancy Miller (E)	50% Net	\$39
	Investment Boot Camp	1/1 - 6/30	Jalon O'Connell (E)	50% Net	\$39
	Investment Strategies for Growth and Income	1/1 - 6/30	Charles Goffin (E)	50% Net	\$39
	iPhones® and iPads®: Beyond The Basics	1/1 - 6/30	Bob Cohen (I)	50% Net	\$39
	iPhones®, iPads®, . . . and I'm Lost®	1/1 - 6/30	Bob Cohen (I)	50% Net	\$39
	Italian Supreme: 2	1/1 - 6/30	Conversa (I)	50% Net	\$153

(E) Employee

(I) Independent Contractor

South Orange County Community College District
SADDLEBACK COLLEGE
COMMUNITY EDUCATION NON-CREDIT PROGRAM - Spring 2018

EXHIBIT A
2 of 9

PROGRAM	ACTIVITY TITLE	DATES	PRESENTER	HONORARIA	FEE
	Italian Supreme: A Taste of Italy	1/1 - 6/30	Conversa (I)	50% Net	\$153
	Loan Signing Specialist Training	1/1 - 6/30	Masters Notary Academy (I)	\$35 PP	\$70
	Makeup 101	1/1 - 6/30	Michele Godinez (E)	50% Net	\$175
	Managing Performance	1/1 - 6/30	Allison Pratt (E)	50% Net	\$59
	Marketing Your Business on Facebook and Social Media Sites	1/1 - 6/30	Bob Cohen (I)	50% Net	\$49
	Master Your Investments	1/1 - 6/30	Jalon O'Connell (E)	50% Net	\$70
	Networking Securityv (2020)	1/1 - 6/30	Ameri-Skills (I)	PP	\$1,200 PP
	Notary Public Training	1/1 - 6/30	Masters Notary Academy (I)	\$35 PP	\$70
	Online Dating for Adults Over 50	1/1 - 6/30	Bob Cohen (I)	50% Net	\$39
	On-Line No-Credit Classes	1/1 - 6/30	Education To Go (I)	\$55-\$175PP	\$94-299
	Parenting Resilience	1/1 - 6/30	Elsie Beach (E)	50% Net	\$149
	Piano Made Easy Series	1/1 - 6/30	Craig Coffman (I)	50% Net	\$75
	Plating for Food Styling 101	1/1 - 6/30	Denise Stillman (E)	50% Net	\$80
	Plating for Food Styling 101: Part 1	1/1 - 6/30	Denise Stillman (E)	50% Net	\$45
	Plating for Food Styling 101: Part 2	1/1 - 6/30	Denise Stillman (E)	50% Net	\$45
	Plein Air Landscape Watercolor Workshop	1/1 - 6/30	Jean Marie Christian (I)	50% Net	\$147
	Proctoring Services	1/1 - 6/30	In-House Services (E)	PP	\$50-75
	Property Management Anyone Can Do	1/1 - 6/30	Stephen Dexter (E)	50% Net	\$59
	Residential Care Facility for the Elderly (RCFE)	1/1 - 6/30	Laura Ferral, M.H.A.(E)	50% Net	\$500
	Residential Care Facility for the Elderly (RCFE)	1/1 - 6/30	Michael Ferral, M.A., Ph.D.(E)	50% Net	\$500
	Salsa Dance	1/1 - 6/30	Kaylaa Fox (I)	45% Gross	\$59
	Salsa Dance, Cha-Cha & Merenge	1/1 - 6/30	Kaylaa Fox (I)	45% Gross	\$59
	Secrets of Social Media and Internet Marketing	1/1 - 6/30	Bob Cohen (I)	50% Net	\$49
	Social Security Strategies and Retirement Planning	1/1 - 6/30	Jalon O'Connell (E)	50% Net	\$70
	Sound Retirement Strategies	1/1 - 6/30	David Brown (E)	50% Net	\$39
	Speed Spanish	1/1 - 6/30	Christy Nelson (E)	50% Net	\$59
	SRT - Motorcyclist Safety Program	1/1 - 6/30	Saddleback Rider Training (I)	Varies	\$250
	Stained Glass for Beginners	1/1 - 6/30	Greg Atwood dba The Glass Spectr	50% Gross	\$150
	Success Through Self-Respect	1/1 - 6/30	George Miller (E)	50% Net	\$39
	Supervisor Skills Certificate Series - Part 1	1/1 - 6/30	Insight Systems Group (I)	50% Net	\$365
	Supervisor Skills Certificate Series - Part 2	1/1 - 6/30	Insight Systems Group (I)	50% Net	\$365
	Surface Decoration: Ceramics	1/1 - 6/30	Don Ryan (E)	\$30/hr+	\$185
	Surface Decoration: Ceramics	1/1 - 6/30	Kathryn Stovall-Dennis (E)	50% Net	\$185
	Technical Formatting and Networking (2020)	1/1 - 6/30	Ameri-Skills (I)	PP	\$1,200 PP
	Teen Road to Safety	1/1 - 6/30	Teen Road to Safety Inc. (I)	Varies	Varies
	The 3A's: Attitude, Ability, and Ambition	1/1 - 6/30	George Miller (E)	50% Net	\$39
	Travel Tours/Multi-Day Trips	1/1 - 6/30	Good Times Travel (I)	PP	PP
	UAVs (Unmanned Aerial Vehicles) Safety & Certification Training	1/1 - 6/30	Ameri-Skills (I)	PP	\$1,200 PP
	Using Your Computer to Make Money	1/1 - 6/30	Nancy Miller (E)	50% Net	\$39
	Veterans Art Project	1/1 - 6/30	Don Ryan (E)	\$50/hr	Varies
	What Were You Born to Do?	1/1 - 6/30	Curtis Adney (E)	50% Net	\$55
	Wireless Communications Specialist	1/1 - 6/30	Ameri-Skills (I)	PP	\$1,200 PP
	XinYi Mandarin Chinese	1/1 - 6/30	Xin Yi Language Institute (I)	50% Net	\$140
	You're Retired! Now What?	1/1 - 6/30	Elaine Moran (E)	50% Net	\$39
	HSE Math	1/1 - 6/30	Adult Education Presenter (E)	Varies	AEBG
	HSE Math - Spanish	1/1 - 6/30	Adult Education Presenter (E)	Varies	AEBG
	HSE Reading/Writing	1/1 - 6/30	Adult Education Presenter (E)	Varies	AEBG
	HSE Reading/Writing - Spanish	1/1 - 6/30	Adult Education Instructor (E)	Varies	AEBG
	ART 10: Ceramics Fundamentals	1/1 - 6/30	Art Faculty (E)	50% Net	\$6.25/hr
	ART 11: Ceramics: Wheel I	1/1 - 6/30	Art Faculty (E)	50% Net	\$6.25/hr
	ART 12: Ceramics- Wheel II	1/1 - 6/30	Art Faculty (E)	50% Net	\$6.25/hr
	ART 13: Ceramics- Wheel III	1/1 - 6/30	Art Faculty (E)	50% Net	\$6.25/hr
	ART 140: Beginning Graphic Design	1/1 - 6/30	Art Faculty (E)	50% Net	\$6.25/hr
	ART 141: Graphic Rendering Techniques	1/1 - 6/30	Art Faculty (E)	50% Net	\$6.25/hr
	ART 142: Package Design	1/1 - 6/30	Art Faculty (E)	50% Net	\$6.25/hr
	ART 143: Art Survival: From Student to Artist	1/1 - 6/30	Art Faculty (E)	50% Net	\$6.25/hr
	ART 145: Graphic Illustration	1/1 - 6/30	Art Faculty (E)	50% Net	\$6.25/hr
	ART 150: Architectural Ceramics I	1/1 - 6/30	Art Faculty (E)	50% Net	\$6.25/hr
	ART 164: Printmaking (Intaglio/Etching and Relief) IV	1/1 - 6/30	Art Faculty (E)	50% Net	\$6.25/hr
	ART 175: Metal Casting	1/1 - 6/30	Art Faculty (E)	50% Net	\$6.25/hr
	ART 216: Ceramics- Handbuilding II	1/1 - 6/30	Art Faculty (E)	50% Net	\$6.25/hr
	ART 217: Ceramics-Handbuilding III	1/1 - 6/30	Art Faculty (E)	50% Net	\$6.25/hr
	ART 228: Bench Jeweler I	1/1 - 6/30	Art Faculty (E)	50% Net	\$6.25/hr
	ART 229: Bench Jeweler II	1/1 - 6/30	Art Faculty (E)	50% Net	\$6.25/hr
	ART 230: Bench Jeweler III	1/1 - 6/30	Art Faculty (E)	50% Net	\$6.25/hr
	ART 231: Bench Jeweler IV	1/1 - 6/30	Art Faculty (E)	50% Net	\$6.25/hr
	ART 240: Intermediate Graphic Design	1/1 - 6/30	Art Faculty (E)	50% Net	\$6.25/hr
	ART 250: Plein Air Landscape Painting	1/1 - 6/30	Art Faculty (E)	50% Net	\$6.25/hr
	ART 261: Opaque Watercolor	1/1 - 6/30	Art Faculty (E)	50% Net	\$6.25/hr
	ART 4: Fundamentals Of Art	1/1 - 6/30	Art Faculty (E)	50% Net	\$6.25/hr
	ART 40: 2-D Foundations	1/1 - 6/30	Art Faculty (E)	50% Net	\$6.25/hr
	ART 41: Three-Dimensional Design	1/1 - 6/30	Art Faculty (E)	50% Net	\$6.25/hr
	ART 42: Color Theory and Practice	1/1 - 6/30	Art Faculty (E)	50% Net	\$6.25/hr

(E) Employee

(I) Independent Contractor

South Orange County Community College District
SADDLEBACK COLLEGE

EXHIBIT A
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COMMUNITY EDUCATION NON-CREDIT PROGRAM - Spring 2018

PROGRAM	ACTIVITY TITLE	DATES	PRESENTER	HONORARIA	FEE
ART 50:	Painting I	1/1 - 6/30	Art Faculty (E)	50% Net	\$6.25/hr
ART 51:	Painting-II	1/1 - 6/30	Art Faculty (E)	50% Net	\$6.25/hr
ART 52:	Painting-III	1/1 - 6/30	Art Faculty (E)	50% Net	\$6.25/hr
ART 53:	Painting From the Live Model I	1/1 - 6/30	Art Faculty (E)	50% Net	\$6.25/hr
ART 54:	Painting From the Live Model II	1/1 - 6/30	Art Faculty (E)	50% Net	\$6.25/hr
ART 57:	Watercolor I	1/1 - 6/30	Art Faculty (E)	50% Net	\$6.25/hr
ART 58:	Watercolor II	1/1 - 6/30	Art Faculty (E)	50% Net	\$6.25/hr
ART 59:	Watercolor III	1/1 - 6/30	Art Faculty (E)	50% Net	\$6.25/hr
ART 60:	Printmaking (Intaglio/Etching And Relief)	1/1 - 6/30	Art Faculty (E)	50% Net	\$6.25/hr
ART 61:	Printmaking (Intaglio/Etching And Relief) II	1/1 - 6/30	Art Faculty (E)	50% Net	\$6.25/hr
ART 62:	Printmaking (Intaglio/Etching And Relief) III	1/1 - 6/30	Art Faculty (E)	50% Net	\$6.25/hr
ART 63:	Introduction to Screen Printing	1/1 - 6/30	Art Faculty (E)	50% Net	\$6.25/hr
ART 70:	Fundamentals of Sculpture	1/1 - 6/30	Art Faculty (E)	50% Net	\$6.25/hr
ART 71:	Additive Sculpture	1/1 - 6/30	Art Faculty (E)	50% Net	\$6.25/hr
ART 72:	Subtractive Sculpture	1/1 - 6/30	Art Faculty (E)	50% Net	\$6.25/hr
ART 78:	Beginning Life Sculpture	1/1 - 6/30	Art Faculty (E)	50% Net	\$6.25/hr
ART 79:	Advanced Life Sculpture	1/1 - 6/30	Art Faculty (E)	50% Net	\$6.25/hr
ART 80:	Drawing	1/1 - 6/30	Art Faculty (E)	50% Net	\$6.25/hr
ART 81:	Drawing II	1/1 - 6/30	Art Faculty (E)	50% Net	\$6.25/hr
ART 82:	Drawing III	1/1 - 6/30	Art Faculty (E)	50% Net	\$6.25/hr
ART 85:	Drawing from the Live Model I	1/1 - 6/30	Art Faculty (E)	50% Net	\$6.25/hr
ART 86:	Drawing from a Live Model II	1/1 - 6/30	Art Faculty (E)	50% Net	\$6.25/hr
ART 87:	Drawing from a Live Model III	1/1 - 6/30	Art Faculty (E)	50% Net	\$6.25/hr
ART 9:	Ceramics Fundamentals	1/1 - 6/30	Art Faculty (E)	50% Net	\$6.25/hr
MUS 1:	The Basics of Music	1/1 - 6/30	Music Faculty (E)	50% Net	\$6.25/hr
MUS 10:	Harmony I	1/1 - 6/30	Music Faculty (E)	50% Net	\$6.25/hr
MUS 11:	Harmony II	1/1 - 6/30	Music Faculty (E)	50% Net	\$6.25/hr
MUS 117:	Popular Songwriting	1/1 - 6/30	Music Faculty (E)	50% Net	\$6.25/hr
MUS 118:	Digital Multi-Track Music Recording	1/1 - 6/30	Music Faculty (E)	50% Net	\$6.25/hr
MUS 119:	Advanced Music Composition	1/1 - 6/30	Music Faculty (E)	50% Net	\$6.25/hr
MUS 12:	Harmony III	1/1 - 6/30	Music Faculty (E)	50% Net	\$6.25/hr
MUS 120:	Introduction to the Music Industry	1/1 - 6/30	Music Faculty (E)	50% Net	\$6.25/hr
MUS 124:	Computer Assisted Music Notation	1/1 - 6/30	Music Faculty (E)	50% Net	\$6.25/hr
MUS 130:	Music Production I	1/1 - 6/30	Music Faculty (E)	50% Net	\$6.25/hr
MUS 131:	Music Production II	1/1 - 6/30	Music Faculty (E)	50% Net	\$6.25/hr
MUS 132:	Introduction to Music Technology	1/1 - 6/30	Music Faculty (E)	50% Net	\$6.25/hr
MUS 14:	Jazz Composition and Arranging	1/1 - 6/30	Music Faculty (E)	50% Net	\$6.25/hr
MUS 148:	Jazz Ensemble	1/1 - 6/30	Music Faculty (E)	50% Net	\$6.25/hr
MUS 15:	Music Composition	1/1 - 6/30	Music Faculty (E)	50% Net	\$6.25/hr
MUS 173:	Intermediate Guitar	1/1 - 6/30	Music Faculty (E)	50% Net	\$6.25/hr
MUS 178:	Beginning Piano Pedagogy	1/1 - 6/30	Music Faculty (E)	50% Net	\$6.25/hr
MUS 179:	Intermediate Piano Pedagogy	1/1 - 6/30	Music Faculty (E)	50% Net	\$6.25/hr
MUS 181:	Keyboard Literature and Interpretation - Romantic to Modern	1/1 - 6/30	Music Faculty (E)	50% Net	\$6.25/hr
MUS 194:	Musicianship III	1/1 - 6/30	Music Faculty (E)	50% Net	\$6.25/hr
MUS 23:	Introduction to World Music	1/1 - 6/30	Music Faculty (E)	50% Net	\$6.25/hr
MUS 232:	Choral Techniques	1/1 - 6/30	Music Faculty (E)	50% Net	\$6.25/hr
MUS 233:	Contemporary Choral Music for Treble Voices	1/1 - 6/30	Music Faculty (E)	50% Net	\$6.25/hr
MUS 234:	Voiced Community Chorale	1/1 - 6/30	Music Faculty (E)	50% Net	\$6.25/hr
MUS 24:	Music of the 20th Century	1/1 - 6/30	Music Faculty (E)	50% Net	\$6.25/hr
MUS 240:	Improvised Music in Jazz Combo	1/1 - 6/30	Music Faculty (E)	50% Net	\$6.25/hr
MUS 241:	Medium Size Malleable Jazz Ensemble	1/1 - 6/30	Music Faculty (E)	50% Net	\$6.25/hr
MUS 242:	Mid-Size African-American Based Ensemble Jazz	1/1 - 6/30	Music Faculty (E)	50% Net	\$6.25/hr
MUS 246:	Contemporary Big Band Literature	1/1 - 6/30	Music Faculty (E)	50% Net	\$6.25/hr
MUS 247:	Modern Big Band Concepts	1/1 - 6/30	Music Faculty (E)	50% Net	\$6.25/hr
MUS 252a:	Jazz Piano I	1/1 - 6/30	Music Faculty (E)	50% Net	\$6.25/hr
MUS 252b:	Jazz Piano II	1/1 - 6/30	Music Faculty (E)	50% Net	\$6.25/hr
MUS 252c:	Jazz Piano III	1/1 - 6/30	Music Faculty (E)	50% Net	\$6.25/hr
MUS 253:	Advanced Piano Music of Haydn	1/1 - 6/30	Music Faculty (E)	50% Net	\$6.25/hr
MUS 255:	Piano Composers of Today	1/1 - 6/30	Music Faculty (E)	50% Net	\$6.25/hr
MUS 256:	Advanced Piano Pedagogy	1/1 - 6/30	Music Faculty (E)	50% Net	\$6.25/hr
MUS 257:	Favorite Piano Classics	1/1 - 6/30	Music Faculty (E)	50% Net	\$6.25/hr
MUS 260:	Basic Guitar	1/1 - 6/30	Music Faculty (E)	50% Net	\$6.25/hr
MUS 266:	Improvised Chamber Music	1/1 - 6/30	Music Faculty (E)	50% Net	\$6.25/hr
MUS 27:	History of Jazz	1/1 - 6/30	Music Faculty (E)	50% Net	\$6.25/hr
MUS 28:	History of Rock	1/1 - 6/30	Music Faculty (E)	50% Net	\$6.25/hr
MUS 295:	Rehearsal and Performance (Instrumental)	1/1 - 6/30	Music Faculty (E)	50% Net	\$6.25/hr
MUS 297:	Rehearsal and Performance (Jazz Studies)	1/1 - 6/30	Music Faculty (E)	50% Net	\$6.25/hr
MUS 31:	Baroque Society	1/1 - 6/30	Music Faculty (E)	50% Net	\$6.25/hr
MUS 32:	Oratorio Society	1/1 - 6/30	Music Faculty (E)	50% Net	\$6.25/hr
MUS 33:	Modern Masterworks: Chorale	1/1 - 6/30	Music Faculty (E)	50% Net	\$6.25/hr
MUS 34:	Early Music Ensemble	1/1 - 6/30	Music Faculty (E)	50% Net	\$6.25/hr
MUS 35:	Contemporary Choir	1/1 - 6/30	Music Faculty (E)	50% Net	\$6.25/hr
MUS 39:	Commercial Music Ensemble	1/1 - 6/30	Music Faculty (E)	50% Net	\$6.25/hr

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South Orange County Community College District
SADDLEBACK COLLEGE
COMMUNITY EDUCATION NON-CREDIT PROGRAM - Spring 2018

EXHIBIT A
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PROGRAM	ACTIVITY TITLE	DATES	PRESENTER	HONORARIA	FEE
	MUS 41: Symphonic Wind Ensemble	1/1 - 6/30	Music Faculty (E)	50% Net	\$6.25/hr
	MUS 42: Symphonic Orchestra	1/1 - 6/30	Music Faculty (E)	50% Net	\$6.25/hr
	MUS 43: String Orchestra	1/1 - 6/30	Music Faculty (E)	50% Net	\$6.25/hr
	MUS 46: Jazz Improvisation	1/1 - 6/30	Music Faculty (E)	50% Net	\$6.25/hr
	MUS 47: Saddleback College Big Band	1/1 - 6/30	Music Faculty (E)	50% Net	\$6.25/hr
	MUS 50: Applied Music: Instrumental	1/1 - 6/30	Music Faculty (E)	50% Net	\$6.25/hr
	MUS 51: Applied Music: Keyboard	1/1 - 6/30	Music Faculty (E)	50% Net	\$6.25/hr
	MUS 52: Applied Music: Voice	1/1 - 6/30	Music Faculty (E)	50% Net	\$6.25/hr
	MUS 54a: Beginning Piano I	1/1 - 6/30	Music Faculty (E)	50% Net	\$6.25/hr
	MUS 54b: Beginning Piano II	1/1 - 6/30	Music Faculty (E)	50% Net	\$6.25/hr
	MUS 55a: Intermediate Piano I	1/1 - 6/30	Music Faculty (E)	50% Net	\$6.25/hr
	MUS 55b: Intermediate Piano II	1/1 - 6/30	Music Faculty (E)	50% Net	\$6.25/hr
	MUS 56: Advanced Piano	1/1 - 6/30	Music Faculty (E)	50% Net	\$6.25/hr
	MUS 58: Piano Repertoire and Performance Procedures	1/1 - 6/30	Music Faculty (E)	50% Net	\$6.25/hr
	MUS 60: Beginning Classical Guitar	1/1 - 6/30	Music Faculty (E)	50% Net	\$6.25/hr
	MUS 61: Intermediate Classical Guitar	1/1 - 6/30	Music Faculty (E)	50% Net	\$6.25/hr
	MUS 62: Advanced Classical Guitar	1/1 - 6/30	Music Faculty (E)	50% Net	\$6.25/hr
	MUS 63: Ensemble Techniques for 21st Century	1/1 - 6/30	Music Faculty (E)	50% Net	\$6.25/hr
	MUS 64: Piano Ensemble	1/1 - 6/30	Music Faculty (E)	50% Net	\$6.25/hr
	MUS 65: Piano Accompanying	1/1 - 6/30	Music Faculty (E)	50% Net	\$6.25/hr
	MUS 66: Chamber Music	1/1 - 6/30	Music Faculty (E)	50% Net	\$6.25/hr
	MUS 75: String Literature	1/1 - 6/30	Music Faculty (E)	50% Net	\$6.25/hr
	MUS 78: Keyboard Literature/ Interpretation - Baroque and Classical	1/1 - 6/30	Music Faculty (E)	50% Net	\$6.25/hr
	MUS 80: Beginning Voice	1/1 - 6/30	Music Faculty (E)	50% Net	\$6.25/hr
	MUS 81: Intermediate Voice	1/1 - 6/30	Music Faculty (E)	50% Net	\$6.25/hr
	MUS 82: Vocal Repertoire and Performance Procedures	1/1 - 6/30	Music Faculty (E)	50% Net	\$6.25/hr
	MUS 86: Introduction to Harpsichord Technique and Literature	1/1 - 6/30	Music Faculty (E)	50% Net	\$6.25/hr
	MUS 87: Harpsichord Literature and Technique II - Late Beginner	1/1 - 6/30	Music Faculty (E)	50% Net	\$6.25/hr
	MUS 88: Harpsichord Literature and Technique III - Early Intermediate	1/1 - 6/30	Music Faculty (E)	50% Net	\$6.25/hr
	MUS 89: Harpsichord Literature and Technique IV - Late Intermediate	1/1 - 6/30	Music Faculty (E)	50% Net	\$6.25/hr
	MUS 92: Musicianship I	1/1 - 6/30	Music Faculty (E)	50% Net	\$6.25/hr
	MUS 93: Musicianship II	1/1 - 6/30	Music Faculty (E)	50% Net	\$6.25/hr
	MUS 96: Introduction to Organ Technique and Literature Class	1/1 - 6/30	Music Faculty (E)	50% Net	\$6.25/hr
	MUS 97: Organ Technique and Literature Class Late Beginning	1/1 - 6/30	Music Faculty (E)	50% Net	\$6.25/hr
	MUS 98: Organ Technique and Literature Class Intermediate (A), Early	1/1 - 6/30	Music Faculty (E)	50% Net	\$6.25/hr
	MUS 99: Organ Technique and Literature Class Intermediate (B), Late	1/1 - 6/30	Music Faculty (E)	50% Net	\$6.25/hr
CFK	24	1/1 - 6/30	Bob Johnson (E)	30% Net	\$180
	24	1/1 - 6/30	Chris Elliott (E)	30% Net	\$180
	"Mako" Your Way to Kindergarten	1/1 - 6/30	Amy Abbott (E)	30% Net	\$155
	"Mako" Your Way to Kindergarten	1/1 - 6/30	Barbara Stamen (E)	30% Net	\$155
	A Chinese Language Adventure	1/1 - 6/30	Pandarin Academy (I)	50% Net	\$135
	Academic Bridge	1/1 - 6/30	Academic Bridge Academy (I)	70% Net	\$585
	Academic Chess	1/1 - 6/30	Academic Chess (I)	60% Net	\$139
	Academic Origami: Introduction to Origami	1/1 - 6/30	Academic Chess (I)	60% Net	\$112
	Academic Origami: Magic Origami	1/1 - 6/30	Academic Chess (I)	60% Net	\$112
	Academic Origami: Modular in Action Origami	1/1 - 6/30	Academic Chess (I)	60% Net	\$112
	Academic Origami: Paper Airplanes and Aerodynamics	1/1 - 6/30	Academic Chess (I)	60% Net	\$112
	Action Flix	1/1 - 6/30	Incrediflix (I)	PP	\$175
	Advanced Robotics	1/1 - 6/30	Ann Berger (E)	60% Net	\$120
	Algebra for Teens - Level 1A	1/1 - 6/30	Fernando Quintino (E)	\$30/hr+	\$99
	Algebra for Teens - Level 1A	1/1 - 6/30	Lindsey Peck (E)	\$30/hr+	\$99
	Algebra for Teens - Level 1B	1/1 - 6/30	Fernando Quintino (E)	\$30/hr+	\$99
	Algebra for Teens - Level I	1/1 - 6/30	Doug Hill (E)	\$30/hr+	\$99
	Algebra for Teens - Level II	1/1 - 6/30	Doug Hill (E)	\$30/hr+	\$99
	Animation Flix	1/1 - 6/30	Incrediflix (I)	PP	\$185
	App and Game Dev	1/1 - 6/30	Brainstorm Studios, LLC (I)	70% Net	\$120
	Art Camp	1/1 - 6/30	Art Just Create It (I)	60% Net	\$110
	Arts and Crafts	1/1 - 6/30	Ann Berger (E)	60% Net	\$100
	Aspiring Writer: Creating Stories	1/1 - 6/30	Kristin Orloff (E)	60% Net	Varies
	Beginning Guitar	1/1 - 6/30	Ron Gorman (E)	60% Net	\$120
	Beginning Guitar & Ukulele Ensemble Class	1/1 - 6/30	Ron Gorman (E)	60% Net	\$99
	Beginning Guitar for Kids/Teens	1/1 - 6/30	Ron Gorman (E)	60% Net	\$120
	Beginning Robotics	1/1 - 6/30	Ann Berger (E)	60% Net	\$120
	Beginning Ukulele	1/1 - 6/30	Ron Gorman (E)	60% Net	\$75
	Beginning Ukulele for Kids/Teens	1/1 - 6/30	Ron Gorman (E)	60% Net	\$95
	BioNerds: From Head to Toes	1/1 - 6/30	BioNerds (I)	60% Net	\$200
	BioNerds: Human Body: We are Super!	1/1 - 6/30	BioNerds (I)	60% Net	\$128
	BioNerds: Insects: Bug Me if You Dare!	1/1 - 6/30	BioNerds (I)	60% Net	\$128
	BioNerds: It's All About Life	1/1 - 6/30	BioNerds (I)	60% Net	\$128
	BioNerds: Marine Animals: Amazing Waterworld!	1/1 - 6/30	BioNerds (I)	60% Net	\$128
	BioNerds: Microscopic World: What You Can't See May Surprise You!	1/1 - 6/30	BioNerds (I)	60% Net	\$128
	Bit Scouts	1/1 - 6/30	CodeCampus LLC (I)	60% Net	\$136
	Bit Scouts: Build Your Own Computer	1/1 - 6/30	CodeCampus LLC (I)	60% Net	\$136

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SADDLEBACK COLLEGE

COMMUNITY EDUCATION NON-CREDIT PROGRAM - Spring 2018

PROGRAM	ACTIVITY TITLE	DATES	PRESENTER	HONORARIA	FEE
	Bit Scouts: Coding for Kids	1/1 - 6/30	CodeCampus LLC (I)	60% Net	\$198
	Bit Scouts: Coding for Kids, Jr.	1/1 - 6/30	CodeCampus LLC (I)	60% Net	\$198
	Bit Scouts: Coding for Kids, Jr. - Storytelling Edition	1/1 - 6/30	CodeCampus LLC (I)	60% Net	\$136
	Bit Scouts: Coding for Kids, Jr: Animate with Code	1/1 - 6/30	CodeCampus LLC (I)	60% Net	\$136
	Bit Scouts: Coding for Kids, Jr: Basic Game Design	1/1 - 6/30	CodeCampus LLC (I)	60% Net	\$136
	Bit Scouts: Coding for Kids, Jr: Computer Art Edition	1/1 - 6/30	CodeCampus LLC (I)	60% Net	\$136
	Bit Scouts: Coding for Kids, Jr: Computer Games Edition	1/1 - 6/30	CodeCampus LLC (I)	60% Net	\$136
	Bit Scouts: Coding for Kids, Jr: Storytelling and Animation Edition	1/1 - 6/30	CodeCampus LLC (I)	60% Net	\$136
	Bit Scouts: Coding for Kids, Jr: Workshop Edition	1/1 - 6/30	CodeCampus LLC (I)	60% Net	\$136
	Bit Scouts: Coding for Kids: Augmented Reality Edition	1/1 - 6/30	CodeCampus LLC (I)	60% Net	\$198
	Bit Scouts: Coding for Kids: Building Your Own Role-Playing Games	1/1 - 6/30	CodeCampus LLC (I)	60% Net	\$136
	Bit Scouts: Coding for Kids: Software Development Immersive	1/1 - 6/30	CodeCampus LLC (I)	60% Net	\$198
	Bit Scouts: Coding for Kids: Web Development Immersive	1/1 - 6/30	CodeCampus LLC (I)	60% Net	\$198
	Bit Scouts: Coding for Kids: Advanced Game Design	1/1 - 6/30	CodeCampus LLC (I)	60% Net	\$136
	Bit Scouts: Coding for Kids: Animation Edition	1/1 - 6/30	CodeCampus LLC (I)	60% Net	\$136
	Bit Scouts: Coding for Kids: Arcade Games Edition	1/1 - 6/30	CodeCampus LLC (I)	60% Net	\$136
	Bit Scouts: Coding for Kids: Artificial Intelligence	1/1 - 6/30	CodeCampus LLC (I)	60% Net	\$136
	Bit Scouts: Coding for Kids: Build Your Own Apps Edition	1/1 - 6/30	CodeCampus LLC (I)	60% Net	\$136
	Bit Scouts: Coding for Kids: Create Role Playing Games (RPG)	1/1 - 6/30	CodeCampus LLC (I)	60% Net	\$136
	Bit Scouts: Coding for Kids: Hackathon	1/1 - 6/30	CodeCampus LLC (I)	60% Net	\$136
	Bit Scouts: Coding I	1/1 - 6/30	CodeCampus LLC (I)	60% Net	\$136
	Bit Scouts: Disney Edition	1/1 - 6/30	CodeCampus LLC (I)	60% Net	\$136
	Bit Scouts: Harry Potter Edition	1/1 - 6/30	CodeCampus LLC (I)	60% Net	\$136
	Bit Scouts: Intro to Artificial Intelligence	1/1 - 6/30	CodeCampus LLC (I)	60% Net	\$136
	Bit Scouts: Nintendo Edition	1/1 - 6/30	CodeCampus LLC (I)	60% Net	\$136
	Bit Scouts: Pixar Edition	1/1 - 6/30	CodeCampus LLC (I)	60% Net	\$136
	Bit Scouts: Pokemon Edition	1/1 - 6/30	CodeCampus LLC (I)	60% Net	\$136
	Bit Scouts: Python Development	1/1 - 6/30	CodeCampus LLC (I)	60% Net	\$136
	Bit Scouts: Star Wars Edition	1/1 - 6/30	CodeCampus LLC (I)	60% Net	\$136
	Bit Scouts: Unity Game Development	1/1 - 6/30	CodeCampus LLC (I)	60% Net	\$136
	Bit Scouts: Video Game Edition	1/1 - 6/30	CodeCampus LLC (I)	60% Net	\$136
	Bit Scouts: Web Development	1/1 - 6/30	CodeCampus LLC (I)	60% Net	\$136
	Brainstorm: Code Academy: 3D Game Design	1/1 - 6/30	Brainstorm Studios, LLC (I)	70% Net	\$210
	Brainstorm: Code Academy: App and Game Design	1/1 - 6/30	Brainstorm Studios, LLC (I)	70% Net	\$120
	Brainstorm: Code Academy: App and Inventor Edition	1/1 - 6/30	Brainstorm Studios, LLC (I)	70% Net	\$120
	Brainstorm: Code Academy: Game Development and Design	1/1 - 6/30	Brainstorm Studios, LLC (I)	70% Net	\$210
	Brainstorm: Code Academy: Scratch	1/1 - 6/30	Brainstorm Studios, LLC (I)	70% Net	\$120
	Brainstorm: Filmmaking	1/1 - 6/30	Brainstorm Studios, LLC (I)	70% Net	\$120
	Brainstorm: Game Development & Minecraft Programming	1/1 - 6/30	Brainstorm Studios, LLC (I)	70% Net	\$120
	Brainstorm: GameMaker: 2D Game Dev	1/1 - 6/30	Brainstorm Studios, LLC (I)	70% Net	\$120
	Brainstorm: GameMaker: 3D Game Design	1/1 - 6/30	Brainstorm Studios, LLC (I)	70% Net	\$120
	Brainstorm: GameMaker: 3D Game Design And VR	1/1 - 6/30	Brainstorm Studios, LLC (I)	70% Net	\$120
	Brainstorm: GameMaker: Coders and Creators	1/1 - 6/30	Brainstorm Studios, LLC (I)	70% Net	\$120
	Brainstorm: Go Think!	1/1 - 6/30	Brainstorm Studios, LLC (I)	70% Net	\$120
	Brainstorm: LEGO® Engineering and Robotics	1/1 - 6/30	Brainstorm Studios, LLC (I)	70% Net	\$120
	Brainstorm: LEGO® Engineering: Evolution of Engineering	1/1 - 6/30	Brainstorm Studios, LLC (I)	70% Net	\$210
	Brainstorm: LEGO® Engineering: Jedi Academy	1/1 - 6/30	Brainstorm Studios, LLC (I)	70% Net	\$120
	Brainstorm: LEGO® Engineering: Jedi's and Superheros	1/1 - 6/30	Brainstorm Studios, LLC (I)	70% Net	\$210
	Brainstorm: LEGO® Engineering: Medieval & Modern Machine	1/1 - 6/30	Brainstorm Studios, LLC (I)	70% Net	\$120
	Brainstorm: LEGO® Engineering: Medieval Machines	1/1 - 6/30	Brainstorm Studios, LLC (I)	70% Net	\$120
	Brainstorm: LEGO® Robotics	1/1 - 6/30	Brainstorm Studios, LLC (I)	70% Net	\$120
	Brainstorm: LEGO® Robotics: BattleBots	1/1 - 6/30	Brainstorm Studios, LLC (I)	70% Net	\$120
	Brainstorm: MakerStudio: 3D Printing	1/1 - 6/30	Brainstorm Studios, LLC (I)	70% Net	\$120
	Brainstorm: Minecraft University	1/1 - 6/30	Brainstorm Studios, LLC (I)	70% Net	\$210
	Brainstorm: Minecraft University: Programming and Modding	1/1 - 6/30	Brainstorm Studios, LLC (I)	70% Net	\$210
	Brainstorm: Minecraft University: Circuits and Electronics	1/1 - 6/30	Brainstorm Studios, LLC (I)	70% Net	\$120
	Brainstorm: Minecraft University: Dinocraft	1/1 - 6/30	Brainstorm Studios, LLC (I)	70% Net	\$120
	Brainstorm: Minecraft University: Java Modding	1/1 - 6/30	Brainstorm Studios, LLC (I)	70% Net	\$90
	Brainstorm: Minecraft University: Minecraft Modding	1/1 - 6/30	Brainstorm Studios, LLC (I)	70% Net	\$120
	Brainstorm: Minecraft University: Python Modding	1/1 - 6/30	Brainstorm Studios, LLC (I)	70% Net	\$120
	Brainstorm: Minecraft University: Python Temple	1/1 - 6/30	Brainstorm Studios, LLC (I)	70% Net	\$120
	Brainstorm: Minecraft University: Python Temple: The Coding Adventure	1/1 - 6/30	Brainstorm Studios, LLC (I)	70% Net	\$120
	Brainstorm: Minecraft University: Revolutions	1/1 - 6/30	Brainstorm Studios, LLC (I)	70% Net	\$120
	Brainstorm: Minecraft University: Robotics	1/1 - 6/30	Brainstorm Studios, LLC (I)	70% Net	\$120
	Brainstorm: Minecraft University: Robotics and Redstones	1/1 - 6/30	Brainstorm Studios, LLC (I)	70% Net	\$225
	Brainstorm: Minecraft University: Rocketry	1/1 - 6/30	Brainstorm Studios, LLC (I)	70% Net	\$120
	Brainstorm: STEAM Studio: CodeFlyers Flight School	1/1 - 6/30	Brainstorm Studios, LLC (I)	70% Net	\$120
	Brainstorm: Young Einsteins: Coding and Robotics	1/1 - 6/30	Brainstorm Studios, LLC (I)	70% Net	\$120
	Brainstorm: Young Einsteins: Rocketry	1/1 - 6/30	Brainstorm Studios, LLC (I)	70% Net	\$120
	Brainstorm: Young Einsteins: STEM Lab	1/1 - 6/30	Brainstorm Studios, LLC (I)	70% Net	\$210
	Brainstorm: Young Einsteins: STEM Lab Squared (2)!	1/1 - 6/30	Brainstorm Studios, LLC (I)	70% Net	\$120
	Bricks 4 Kids: Spectacular Sports	1/1 - 6/30	Bricks 4 Kidz (I)	60% Net	\$120
	Bricks 4 Kidz	1/1 - 6/30	Bricks 4 Kidz (I)	60% Net	\$180

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South Orange County Community College District
SADDLEBACK COLLEGE

EXHIBIT A
6 of 9

COMMUNITY EDUCATION NON-CREDIT PROGRAM - Spring 2018

PROGRAM	ACTIVITY TITLE	DATES	PRESENTER	HONORARIA	FEE
	Bricks 4 Kidz: Amazing Animals	1/1 - 6/30	Bricks 4 Kidz (I)	60% Net	\$120
	Bricks 4 Kidz: Amazing Animals with LEGO Bricks	1/1 - 6/30	Bricks 4 Kidz (I)	60% Net	\$120
	Bricks 4 Kidz: Amazing LEGO® Animals	1/1 - 6/30	Bricks 4 Kidz (I)	60% Net	\$120
	Bricks 4 Kidz: Amusement Park Rides	1/1 - 6/30	Bricks 4 Kidz (I)	60% Net	\$120
	Bricks 4 Kidz: Amusement Park Rides with LEGO® Bricks	1/1 - 6/30	Bricks 4 Kidz (I)	60% Net	\$120
	Bricks 4 Kidz: Construction Craze with LEGO Bricks	1/1 - 6/30	Bricks 4 Kidz (I)	60% Net	\$120
	Bricks 4 Kidz: Energy LEGO Models	1/1 - 6/30	Bricks 4 Kidz (I)	60% Net	\$120
	Bricks 4 Kidz: Forces of Nature with LEGO® Bricks	1/1 - 6/30	Bricks 4 Kidz (I)	60% Net	\$120
	Bricks 4 Kidz: Gadgets & Gizmos with LEGO Bricks	1/1 - 6/30	Bricks 4 Kidz (I)	60% Net	\$120
	Bricks 4 Kidz: Interesting Inventions	1/1 - 6/30	Bricks 4 Kidz (I)	60% Net	\$120
	Bricks 4 Kidz: Interesting Inventions with LEGO® Bricks	1/1 - 6/30	Bricks 4 Kidz (I)	60% Net	\$120
	Bricks 4 Kidz: Laws of Motion with LEGO Bricks	1/1 - 6/30	Bricks 4 Kidz (I)	60% Net	\$120
	Bricks 4 Kidz: LEGO Robotic Animals	1/1 - 6/30	Bricks 4 Kidz (I)	60% Net	\$120
	Bricks 4 Kidz: Minecraft with LEGO Bricks	1/1 - 6/30	Bricks 4 Kidz (I)	60% Net	\$120
	Bricks 4 Kidz: Mining and Crafting	1/1 - 6/30	Bricks 4 Kidz (I)	60% Net	\$120
	Bricks 4 Kidz: Mining and Crafting 2 with LEGO® Bricks.	1/1 - 6/30	Bricks 4 Kidz (I)	60% Net	\$120
	Bricks 4 Kidz: Motorized Air, Land, and Sea LEGO® Vehicles	1/1 - 6/30	Bricks 4 Kidz (I)	60% Net	\$120
	Bricks 4 Kidz: Remote Control Models with LEGO Bricks	1/1 - 6/30	Bricks 4 Kidz (I)	60% Net	\$120
	Bricks 4 Kidz: Space Adventures	1/1 - 6/30	Bricks 4 Kidz (I)	60% Net	\$120
	Bricks 4 Kidz: Space Adventures with LEGO Bricks	1/1 - 6/30	Bricks 4 Kidz (I)	60% Net	\$120
	Bricks 4 Kidz: Spectacular LEGO® Sports	1/1 - 6/30	Bricks 4 Kidz (I)	60% Net	\$120
	Bricks 4 Kidz: Ticket to Ride LEGO Models	1/1 - 6/30	Bricks 4 Kidz (I)	60% Net	\$120
	Calling All Detectives: Solve the Mystery of Felix, the Missing Millionaire	1/1 - 6/30	Carrie Gray (E)	60% Net	\$120
	Camp Galileo	1/1 - 6/30	Galileo Learning, LLC (I)	TBD	\$379
	Camp Invention	1/1 - 6/30	Camp Invention (I)	60% Net	\$295
	Capture the Flag	1/1 - 6/30	Bob Johnson (E)	30% Net	\$120
	Capture the Flag	1/1 - 6/30	Chris Elliott (E)	30% Net	\$120
	Capture The Flag Masters of the Field	1/1 - 6/30	Academic Chess (I)	60% Net	\$112
	Care4Yoga	1/1 - 6/30	Care4Yoga (I)	60% Net	\$120
	Catch a Wave Into First Grade	1/1 - 6/30	Carrie Gray (E)	60% Net	\$180
	Catch a Wave Into Second Grade	1/1 - 6/30	Carrie Gray (E)	60% Net	\$150
	Ceramics FUNdamentals	1/1 - 6/30	Laura Haight (E)	50% Net+	\$145
	Cheerleading Skills Clinics	1/1 - 6/30	College For Kids Staff (E)	Varies	\$65
	Chess Club	1/1 - 6/30	Brain Builders (I)	60% Net	\$120
	Chess Day Camp	1/1 - 6/30	Academic Chess (I)	60% Net	\$139
	Children's Musical Theater	1/1 - 6/30	Holly Telford (E)	60% Net	\$120
	Collage: Connect, Collect, Create	1/1 - 6/30	Nancy Larragoiti (E)	\$30/hr+	\$98
	Color Sticks for Young Artists	1/1 - 6/30	Nancy Larragoiti (E)	\$30/hr+	\$98
	Cooking with Mr. Elliot and Mr. Short	1/1 - 6/30	Chris Elliott (E)	30% Net	\$85
	Cooking with Mr. Elliot and Mr. Short	1/1 - 6/30	Curtis Short (E)	30% Net	\$85
	Creating with Clay	1/1 - 6/30	Art Just Create It (I)	60% Net	\$108
	Creating with Clay - Clay Class for Kids	1/1 - 6/30	Art Just Create It (I)	60% Net	\$120
	Creative Writing for Kids	1/1 - 6/30	Nicole Vega (E)	60% Net	\$99
	Creature Animation Flix	1/1 - 6/30	Incrediflix (I)	PP	\$135
	CSI: Introduction to Forensic Anthropology	1/1 - 6/30	Renee Garcia (E)	50% Net	\$110
	Cursive Writing and Reading	1/1 - 6/30	Gabriella M. Bell (I)	50% Net	\$120
	Cut and Dissect - Level A	1/1 - 6/30	Shaun Adams (E)	\$30/hr+	\$100
	Cut and Dissect - Level B	1/1 - 6/30	Shaun Adams (E)	\$30/hr+	\$110
	Dare to Draw Anything!	1/1 - 6/30	Sarah O'Connor (E)	\$30/hr+	\$98
	Daydreamers Academy: Create Your Own Fairytale/Super Hero Movie	1/1 - 6/30	The Daydreamers Academy (I)	60% Net	\$136
	Daydreamers Academy: DayDreamers Music Production Madness	1/1 - 6/30	The Daydreamers Academy (I)	60% Net	\$175
	Daydreamers Academy: Jelly Time Music Workshop	1/1 - 6/30	The Daydreamers Academy (I)	60% Net	\$136
	Daydreamers Academy: Movie Magic	1/1 - 6/30	The Daydreamers Academy (I)	60% Net	\$136
	Daydreamers Academy: My Books' Come to Life	1/1 - 6/30	The Daydreamers Academy (I)	60% Net	\$175
	Debate Workshop	1/1 - 6/30	Ron Grishaber (E)	60% Net	\$130
	Developmental Reading for Kids	1/1 - 6/30	Nancy Conover (E)	\$30/hr+	\$99
	Developmental Reading for Teens	1/1 - 6/30	Staff (E)	\$30/hr+	\$99
	DKI Acting Academy	1/1 - 6/30	Drama Kids International (I)	60% Net	\$136
	Drama Kids	1/1 - 6/30	Drama Kids International (I)	60% Net	\$136
	Drop-In Aftercare	1/1 - 6/30	College For Kids Staff (E)	Varies	\$10
	Early Morning Art	1/1 - 6/30	Art Just Create It (I)	60% Net	\$98
	Eco Arts	1/1 - 6/30	Lorien Eck (E)	60% Net	\$95
	Engineering with LEGO®: Crazy Contraptions	1/1 - 6/30	Brain Builders (I)	60% Net	\$120
	Engineering with LEGO®: Race Cars 201	1/1 - 6/30	Brain Builders (I)	60% Net	\$120
	Engineering with LEGO®: Robo Olympics	1/1 - 6/30	Brain Builders (I)	60% Net	\$120
	Engineering With LEGO®: Super Structures	1/1 - 6/30	Brain Builders (I)	60% Net	\$120
	Engineering with LEGO®: Super Stunt Vehicles	1/1 - 6/30	Brain Builders (I)	60% Net	\$120
	Engineering with LEGO®: Xtreme Catapults	1/1 - 6/30	Brain Builders (I)	60% Net	\$120
	English Composition for Teens	1/1 - 6/30	Tony Garcia (E)	50% Net	\$125
	Entrepreneur School	1/1 - 6/30	Entrepreneur School (I)	60% Net	\$120
	Exploring STEM Using Educational Robotics	1/1 - 6/30	Mathobotix (I)	70% Net	\$580
	Fairy Tale Feast	1/1 - 6/30	Ann Berger (E)	60% Net	\$180
	First Grade Head Start	1/1 - 6/30	Chris Saalberg (E)	60% Net	\$135

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South Orange County Community College District
SADDLEBACK COLLEGE
COMMUNITY EDUCATION NON-CREDIT PROGRAM - Spring 2018

EXHIBIT A
7 of 9

PROGRAM	ACTIVITY TITLE	DATES	PRESENTER	HONORARIA	FEE
First Grade Prep Spanish		1/1 - 6/30	Norma Hernandez (E)	60% Net	\$125
Fit Kids		1/1 - 6/30	Fit Kids America(I)	60% Net	\$180
Fit Kids: Basketball		1/1 - 6/30	Fit Kids America (I)	60% Net	\$112
Fit Kids: Cheerleading		1/1 - 6/30	Fit Kids America (I)	60% Net	\$112
Fit Kids: Dodgeball		1/1 - 6/30	Fit Kids America (I)	60% Net	\$112
Fit Kids: Field Games		1/1 - 6/30	Fit Kids America(I)	60% Net	\$180
Fit Kids: Flag Football		1/1 - 6/30	Fit Kids America (I)	60% Net	\$112
Fit Kids: Hip Hop		1/1 - 6/30	Fit Kids America (I)	60% Net	\$112
Fit Kids: Kindergarten Sports		1/1 - 6/30	Fit Kids America (I)	60% Net	\$112
Fit Kids: Lacrosse		1/1 - 6/30	Fit Kids America (I)	60% Net	\$112
Fit Kids: Soccer		1/1 - 6/30	Fit Kids America(I)	60% Net	\$112
Fit Kids: Tennis		1/1 - 6/30	Fit Kids America (I)	60% Net	\$120
Fourth Grade Common Core Prep Camp		1/1 - 6/30	Lisa Kopczynski (E)	60% Net	\$140
Fun in the Sun		1/1 - 6/30	Dawn Trumbo (E)	30% Net	\$180
Fun in the Sun		1/1 - 6/30	Kristi Martin (E)	30% Net	\$180
Fun with Cartooning		1/1 - 6/30	Gabby Micalizio (E)	\$30/hr+	\$98
Fun with Photoshop		1/1 - 6/30	Laura Hoffman (E)	50% Net	\$149
Future Millionaires and Junior Entrepreneurs		1/1 - 6/30	Joshua Ballard (I)	50% Net	\$175
Games Galore		1/1 - 6/30	Carrie Gray (E)	60% Net	\$96
Games Galore		1/1 - 6/30	Heather Carlsen (E)	30% Net	\$104
Games Galore		1/1 - 6/30	Tanya Bonetti (E)	30% Net	\$104
Geometry for Teens		1/1 - 6/30	Doug Hill (E)	\$30/hr+	\$99
Getting Excited for Kindergarten		1/1 - 6/30	Brooks Keith (E)	30% Net	\$160
Getting Excited for Kindergarten		1/1 - 6/30	Nancy Conover (E)	\$30/hr+	\$160
Golf Skills Clinics Advanced		1/1 - 6/30	SCPGA (I)	60% Net	\$125
Golf Skills Clinics Beginners		1/1 - 6/30	SCPGA (I)	60% Net	\$125
Green Screen Animation Flix		1/1 - 6/30	Incrediflix (I)	PP	\$155
Handwriting Heroes		1/1 - 6/30	Carrie Gray (E)	60% Net	\$112
Hip Hop Dance Camp		1/1 - 6/30	Fit Kids America (I)	60% Net	\$112
Holiday Craft-tivities		1/1 - 6/30	Carrie Gray (E)	60% Net	\$120
I Love Craft-tivities		1/1 - 6/30	Carrie Gray (E)	60% Net	\$120
ID Tech		1/1 - 6/30	ID Tech(I)	PP	Varies
I-ESTEAM 3.14		1/1 - 6/30	Mathobotix (I)	70% Net	\$480
Imagination in Creativity: Art in Spanish		1/1 - 6/30	Wendy Mendoza (E)	60% Net	\$180
Incrediflix		1/1 - 6/30	Incrediflix (I)	PP	\$185
Incrediflix: Animation Flix		1/1 - 6/30	Incrediflix (I)	PP	\$155
Incrediflix: Filmmaking Flix		1/1 - 6/30	Incrediflix (I)	PP	\$155
Incrediflix: GoPro Flix		1/1 - 6/30	Incrediflix (I)	60% Net	\$140
Incrediflix: Imagination Flix		1/1 - 6/30	Incrediflix (I)	PP	\$175
Incrediflix: Lego Flix		1/1 - 6/30	Incrediflix (I)	PP	\$155
Incrediflix: Minecraft Flix		1/1 - 6/30	Incrediflix (I)	PP	\$155
Incrediflix: Star Wars Live Action		1/1 - 6/30	Incrediflix (I)	PP	\$155
Incrediflix: Star Wars Stop Motion Flix		1/1 - 6/30	Incrediflix (I)	PP	\$155
Incrediflix: Stop Motion Experience		1/1 - 6/30	Incrediflix (I)	60% Net	\$125
Incrediflix: Stop Motion Tricks and Effects		1/1 - 6/30	Incrediflix (I)	PP	\$155
Incrediflix: Viral Flix		1/1 - 6/30	Incrediflix (I)	60% Net	\$125
Institute of Reading Development		1/1 - 6/30	Inst. Of Reading Development (I)	PP	Varies
Interactive Writing Workshop		1/1 - 6/30	Nancy D'Aleo-Russey (E)	\$30/hr+	\$99
Introduction to Middle School Speech and Debate		1/1 - 6/30	New England Academy (I)	60% Net	\$120
Irish Dance		1/1 - 6/30	Liz Lightner (E)	60% Net	\$96
Jewelry Designing for Kids		1/1 - 6/30	Shani Zreik(I)	50% Net	\$250
Jump Start Fifth Grade		1/1 - 6/30	Ann Berger (E)	60% Net	\$180
Jump Start First Grade		1/1 - 6/30	Diane Weckerle (E)	60% Net	\$180
Jump Start First Grade		1/1 - 6/30	Kim Downing (E)	60% Net	\$180
Jump Start First Grade		1/1 - 6/30	Terri Adams (E)	60% Net	\$180
Jump Start First Grade		1/1 - 6/30	Avonette Bruce (I)	60% Net	\$180
Jump Start Kindergarten		1/1 - 6/30	Amy Clarke (E)	30% Net	\$125
Jump Start Kindergarten		1/1 - 6/30	Kylie Schofield (E)	30% Net	\$125
Jump Start Kindergarten		1/1 - 6/30	Avonette Bruce (I)	60% Net	\$125
Jump Start Second Grade		1/1 - 6/30	Christy Grudynski (E)	60% Net	\$150
Jump Start Third Grade		1/1 - 6/30	Christy Grudynski (E)	60% Net	\$150
Jumstart Into Kindergarten		1/1 - 6/30	Maggie Fisher (E)	60% Net	\$150
Junior Gauchos Fun Club		1/1 - 6/30	College For Kids Staff (E)	Varies	\$80
Junior Jazzercise		1/1 - 6/30	Nora Grabar (E)	60% Net	\$120
Keyboarding		1/1 - 6/30	Heather Carlsen (E)	30% Net	\$90
Keyboarding		1/1 - 6/30	Tanya Bonetti (E)	30% Net	\$90
Keyboarding on Personal Computers		1/1 - 6/30	Joyce Quade (E)	50% Net	\$126
Keyboarding with Ultrakey		1/1 - 6/30	Heather Carlsen (E)	30% Net	\$120
Keyboarding with Ultrakey		1/1 - 6/30	Tanya Bonetti (E)	30% Net	\$120
Kids Yoga and Mindfulness		1/1 - 6/30	Grace + Zen (I)	60% Net	\$120
kidshipop.com		1/1 - 6/30	kidshipop.com	50% Net	\$146
Kindergarten is Cool at Vista Del Mar		1/1 - 6/30	Amy Abbott (E)	30% Net	\$180
Kindergarten is Cool at Vista Del Mar		1/1 - 6/30	Barbara Stamen (E)	30% Net	\$180

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SADDLEBACK COLLEGE

COMMUNITY EDUCATION NON-CREDIT PROGRAM - Spring 2018

PROGRAM	ACTIVITY TITLE	DATES	PRESENTER	HONORARIA	FEE
Kindergarten Kickoff		1/1 - 6/30	Avonette Bruce (I)	60% Net	\$125
Landscapes: Whimsical to Abstract Art		1/1 - 6/30	Sarah Jaques	\$30/hr+	\$98
Learning Olympics		1/1 - 6/30	Natalie Schild (E)	60% Net	\$155
Learning to Dig		1/1 - 6/30	Renee Garcia (E)	50% Net	\$110
LEGO Architecture: Building Through the Ages		1/1 - 6/30	Strategic Kids (I)	60% Net	\$112
LEGO Engineering: Crazy Carnival		1/1 - 6/30	Strategic Kids (I)	60% Net	\$112
LEGO Engineering: Motor Madness		1/1 - 6/30	Strategic Kids (I)	60% Net	\$112
LEGO Simple Machines		1/1 - 6/30	Strategic Kids (I)	60% Net	\$112
LEGO Storytellers		1/1 - 6/30	Strategic Kids (I)	60% Net	\$112
Lets Create!		1/1 - 6/30	Lorien Eck (E)	60% Net	\$95
Let's Spell It Right!		1/1 - 6/30	Christy Nelson (E)	50% Net	\$63
Lets Type		1/1 - 6/30	Amy Clarke (E)	30% Net	\$125
Lil' Chef School		1/1 - 6/30	Lil' Chef School (I)	60% Net	\$180
Lions Club		1/1 - 6/30	Andrika Bowen (E)	30% Net	\$192
Lions Club		1/1 - 6/30	Deanna Bleidistel (E)	30% Net	\$192
Living History		1/1 - 6/30	Staff (E)	\$30/hr+	\$99
Mad Science Chemistry Lab		1/1 - 6/30	Mad Science (I)	60% Net	\$215
Mad Science Inventor's Workshop: Eureka!		1/1 - 6/30	Mad Science (I)	60% Net	\$120
Mad Science: Crazy Chemworks		1/1 - 6/30	Mad Science (I)	60% Net	\$120
Mad Science: Exploration Science		1/1 - 6/30	Mad Science (I)	60% Net	\$120
Mad Science: Molecule Mania		1/1 - 6/30	Mad Science (I)	60% Net	\$120
Mad Science: NASA		1/1 - 6/30	Mad Science (I)	60% Net	\$120
Mad Science: Physics Lab		1/1 - 6/30	Mad Science (I)	60% Net	\$215
Mad Science: Robotics Lab		1/1 - 6/30	Mad Science (I)	60% Net	\$215
Mad Science: Rocketry		1/1 - 6/30	Mad Science (I)	60% Net	\$215
Mad Science: Science in Action		1/1 - 6/30	Mad Science (I)	60% Net	\$120
Mad Science: Secret Agent Lab		1/1 - 6/30	Mad Science (I)	60% Net	\$215
Mad Science: STEMulating Science		1/1 - 6/30	Mad Science (I)	60% Net	\$120
MainStage Kids		1/1 - 6/30	Jamie Hadley (E)	\$25/hr	\$395
Mako Milers		1/1 - 6/30	Amy Abbott (E)	30% Net	\$120
Mako Milers		1/1 - 6/30	Barbara Stamen (E)	30% Net	\$120
Mako Milers Running Club		1/1 - 6/30	Amy Abbott (E)	30% Net	\$120
Mako Milers Running Club		1/1 - 6/30	Barbara Stamen (E)	30% Net	\$120
Mandarin Immersion Camp		1/1 - 6/30	Nicole Loh (E)	60% Net	\$180
Manners Made Fun		1/1 - 6/30	Laura Little (E)	50% Net	\$100
Math		1/1 - 6/30	Darren Gibson (E)	\$30/hr+	\$99
Math 6/7		1/1 - 6/30	Michael Hale (E)	60% Net	\$180
Math Tutoring by Experienced Math Teachers		1/1 - 6/30	wikiTHINK (I)	Varies	\$269
Mathobotix		1/1 - 6/30	Mathobotix (I)	70% Net	\$259
Mathobotix STEM Robotics Camp		1/1 - 6/30	Mathobotix (I)	70% Net	\$259
Mega Super Co. Handball Program		1/1 - 6/30	Mega Super Co. (I)	60% Net	\$125
Memory Power and Study Skills		1/1 - 6/30	Christy Nelson (E)	50% Net	\$120
Middle School Boot Camp		1/1 - 6/30	Deanna Bleidistel (E)	30% Net	\$120
Middle School Boot Camp		1/1 - 6/30	Stephanie Avera (E)	30% Net	\$120
Middle School Math Prep		1/1 - 6/30	Michael Hale (E)	60% Net	\$160
Mindstorm Robotics		1/1 - 6/30	Bricks 4 Kidz (I)	60% Net	\$185
Mini-Kindergarten		1/1 - 6/30	Lori Walker (E)	60% Net	\$325
Modeling and Style		1/1 - 6/30	Tara Meyer (E)	60% Net	\$120
Mommy/Daddy and Me Preschool!		1/1 - 6/30	Kris McCartney (E)	60% Net	\$250
Mommy/Daddy and Me Preschool!		1/1 - 6/30	Patti Peviani (E)	60% Net	\$250
Mommy/Daddy and Me Preschool!		1/1 - 6/30	Wendy Marcot (E)	60% Net	\$250
Monologue & Scene Study for the Young Actor		1/1 - 6/30	Brett King (E)	60% Net	\$140
Multi-Sport Camp		1/1 - 6/30	Nick Schofield (E)	60% Net	\$120
Musical Theater		1/1 - 6/30	Heather Carlsen (E)	30% Net	\$180
Musical Theater		1/1 - 6/30	Tanya Bonetti (E)	30% Net	\$180
My Fun House		1/1 - 6/30	Linda Montgomery (E)	60% Net	\$120
Natural A's		1/1 - 6/30	Curtis Adney (E)	50% Net	\$49
Natural A's: Parent/Guardian Registration		1/1 - 6/30	Curtis Adney (E)	50% Net	\$49
Needle Art Series		1/1 - 6/30	Naomi Sutton (E)	\$30/hr+	Varies
Ocean Animals		1/1 - 6/30	Sarah O'Connor (E)	\$30/hr+	\$98
Parent and Me: Adventure Through China		1/1 - 6/30	Pandarin Academy (I)	50% Net	\$130
Pen and Ink Art Magic		1/1 - 6/30	Gabby Micalizio (E)	\$30/hr+	\$98
Photography		1/1 - 6/30	Laura Hoffman (E)	50% Net	Varies
Photography Club		1/1 - 6/30	Excel Education Programs (I)	60% Net	\$120
Playtime in Spanish		1/1 - 6/30	April Sonenberg (E)	60% Net	\$120
Pre-Algebra		1/1 - 6/30	Fernando Quintino (E)	\$30/hr+	\$99
Pre-Algebra		1/1 - 6/30	Lindsey Peck (E)	\$30/hr+	\$99
Pre-Geometry		1/1 - 6/30	Darren Gibson (E)	\$30/hr+	\$120
Private Swim Lessons		1/1 - 6/30	Pete Cosmakos, LLC (I)	60% Net	\$180
Public Speaking Basics		1/1 - 6/30	Ron Grishaber (E)	60% Net	\$130
Reading Fun with Jr Great Books and More		1/1 - 6/30	Lori Walker (E)	60% Net	\$110
SC Authors Workshop		1/1 - 6/30	Kim Hanley (E)	30% Net	\$150
SC Authors Workshop		1/1 - 6/30	Nicole Davis (E)	30% Net	\$150

(E) Employee

(I) Independent Contractor

SADDLEBACK COLLEGE

COMMUNITY EDUCATION NON-CREDIT PROGRAM - Spring 2018

PROGRAM	ACTIVITY TITLE	DATES	PRESENTER	HONORARIA	FEE
	SC Authors Workshop: Linking Middle School to High School Writing	1/1 - 6/30	Kim Hanley (E)	30% Net	\$150
	SC Authors Workshop: Linking Middle School to High School Writing	1/1 - 6/30	Nicole Davis (E)	30% Net	\$150
	Second Grade Common Core Camp	1/1 - 6/30	Christy Grudynski (E)	60% Net	\$180
	Second Grade Common Core Camp	1/1 - 6/30	Kim Downing (E)	60% Net	\$180
	Second Grade Head Start	1/1 - 6/30	Valerie Robbins (E)	60% Net	\$135
	Self-Publishing Online Digital Photo Books for Youth	1/1 - 6/30	Randeleigh Harris (E)	50% Net	\$92
	Semi-Private Swim Lessons	1/1 - 6/30	Pete Cosmakos, LLC (I)	60% Net	\$105
	Sewing Classes	1/1 - 6/30	Laurie Murphy Klein (E)	50% Net	\$100
	So You Want to Be a Teacher?	1/1 - 6/30	Lori Walker (E)	60% Net	\$125
	Soccer Skills Clinics	1/1 - 6/30	BJ McNicol (E)	50% Net	\$126
	Softball Clinics	1/1 - 6/30	Nick Trani (E)	20% Net	\$139
	Spanish for Children	1/1 - 6/30	Conversa (I)	60% Net	\$145
	Spanish for Children: Levels 1 and 2	1/1 - 6/30	Conversa (I)	60% Net	\$120
	Spanish for Preschoolers	1/1 - 6/30	Conversa (I)	60% Net	\$145
	Spring Art	1/1 - 6/30	Heather Carlsen (E)	30% Net	\$104
	Spring Art	1/1 - 6/30	Tanya Bonetti (E)	30% Net	\$104
	Star Wars LEGO: Jedi Storytellers	1/1 - 6/30	Strategic Kids (I)	60% Net	\$112
	Steam Studio: Engineering and Robotics	1/1 - 6/30	Brainstorm Studios, LLC (I)	70% Net	\$120
	STEM Lab Air Propulsion	1/1 - 6/30	Brain Builders (I)	70% Net	\$120
	STEM Lab: Forensics	1/1 - 6/30	Brain Builders (I)	70% Net	\$120
	Strategic Kids: Strategic Magic	1/1 - 6/30	Strategic Kids (I)	60% Net	\$112
	Study Insects in Spanish	1/1 - 6/30	Veronica Noguez (E)	60% Net	\$180
	Study Strategies for Teens	1/1 - 6/30	Jason Turney (E)	\$30/hr+	\$56
	Successful Study Strategies for Kids	1/1 - 6/30	Jason Turney (E)	\$30/hr+	\$56

(E) Employee

(I) Independent Contractor

<i>South Orange County Community College District</i>				
<i>IRVINE VALLEY COLLEGE</i>				
<i>COMMUNITY EDUCATION NOT-FOR-CREDIT PROGRAM - Spring 2018</i>				
<i>COURSE TITLE</i>	<i>DATES</i>	<i>INSTRUCTOR</i>	<i>HONORARIA</i>	<i>FEE</i>
Algebra Classes	1/16-5/23/18	Kathy Song	50% gross	\$75
Aquatic Fitness	1/16-5/23/18	Barbara Stockler	70% gross	\$20
Art Courses	1/16-5/23/18	Pam Schader	70% gross	\$26-\$38
Art Courses	1/16-5/23/18	Thinh Nguyen	70% gross	\$60
Choral Music	1/16-5/23/18	Cecilia Kim	70% gross	\$20
Computer Classes	1/16-5/23/18	Vazi Okhandiar	60% gross	\$200-\$350
Country Line Dancing	1/16-5/23/18	Ida Stuart	70% gross	\$20
Creative Writing	1/16-5/23/18	Jeffrey Briar	70% gross	\$45
Dance Courses	1/16-5/23/18	Dorothy Bregozzo	70% gross	\$10
Dance Courses	1/16-5/23/18	Marge Forehan	70% gross	\$10
Financial Management Workshop	1/16-5/23/18	Charla Sue Riley	50% gross	\$29-\$49
Fitness Courses	1/16-5/23/18	Eugenia Lane	70% gross	\$20-\$25
Fitness Courses	1/16-5/23/18	Lisa Messenger	70% gross	\$25
Fitness Courses	1/16-5/23/18	Joanna Schoon	70% gross	\$25-\$74
Fitness Courses	1/16-5/23/18	Judith Shields	70% gross	\$30
Fitness Courses	1/16-5/23/18	Kathryn Burns	70% gross	\$25
Fitness Courses	1/16-5/23/18	Mikki Michele	70% gross	\$30
Fitness Courses	1/16-5/23/18	Jackie Ovadia	70% gross	\$25
Fitness Courses	1/16-5/23/18	Sebastian Caramagno	70% gross	\$25
Fitness Courses	1/16-5/23/18	Jada Robitaille	70% gross	\$25-\$30
Fitness Courses	1/16-5/23/18	Jeffrey Briar	70% gross	\$20
Ham Radio	1/16-5/23/18	Robert Maller	50% gross	\$60
Life College	1/16-5/25/18	Joyce Arntson	50% gross	\$200-\$600
Medical Billing Classes	1/16-5/23/18	Kris G. Hall-Patterson	50% gross	\$29-\$325
Mystery Shopping Class	1/16-5/23/18	Jennifer Schutza	50% gross	\$30
Notary Classes	1/16-5/23/18	Carrie Christensen	50% gross	\$55-\$90
Personal Enrichment Courses	1/16-5/23/18	LeeAnne Krusemark	50% gross	\$20-\$39
Personal Enrichment Courses	1/16-5/23/18	Richard Katz	50% gross	\$65
Personal Enrichment Courses	1/16-5/23/18	Rounds, Miller & Associates	50% gross	\$39
Piano Courses	1/16-5/23/18	Carol Lippert	70% gross	\$30
Retirement Planning Courses	1/16-5/23/18	Rod Kamps	50% gross	\$59
Retirement Planning Courses	1/16-5/23/18	Ronald Gable	50% gross	\$49-\$69
Screenwriting Courses	1/16-6/26/18	Mark Sevi	50% gross	\$75-\$150
Social Badminton Classes	1/16-5/23/18	Helen Tung	70% gross	\$70
Voice Over Courses	1/16-5/23/18	Andrea Aubin	50% gross	\$49
The Complete Financial Management	1/16-5/23/18	David Deutsch	50% gross	\$49

TO: Board of Trustees

FROM: Debra L. Fitzsimons, Interim Chancellor

RE: Saddleback College and Irvine Valley College: Speakers

ACTION: Approval

BACKGROUND

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

STATUS

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

RECOMMENDATION

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

Item Submitted By: *Dr. Gregory Anderson, Saddleback College President, and Dr. Glenn R. Roquemore, Irvine Valley College President*

SPEAKERS APPROVED BY CHANCELLOR/COLLEGE PRESIDENT

SADDLEBACK COLLEGE

<i>Presentation Date</i>	<i>Faculty Member Course Title/Activity</i>	<i>Speaker Name</i>	<i>Topic</i>	<i>General Fund Honorarium/Travel</i>
10/17/17	YAF Student Club	Bay Buchanan	Why Free Speech Matters!	\$1500 paid by student organization, no college funds used
11/13/17	Title IX Training	Deputy Attorney General Janet Neely and Sgt. Andrew Tucker	District-wide Title IX Training	Travel expenses paid by general fund not to exceed \$1000.00

IRVINE VALLEY COLLEGE

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

TO: Board of Trustees

FROM: Debra L. Fitzsimons, Interim Chancellor

RE: Irvine Valley College: Curriculum Revisions for the 2018-2019 Academic Year

ACTION: Approval

BACKGROUND

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

STATUS

IVC proposes additions, revisions, and deletions to the curriculum of the College. Exhibit A includes new, revised, and deleted courses and programs that are recommended by the Curriculum Committee and includes collegial consultation with the Academic Senate of IVC for the 2018-2019 academic year pursuant to Title 5, Section 53200 et seq.

RECOMMENDATION

The Interim Chancellor recommends that the Board of Trustees approve the proposed curriculum changes for the 2018-2019 academic year at IVC.

IRVINE VALLEY COLLEGE
NEW, REVISED AND DELETED PROGRAMS
ACADEMIC YEAR 2018-2019

Current

Associate in Arts Degree in Sociology for Transfer

Program Student Learning Outcomes

Students graduating with transfer degree in sociology will be able to:

- Articulate the sociological perspective on human behavior (an ability to describe how sociology is similar to and different from other social sciences).
- Articulate the role of theory in sociology (an ability to compare and contrast theoretical orientations and apply sociological theories to areas of social reality).
- Articulate the role of social research methods in society (an ability to compare and contrast methods of social research).
- Define and illustrate key sociological concepts (an ability to define and illustrate the following sociological concepts: culture, social structure, social inequality, and cultural diversity).
- Communicate effectively about sociology (an ability to express ideas in a clear and coherent manner in writing, and/or in oral presentation).
- Understand how the science of sociology produces knowledge about society, social interaction, and human behavior (an ability to describe and to apply the sociological perspective to understanding society, social interaction, and human behavior).

Course ID	Title	Units
<i>Group C:</i>		
<i>Select one course (3-4 units) from the following:</i>		
ANTH 2	Cultural Anthropology	3
GEOG 2	Cultural Geography	3
PHIL 3	Introduction to Logic	3
PSYC 1	Introduction to Psychology	3
SOC 15	Socialization of the Child-Child, Family, Community	3
WR 2	College Writing 2 Critical Thinking, Writing	4
	Total Units	18 19

Course ID	Title	Units
<i>Complete the following course (3 units):</i>		
SOC 1	Introduction to Sociology	3

Group A:

Select two courses (6 units) from the following:

SOC 2	Social Problems	3
MATH 10	Introduction to Statistics	3
Or		
PSYC 10	Statistical Methods in the Behavioral Sciences	3
PSYC 2	Research Methods in Psychology	3

Group B:

Select two courses (6 units) from the following:

SOC 10	Marriage and Family Relations	3
SOC 19	The Sociology of Sex and Gender	3
SOC 20	Ethnic and Minority Group Relations	3
PSYC 30	Social Psychology	3
Or		
SOC 30	Social Psychology	3

IRVINE VALLEY COLLEGE
NEW, REVISED AND DELETED PROGRAMS
ACADEMIC YEAR 2018-2019

Revised

Associate in Arts Degree in Sociology for Transfer

Sociology focuses on patterns of human behavior within social contexts, seeking to understand both the forces that mold us as individuals and the elements that govern our social existence. Sociology's subject arena ranges from the intimate family to the hostile mob, from crime to religion, from the divisions of race, gender, and social class to the shared beliefs of a common culture. Courses offered in the curriculum may be taken to fulfill general education requirements in the social sciences; and they may be applied toward a major in sociology for the Associate in Arts in Sociology for Transfer.

Program Student Learning Outcomes

Students graduating with transfer degree in sociology will be able to:

- Articulate the sociological perspective on human behavior (an ability to describe how sociology is similar to and different from other social sciences).
- Articulate the role of theory in sociology (an ability to compare and contrast theoretical orientations and apply sociological theories to areas of social reality).
- Articulate the role of social research methods in society (an ability to compare and contrast methods of social research).
- Define and illustrate key sociological concepts (an ability to define and illustrate the following sociological concepts: culture, social structure, social inequality, and cultural diversity).
- Communicate effectively about sociology (an ability to express ideas in a clear and coherent manner in writing, and/or in oral presentation).
- Understand how the science of sociology produces knowledge about society, social interaction, and human behavior (an ability to describe and to apply the sociological perspective to understanding society, social interaction, and human behavior).

Course ID	Title	Units
MATH 10	Introduction to Statistics	3
Or		
PSYC 10	Statistical Methods in the Behavioral Sciences	3
Or		
PSYC 10H	Statistical Methods in the Behavioral Sciences Honors	3
Or		
ECON 10	Statistics for Business and Economics	3
Or		
ECON 10H	Statistics for Business and Economics Honors	3
Or		
MGT 10	Statistics for Business and Economics	3
Or		
MGT 10H	Statistics for Business and Economics Honors	3

List A:

Complete 6 units from the following:

SOC 10	Marriage and Family Relations	3
SOC 19	The Sociology of Sex and Gender	3
SOC 20	Race and Ethnic Group Relations	3
SOC 30	Social Psychology	3
Or		
PSYC 30	Social Psychology	3

List B:

Complete 3 units from any course not already used in List A or from the following:

SOC 3	Global Sociology: Forces of Change in The Modern World System	3
SOC 15	Socialization of the Child-Child, Family, Community	3
	Total Units	18

Course ID	Title	Units
Complete the required core (9 units)		
SOC 1	Introduction to Sociology	3
Or		
SOC 1H	Introduction to Sociology Honors	3

Complete 6 units from the following list of courses:

SOC 2	Social Problems	3
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IRVINE VALLEY COLLEGE
NEW, REVISED AND DELETED PROGRAMS
ACADEMIC YEAR 2018-2019

Original

Associate in Arts Degree in Global Studies for Transfer

Global Studies is an interdisciplinary program designed to enhance student knowledge and understanding of global processes and their implications for societies, markets, governments, cultures, and environments around the world. The program also introduces students to the study of global issues and perspectives while providing the methodological tools and techniques necessary to analyze them at multiple (local, regional, and international) levels. An understanding of the world's social, economic, political, cultural, and natural systems and their growing interdependence will not only enable students to think globally, but prepare them to live, work, and participate in an increasingly globalized world as well. The goal of the Associate in Arts in Global Studies for

Transfer Degree (AA-T in Global Studies) at Irvine Valley College is to prepare students for further work in international studies and world affairs through the study of other cultures, social, economic, and political systems, world history and geography. The program is designed to encourage students to think beyond local perspectives and to think globally. Students will learn how to relate their knowledge of a particular part of the world to the larger trends and issues that affect the international community as a whole. The Associate in Arts in Global Studies for Transfer is designed to prepare students for a seamless transfer into the CSU system to complete a baccalaureate degree in Global Studies.

Program Student Learning Outcomes

Upon completion of the AA-T in Global Studies, students will be able to:

- Support student success by creating a new program, curriculum, and courses that prepare students for academic transfer and/or degree completion in global/international studies.
- Support student success through an academic program that provides students with knowledge sensitive to the demands of an increasingly globalized work environment.
- Promote global awareness and diversity through interdisciplinary curriculum designed to expose students to global processes, issues, and perspectives.
- Encourage academic innovation by designing curriculum and courses that introduce students to broad and inclusive understanding of social science methods.
- Foster leadership and accountability through the continued development of the campus Model United Nations Program and study abroad opportunities.

Course ID	Title	Units
<i>Complete the following core courses:</i>		
GLBL 1	Introduction to Global Studies	3
GLBL 2	Introduction to Global Issues	3

List A: Select five courses from at least four of the following areas (15-16 units)

Course ID	Title	Units
<i>Area 1: Culture and Society</i>		
ANTH 2	Cultural Anthropology	3
Or		
ANTH 2H	Cultural Anthropology Honors	3
HIST 1	The History of World Civilizations to 1500	3
Or		
HIST 1H	The History of World Civilizations to 1500 Honors	3
HIST 2	The History of World Civilizations since 1500	3
<i>Area 2: Geography</i>		
GEOG 1	Physical Geography	3
GEOG 1L	Physical Geography Laboratory	1
GEOG 2	Cultural Geography	3
GEOG 3	World Regional Geography	3
Or		
GEOG 3H	World Regional Geography Honors	3
<i>Area 3: Economics</i>		
ECON 1	Principles of Economics-Micro	3
Or		
ECON 1H	Principles of Economics-Micro Honors	3
ECON 2	Principles of Economics-Macro	3
Or		
ECON 2H	Principles of Economics-Macro Honors	3
ECON 10	Statistics for Business and Economics	3
Or		
ECON 10H	Statistics for Business and Economics Honors	3
Or		
MGT 10	Statistics for Business and Economics	3
Or		
MGT 10H	Statistics for Business and Economics Honors	3
<i>Area 4: Politics</i>		
PS 12	Comparative Politics	3
Or		
PS 12H	Comparative Politics Honors	3
PS 14	International Relations	3
Or		
PS 14H	International Relations Honors	3
<i>Area 5: Humanities</i>		
CHI 3	Intermediate Chinese I	5
FR 3	Intermediate French	5
FR 4	Intermediate French	5
HUM 1	Introduction to Humanities	3
Or		
HUM 1H	Introduction to Humanities Honors	3
HUM 27	World Religions	3
JA 3	Intermediate Japanese I	5
JA 4	Intermediate Japanese II	5
SPAN 3	Intermediate Spanish I	5
SPAN 4	Intermediate Spanish II	5
Total Units		21-22

IRVINE VALLEY COLLEGE
NEW, REVISED AND DELETED PROGRAMS
ACADEMIC YEAR 2018-2019

New

Associate in Arts Degree in Global Studies for Transfer

Global Studies is an interdisciplinary program designed to enhance student knowledge and understanding of global processes and their implications for societies, markets, governments, cultures, and environments around the world. The program also introduces students to the study of global issues and perspectives while providing the methodological tools and techniques necessary to analyze them at multiple (local, regional, and international) levels. An understanding of the world's social, economic, political, cultural, and natural systems and their growing interdependence will not only enable students to think globally, but prepare them to live, work, and participate in an increasingly globalized world as well. The goal of the Associate in Arts in Global Studies for

Transfer Degree (AA-T in Global Studies) at Irvine Valley College is to prepare students for further work in international studies and world affairs through the study of other cultures, social, economic, and political systems, world history and geography. The program is designed to encourage students to think beyond local perspectives and to think globally. Students will learn how to relate their knowledge of a particular part of the world to the larger trends and issues that affect the international community as a whole. The Associate in Arts in Global Studies for Transfer is designed to prepare students for a seamless transfer into the CSU system to complete a baccalaureate degree in Global Studies.

Program Student Learning Outcomes

Upon completion of the AA-T in Global Studies, students will be able to:

- Support student success by creating a new program, curriculum, and courses that prepare students for academic transfer and/or degree completion in global/international studies.
- Support student success through an academic program that provides students with knowledge sensitive to the demands of an increasingly globalized work environment.
- Promote global awareness and diversity through interdisciplinary curriculum designed to expose students to global processes, issues, and perspectives.
- Encourage academic innovation by designing curriculum and courses that introduce students to broad and inclusive understanding of social science methods.
- Foster leadership and accountability through the continued development of the campus Model United Nations Program and study abroad opportunities.

Course ID	Title	Units
<i>Complete the following core courses:</i>		
GLBL 1	Introduction to Global Studies	3
GLBL 2	Introduction to Global Issues	3

List A: Select five courses from at least four of the following areas (15-19 units)

Course ID	Title	Units
<i>Area 1: Culture and Society</i>		
ANTH 2	Cultural Anthropology	3
Or		
ANTH 2H	Cultural Anthropology Honors	3
HIST 1	The History of World Civilizations to 1500	3
Or		
HIST 1H	The History of World Civilizations to 1500 Honors	3
HIST 2	The History of World Civilizations since 1500	3
<i>Area 2: Geography</i>		
GEOG 1	Physical Geography	3
GEOG 1L	Physical Geography Laboratory	1
GEOG 2	Cultural Geography	3
GEOG 3	World Regional Geography	3
Or		
GEOG 3H	World Regional Geography Honors	3
<i>Area 3: Economics</i>		
ECON 1	Principles of Economics-Micro	3
Or		
ECON 1H	Principles of Economics-Micro Honors	3
ECON 2	Principles of Economics-Macro	3
Or		
ECON 2H	Principles of Economics-Macro Honors	3
ECON 10	Statistics for Business and Economics	3
Or		
ECON 10H	Statistics for Business and Economics Honors	3
Or		
MGT 10	Statistics for Business and Economics	3
Or		
MGT 10H	Statistics for Business and Economics Honors	3
<i>Area 4: Politics</i>		
PS 12	Comparative Politics	3
Or		
PS 12H	Comparative Politics Honors	3
PS 14	International Relations	3
Or		
PS 14H	International Relations Honors	3
<i>Area 5: Humanities</i>		
CHI 3	Intermediate Chinese I	5
FR 3	Intermediate French	5
FR 4	Intermediate French	5
HUM 1	Introduction to Humanities	3
Or		
HUM 1H	Introduction to Humanities Honors	3
HUM 27	World Religions	3
JA 3	Intermediate Japanese I	5
JA 4	Intermediate Japanese II	5
SPAN 3	Intermediate Spanish I	5
SPAN 4	Intermediate Spanish II	5
Total Units		21-25

IRVINE VALLEY COLLEGE
NEW, REVISED AND DELETED PROGRAMS
ACADEMIC YEAR 2018-2019

Current

**Sustainability and Resource Management
Certificate of Proficiency**

This certificate is intended to prepare students for entry-level positions in sustainability and resource management or job advancement within that field. Courses will focus on presenting skills and knowledge needed to prepare students for a wide range of work opportunities in the industry.

Complete the following courses:

SRM 180	Introduction to Principles of Sustainability	3
SRM 185	Society and Sustainability	3
SRM 190	Sustainable Practices and Resource Management for Communities	3
SRM 195	Business Case for Sustainability	3
<hr/> Total Units		12

Revised

**Sustainability and Resource Management
Certificate of Proficiency**

This certificate is intended to prepare students for entry-level positions in sustainability and resource management or job advancement within that field. Courses will focus on presenting skills and knowledge needed to prepare students for a wide range of work opportunities in the industry.

Complete the following courses:

SRM 80	Introduction to Principles of Sustainability	3
SRM 85	Society and Sustainability	3
SRM 90	Sustainable Practices and Resource Management for Communities	3
SRM 195	Business Case for Sustainability	3
<hr/> Total Units		12

**IRVINE VALLEY COLLEGE
NEW, REVISED, AND DELETED COURSES
ACADEMIC YEAR 2018-2019**

Exhibit A
Page 6 of 9

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

IRVINE VALLEY COLLEGE
NEW, REVISED, AND DELETED COURSES
ACADEMIC YEAR 2018-2019

Exhibit A
Page 7 of 9

School	Course Id	Catalog Id	Course Title	Action Taken
Arts	14426.00	ART 88	Figure Drawing for Animation	cat desc, sch desc
	10315.10	ARTH 50	History of Graphic Design	cat desc, sch desc
	11012.00	ARTH 33	American Art	crs id 133 33 , cat desc, sch desc
	9949.25	DNCE 65A	Dance Rehearsal and Performance-Production Overview A	cat desc, sch desc
	9949.30	DNCE 65B	Rehearsal/Performance-Production Overview B	cat desc, sch desc
	14380.00	DNCE 66A	Dance Rehearsal and Performance-Analysis of Creative Processes A	cat desc, sch desc
	14395.00	DNCE 67B	Dance Rehearsal and Performance-Analysis of Creative Processes B	cat desc, sch desc
	11113.15	DNCE 70	IVC Performing Dance Ensemble	cat desc, sch desc
	14479.00	DNCE 281	Pedagogy-Teaching Methods for Movement Training	crs id: 81 281 , cat desc, sch desc
	10315.00	DMA 50	History of Graphic Design	cat desc, sch desc
Business Science	10228.05	DMA 80	Visual Design for the Web	cat desc, sch desc
	100.00	ACCT 1A	Financial Accounting	cat desc, rec prep, tps, lrng obj, moe, assign, txt
	9102.15	ACCT 212.3	Spreadsheets III-Certification	c/l w/ CIM 212.3, sch desc, moe, assign, txt, rec prep
	155.05	ACCT 215	Bookkeeping and General Accounting	ti: Bookkeeping and General Accounting, cat desc, tps, lrng obj, moe, SLOs, assign, txt, rec prep
	14572.00	CIM 110	Information and Communication Technology Essentials	cat desc, sch desc
	10409.25	CIM 181	CCNA 1 - Introduction to Networks	cat desc, sch desc
	10410.15	CIM 182	CCNA 2 - Routing and Switching Essentials	cat desc, sch desc
	9102.20	CIM 212.3	Spreadsheets III-Certification	c/l w/ ACCT 212.3, lrng obj, moe, assign, txt, rec prep
	10411.10	CIM 283	CCNA 3 - Scaling Networks	cat desc, sch desc
	10412.15	CIM 284	CCNA 4 - Connecting Networks	cat desc, sch desc
Humanities	14657.00	ETHN 10	Introduction to Ethnic Studies	crs id: HUM 90 ETHN 10 , cat desc, sch desc
	14658.00	ETHN 20	Introduction to Asian American Studies	crs id: HUM 91 ETHN 20 , cat desc, sch desc
	14721.00	HUM 10	Introduction to Cultural Studies	nc

**IRVINE VALLEY COLLEGE
NEW, REVISED, AND DELETED COURSES
ACADEMIC YEAR 2018-2019**

Exhibit A
Page 8 of 9

School	Course Id	Catalog Id	Course Title	Action Taken
	14754.00	WR 15	Introduction to Screenwriting for Film/TV	nc
	14303.05	WR 399	Accelerated Introduction to College Writing	cat desc, sch desc
Kinesiology	3265.00	HLTH 2	First Aid: Responding to Emergencies	tps, lrng obj, moe, assign, txt
	14209.00	HLTH 107	Survey and Assessment of Fitness	dc
	11155.05	KNES 10	Introduction to Sport Psychology	crs id: KNES 101 10, cat desc, sch desc
	13052.00	KNES 11	Badminton I	moe, SLOs, assign, txt
	13052.05	KNES 11	Badminton I	tps, moe, SLOs, assign, txt
	13052.10	KNES 12	Badminton II	moe, SLOs, assign, txt
	13052.15	KNES 12	Badminton II	moe, SLOs, assign, txt
	13052.20	KNES 13	Badminton III	moe, SLOs, assign, txt
	13052.25	KNES 13	Badminton III	moe, SLOs, assign, txt
	5475.05	KNES 32	Intramural Activities	tps, lrng obj, moe, SLOs, assign, txt
	5475.10	KNES 32	Intramural Activities	moe, SLOs, txt
Languages and Learning Resources	2950.00	FR 3	Intermediate French	sch desc, tps, lrng obj, moe, assign, txt, rec prep
	14413.00	ESL 370	Academic Writing I for Multilingual Writers	cat desc, sch desc
Life Sciences	10473.05	BIO 21	Human Anatomy and Physiology	crs id: BIO 121 21, cat desc, sch desc
Math, CS, Engr.	9369.15	CS 30	Visual Basic Programming	moe, assign, txt
	1690.25	CS 131	Database Management Programming	tps, moe, assign, txt
	14546.00	MATH 20	Mathematics for Elementary Teachers	cat desc, sch desc
Physical Sciences	11116.10	ELEC 21	Introduction to Renewable Energy	crs id: ELEC 210 21, cat desc, sch desc
	14397.00	LASR 25	Fundamentals of Light	crs id: LET 25 LASR, cat desc, sch desc
	14535.00	LASR 168	Cooperative Work Experience: Photonics	crs id: LET 168 LASR, cat desc, sch desc
	14398.00	LASR 215	Fundamentals of Photonics	crs id: LET 215 LASR, cat desc, sch desc
	14447.00	LASR 225	Quality Assurance for Precision Optics	crs id: LET 225 LASR, cat desc, sch desc
	14448.00	LASR 235	Optical Metrology and Interferometry	crs id: LET 235 LASR, cat desc, sch desc
Social Sciences	195.00	AJ 2	Introduction to Administration of Justice	sch desc, tps, lrng obj, moe, SLOs, assign, txt
	235.00	AJ 8	Juvenile Law and Procedures	moe, txt, rec prep
	260.00	AJ 13	Constitutional Law and the Justice System	cat desc, sch desc
	270.00	AJ 19	Introduction to Corrections	cat desc, sch desc

**IRVINE VALLEY COLLEGE
NEW, REVISED, AND DELETED COURSES
ACADEMIC YEAR 2018-2019**

Exhibit A
Page 9 of 9

School	Course Id	Catalog Id	Course Title	Action Taken
	3420.00	AJ 61	Organized Crime and Criminal Enterprise in America	cat desc, sch desc
	14288.00	GEOG 12	Introduction to Geographic Information Systems	cat desc, sch desc
	3391.00	HD 4	Infant and Toddler Development	cat desc, sch desc
	11141.00	HD 65	Introduction to School-Age Child Development	cat desc, sch desc
	10728.00	PSYC 6	Developmental Psychology-Lifespan	cat desc, sch desc
	6100.00	SOC 2	Social Problems	tps, moe, assign, txt
	14322.00	SOC 3	Global Sociology: Change in the Modern World System	ti: Global Sociology: Forces of Change in the Modern World System, tps, lrng obj, moe, assign, txt

TO: Board of Trustees

FROM: Debra L. Fitzsimons, Interim Chancellor

RE: SOCCCD: Award of Foundation for California Community Colleges Administrative Services Agreement, Janitorial Products CB-213-17, Waxie Sanitary Supply

ACTION: Approval

BACKGROUND

California Public Contract Code section 20652 allows a community college district to acquire supplies by utilizing an existing contract from another public entity. The Foundation of California Community Colleges (FCCC) of Sacramento is a public agency as defined in Government Code section 20057 (b). The Foundation has an existing janitorial products agreement, CB-213-17, with Waxie Sanitary Supply.

STATUS

District Staff has determined that it is in the best interest of the district to purchase Waxie Sanitary Supply janitorial supplies using the FCCC Administrative Services Agreement No. CB-213-17, valid from February 15, 2017 through August 31, 2019. Administrative Service Agreement No. CB-213-17 is available for review in the Purchasing and Contracts department. Based on the district's purchase history, the estimated annual cost of purchasing janitorial supplies is not expected to exceed \$100,000. Individual purchase orders will be issued for janitorial supplies after department funds are verified.

RECOMMENDATION

The Interim Chancellor recommends that the Board of Trustees approve contracting with Waxie Sanitary Supply, pursuant to the Foundation for California Community Colleges Administrative Services Agreement No. CB-123-17, contingent upon verifications of the availability of funds for each purchase. Annual expenditures for the term under this agreement will not exceed \$100,000 from December 1, 2017 to November 30, 2018.

TO: Board of Trustees

FROM: Debra L. Fitzsimons, Interim Chancellor

RE: SOCCCD: Student Out-of-State Travel

ACTION: Approval

BACKGROUND

Saddleback College and Irvine Valley College are committed to offering high quality educational opportunities to their students which may include travel out of state for attendance at conferences and other activities which are in connection with courses of instruction or school-related social, educational, cultural, athletic, or college music activities and/or performances. Student travel shall follow the guidelines as listed in the board policy BP-6125 Student Travel: Field Trips and Excursions.

STATUS

The student out of state travel items listed in EXHIBIT A have been reviewed by college faculty and administration, along with appropriate business services staff for adherence to all requisite activities and conditions associated with student travel. Faculty and staff advisors traveling with students are listed along with the college, trip dates, location, costs and funding source related to the travel. For course related travel, the course name and catalog number are included along with course credit values.

Students and staff shall at all times adhere to the standards of conduct applicable to conduct on campus. Advisors will ensure all students have appropriate risk management forms completed.

RECOMMENDATION

The Interim Chancellor recommends that the Board of Trustees approve the colleges' student out of state travel for the participants, dates, locations, courses and costs as listed in EXHIBIT A.

Out of State Student Travel
11/13/2017
Board of Trustees Meeting

Student Group Travel

Description of Trip, Location	Trip Dates Inclusive, to/from	Group, Club	No. of students	No. of faculty	Cost Per Student	College Cost	Total Cost (student plus college)	Funding Source(s)	College
American College Dance Association 2018 Conference at ASU (Tempe, AZ)	March 5 – 10, 2018 (M-SA)	Dance Department	8	1	\$622.22	\$622.22	Total = \$5,600	ASG and Kinesiology & Athletics Division – General Fund	Saddleback College

1

TO: Board of Trustees

FROM: Debra L. Fitzsimons, Interim Chancellor

RE: SOCCCD: Trustees' Requests for Attending Conferences

ACTION: Approval

BACKGROUND

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

STATUS

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

RECOMMENDATION

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

TRUSTEE ATTENDANCE AT CONFERENCES AND MEETINGS

Trustees wishing to attend:

EVENT/LOCATION	DATE(s)*	ESTIMATED COST** (per person)	TRUSTEE REQUESTED ITEM:	TRUSTEE(S) ATTENDING
ACCT Governance Leadership Institute San Antonio, DC	March 21- 23, 2018	\$2,520		
AGB National Conference on Trusteeship San Francisco, CA	April 22- 25, 2018	\$2,335		

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

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

[Home](#)[About](#)[Contact Staff](#)[Trustee Ambassador Program](#)[In Memoriam](#)

2018 Governance Leadership Institute

Hosted by Alamo Colleges District | March 21 - 23, 2018 | The Westin Riverwalk, San Antonio

REGISTER NOW!

Registration Rates

ACCT Members: \$650.00

Non-Members: \$850.00

Cancellations up to 30 days in advance will receive a full refund or credit to another GLI within the year. Cancellations within 30 days of the event will **not** receive a full refund, but can either transfer to someone else at your college or be used as credit to another GLI within the year.

Hotel

Deadline to reserve your hotel room at the ACCT discounted rate is February 21, 2018

[Click Here to Reserve Your Room](#)

Helpful Documents

Draft Agenda

GLI Information Brochure

ACCT | ACCT Searches | Trustees for Student Success

1101 17th St NW, Ste 300, Washington, DC 20036 | email: narcisa_polonio@acct.org | Tel: 202-775-6488

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GLI GOVERNANCE LEADERSHIP INSTITUTE

**SAN MARCH 21-23, 2018
ANTONIO, TX THE WESTIN RIVERWALK**

trustee-education.org



This institute is a unique opportunity for teams of trustees and presidents to work together on important and timely issues, and to develop as a powerfully effective team.

TOPICS

Addressing the
Expectations of
Governing Boards

01

02

Higher Education
and Community
College Trends

Outcomes, Quality
&
Student Success

03

04

Board Self-
Assessment
Presidential
Evaluations

To date, over **1,000** trustees, presidents, chancellors, and board staff have attended this nationally acclaimed institute.

Be a part of this elite group of informed leaders.

Starts: 9:00 am **Wednesday**, March 21
Ends: 1:00 pm **Friday**, March 23

**Building
Relationships
with Media**

05

CONTACT

Christina Simons

Director, Educational Events

202-775-4462

csimons@acct.org

06

**Emergency Planning
Campus Security**

**The Complexity
of Equity and
Diversity**

07

Narcisa Polonio

Executive Vice President

202-276-1983

narcisa_polonio@acct.org

The **exploratory** and **interactive** curriculum provides an opportunity for participants from across the country to discuss, troubleshoot, and share proven practices.

08

**Economic
Inequality
on Campus**

09

**Roles and
Responsibilities**

10

**Running Effective
Meetings**

BRING

- Sample Board Agenda
- Board By-Laws
- College T-Shirt



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The San Antonio Riverwalk

Deadline to receive the ACCT Discounted Hotel Rate is February 21, 2018

**MARCH 21 – 23, 2018
THE WESTIN RIVERWALK
SAN ANTONIO, TEXAS
TO REGISTER GO TO: TRUSTEE-
EDUCATION.ORG**

**FOR MORE INFORMATION CONTACT
CHRISTINA SIMONS, DIRECTOR OF
EDUCATIONAL EVENTS,
csimons@acct.org OR 202-775-4462**

DRAFT AGENDA

Wednesday, March 21ST

8:15 a.m. – 9:00 a.m.	Breakfast
9:00 a.m. – 9:30 a.m.	Welcome Remarks
9:30 a.m. – 10:45 a.m.	Addressing the Expectations of Governing Boards <ul style="list-style-type: none"> • Evolving Organizational Structures to Meet the Demand of Institutional Change • Assess Your Board's Health/Identify Strengths and Weaknesses • The Board's Changing Role and Fostering Goodwill and Commitment • Understanding Leadership and Group/Team Dynamics and Handling Conflict and the "Self-Interested Trustee" • Effective Ways to Deepen Trustee Engagement in Shaping the Mission and Objective(s) of the College • The Power of Influence and Barriers of Culture
10:45 a.m. – 11:00 a.m.	Break
11:00 a.m. – 12:00 p.m.	Economic Inequality on Campus: Higher Education and Community College Trends & Key Questions – Group Assignments <ul style="list-style-type: none"> • Group 1: Financial Aid 102 • Group 2: Too Distressed to Learn? Mental Health Among Community College Students • Group 3: Return on Investment: What is the Value of the Associate Degree? • Group 4: Hungry to Learn: Addressing Food and Housing Insecurity Among Undergraduates • Group 5: The Family-Friendly Campus Imperative: Supporting Success Among Community College Students with Children
12:00 p.m. – 12:45 p.m.	Lunch & Guided Group Discussion
12:45 p.m. – 1:45 p.m.	Reporting Out in Groups with the Focus on Outcomes, Quality and Student Success

1:45 p.m. – 2:45 p.m.

Mini Session and Exchange: Defining a Disaster Resilient College

Enjoy San Antonio!

Thursday, March 22nd

8:15 a.m. – 9:00 a.m.

Breakfast

9:00 a.m. – 9:30 a.m.

Reflection and Prioritizing the Agenda

9:30 a.m. – 10:30 a.m.

How Trustees Can Apply a College Value Framework to Decision-Making

10:30 a.m. – 10:45 a.m.

Break

10:45 a.m. – 11:45 a.m.

How to Build Statewide Partnerships to Advance College Value

12:00 p.m. – 1:00 p.m.

Lunch & Guided Group Discussion

1:00 p.m. – 2:00 p.m.

The New Normal and What Trustees Need to Know to Lead Their Colleges

2:00 p.m. – 2:15 p.m.

Break

2:15 p.m. – 3:15 p.m.

From Running Effective Meetings to Fostering Collaboration across the College

3:30 p.m. – 4:30 p.m.

Bringing it all Together, T-Shirt Exchange & Group Photo

Friday, March 23rd

8:15 a.m. – 9:00 a.m.

Breakfast

9:00 a.m. – 10:15 a.m.

Presidential Evaluation as a Leadership Tool

- Presidential Evaluation and Board Self-Assessment
- Succession Planning
- High Impact Leadership Development to Address the Need for Future Leaders

10:15 a.m. – 10:30 a.m.

Break

10:30 a.m. – 11:30 a.m.

From Good to Great: The Journey to Becoming an Exemplary Board

- Code of Commitment and Ethics
- Elements of a Leadership Plan
- Successful Strategies

11:30 a.m. – 12:30 p.m.

Lunch & Conclusion

- How to Inspire your Trustee Colleagues
- What to take back to the Board
- Defining a Purposeful Path for the Governing Board

EVENTS & PROGRAMS

[< PREVIOUS EVENT](#)[NEXT EVENT >](#)

2018 National Conference on Trusteeship

APRIL 22 - 24, 2018
SAN FRANCISCO, CA

The 2018 National Conference on Trusteeship brings governing boards together with leading thinkers, policymakers, innovators, and influencers in a lively and collaborative forum created to help institutional leaders navigate challenging times, strengthen their institutions, and restore the public trust in the higher education sector.

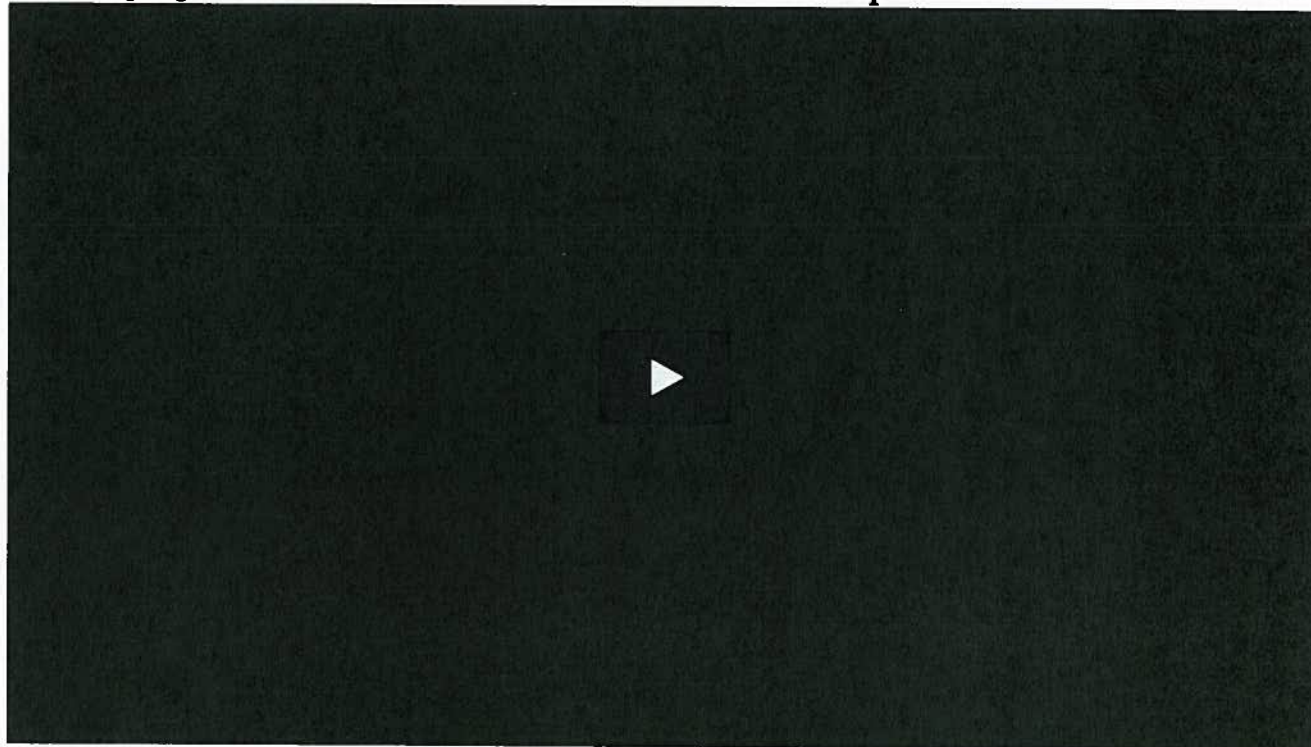
Join your colleagues for in-depth conversations about today's most pressing issues and lend your voice to other higher education leaders and governing boards at the only national conference for trustees designed to drive consequential change and to advance higher education when it matters most.

ABOUT THE NATIONAL CONFERENCE 

AGENDA 

LOCATION **REGISTER NOW** 

Watch highlights from the 2017 National Conference on Trusteeship in Dallas:



To learn about [sponsorship opportunities](#), please contact our Resource Development Team at sponsorship@agb.org:

Steve Abbott, Director of Corporate Relations, (202) 776-0842

Sterlicia Rodney, Resources Coordinator, (202) 776-0828

The 2017 Workshop for Board Professionals will be held from April 20-22, 2018, in conjunction with the National Conference. [Learn more](#).

REGISTER NOW

ACCOMMODATIONS AND TRAVEL ▶

Accommodations

The 2018 National Conference on Trusteeship will be held at the [San Francisco Marriott Marquis](#).

FUTURE MEETING DATES ▶

2019 National Conference on Trusteeship

April 14-16, 2019
Orlando, FL

2020 National Conference on Trusteeship

April 5-7, 2020
Washington, DC

2021 National Conference on Trusteeship

April 11-13, 2021
San Diego, CA

2022 National Conference on Trusteeship

April 10-12, 2022
Orlando, FL

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Washington, D.C. 20036

Tel 202.296.8400

Fax 202.223.7053

REGISTRATION RATES

Register by **December 15, 2017** to take advantage of a special limited-time offer.

Register by **February 15, 2018** to receive the Early-Bird rate.

MEMBER RATES:

Individual Member

- Limited-time only: \$945
- Early bird: \$1045
- Regular: \$1195

Group (AGB members only)

- Limited-time only: \$895
- Early bird: \$995
- Regular: \$1145

NON-MEMBER RATES (PER INDIVIDUAL):

- Limited-time only: \$1250
- Early bird: \$1345
- Regular: \$1495

INTERNATIONAL REGISTRATION (AGB MEMBER OR NON-MEMBER):

- Individual: \$625
- Group (per individual): \$600

PRECONFERENCE WORKSHOPS:

- Single preconference workshop: \$350
- Bundle of 4: \$1150

WORKSHOP FOR BOARD PROFESSIONALS:

- Early Bird Registration: \$475
- Regular Registration: \$495

REFUNDS AND CANCELLATIONS

All cancellations and requests for refunds must be submitted in writing. Requests must be received by **Thursday, March 22, 2018**; no refunds will be issued for registrants who cancel after this date. AGB will issue a full refund after the meeting. If you are unable to attend, a substitute is welcome in your place at no additional charge. AGB is not responsible for any cancellation/change charges assessed by airlines, travel agents, or hotels.

NOT A MEMBER?

If your board is interested in learning more about membership with AGB, [visit our website](#) or contact [AGB's membership department](#).

AGENDA**National Conference on Trusteeship****Sunday, April 22, 2018**4:30 PM - 4:45 PM **Welcome Remarks**

4:45 PM - 5:45 PM **Keynote Plenary: Global Influences on Future Global Leaders**

In a rapidly shifting world, the context in which higher education operates is becoming increasingly complex as it is defined by global economics and politics. For the next generation of citizens, it is critical that they understand this global dynamic. As leaders of higher education, it is essential that we lead our institutions with the perspective on how to best navigate through these complexities. This plenary will offer insights on the current geopolitical state of affairs and an expert perspective on what the future holds.

6:00 PM - 7:30 PM **Welcome Reception****Monday, April 23, 2018**7:30 AM - 8:30 AM **Breakfast**8:30 AM - 9:30 AM **Master Classes I**9:45 AM - 10:45 AM **Concurrent Sessions I**10:45 AM - 11:15 AM **Networking Break**11:15 AM - 12:15 PM **Master Classes II**12:15 PM - 12:45 PM **Lunch**

12:45 PM - 1:45 PM **Plenary: Navigating First Amendment Freedoms**

The recent spate of campus free speech incidents dominating news headlines—from protests against invited speakers to faculty dismissals for political tweets—has induced discussion about the first amendment both on campuses and in communities across the country. The issues are complicated, and competing tensions on many campuses require proactive engagement and strategy by institutional leaders. In this plenary, institutional leaders share how they managed the effects and the aftermath of free speech-related national headlines at their campuses and advice about moving forward in a time of divisiveness across the community.

1:45 PM - 2:45 PM **Idea Exchanges**2:45 PM - 3:15 PM **Networking Break**

3:15 PM - 4:15 PM **Plenary: Staying on Top of Public Policy Issues**

Congress continues to have a full plate of higher education tasks to debate. Given the current atmosphere of legislative impasse, what should institutions be prepared for in the coming year? This plenary provides an update on the efforts to reauthorize the Higher Education Act and the details it may (or may not) include: affordability and college costs; access, persistence, and completion; better information for consumers; student loan programs; accreditation and oversight; innovation; and the burden of federal regulations, among others.

4:30 PM - 5:45 PM **Wine Tasting Event****Tuesday, April 24, 2018**7:45 AM - 8:00 AM **Breakfast**8:00 AM - 9:00 AM **Affinity Group Roundtables**9:00 AM - 10:00 AM **Concurrent Sessions II**10:30 AM - 12:00 PM **Plenary: The Workforce of the Future: Educating Tomorrow's Leaders Today**

In its "Future of Jobs" report, the World Economic Forum estimated that more than half of today's students will work in jobs that don't yet exist. How do institutions prepare students for career paths that are only on the horizon? In this plenary, higher education and workforce readiness experts will debate what the world needs most from the higher education sector to prepare the next generation for careers. How can we ensure that higher education moves at the right speed to keep up with the demands of the employment sector of the future?

12:00 PM - 1:00 PM **National Conference on Trusteeship concludes****Workshop for Board Professionals****Friday, April 20, 2018**3:00 PM - 4:00 PM **Speed Mentoring**

These quick, small-group discussions afford new and seasoned workshop attendees an opportunity to forge peer connections, share ideas and resources, and discuss best practices. This activity is open to all and is especially recommended for first-time attendees. Bring your best tips and greatest challenges!

4:15 PM - 4:30 PM **Welcome and Greetings**4:30 PM - 5:30 PM **Opening Plenary: Leading Without a Script: Using Improv to Navigate Higher Education's Choppy Waters**

Colleges and universities are facing unprecedented pressure to simultaneously deliver exceptional teaching and research, a highly supportive student experience, and lean operations that contain costs, while also maneuvering through a highly charged political environment. Governing boards, and the board professionals who advise and support them, are finding that there is no script for navigating these choppy waters. They are being forced to improvise. This plenary will teach board professionals some of the basic skills needed to successfully improvise in difficult real-world situations.

5:30 PM - 6:30 PM **Welcome Reception**

Workshop participants are encouraged to attend this social event, sign up for informal dinner groups, and mingle with friends (old and new). This is especially recommended for first-time attendees.

7:00 PM - 8:00 PM **Dinner Groups**

The dinner groups offer a great opportunity for attendees to connect with colleagues from other institutions. This is especially recommended for first-time attendees.

Saturday, April 21, 20186:00 AM - 7:00 AM **Walking Groups**

Early risers can meet as a group for a morning walk. Meeting location will be provided onsite.

6:30 AM - 7:00 AM

Group Yoga

Join your board professional colleagues for a 30-minute class focused on relaxation and restoration. Re-balance and restore with this gentle practice to reset your mind and body. We'll use breath control, poses, and meditation. Sign-up in advance during registration. Please bring your own mat.

7:30 AM - 8:15 AM

Breakfast

8:15 AM - 9:45 AM

Welcome and Greetings / Morning Plenary

The issues facing higher education and individual colleges and universities are ever-evolving—from freedom of speech protests to cybersecurity and data breaches, the range and complexity of these issues are growing almost daily. In this session, a panel of experts will address some of the current issues covered in AGB's recent publication *Top Strategic Issues 2017-2018* and highlight various ways in which boards, staff, and other institutional stakeholders can prepare for and respond to these issues on their respective campuses.

10:00 AM - 11:00 AM

Affinity Sessions

These facilitated discussions will dive deeply into the content discussed in the plenary session as well as give attendees an opportunity to share concerns, approaches, and strategies. Sessions are segmented by institution type to enhance board professionals' understanding of the nuanced business model needs for their specific sectors.

The affinity groups are as follows:

- Specialized Institutions
- Public Master's and Research Institutions
- Independent Master's and Research Institutions
- Baccalaureate Institutions
- Systems
- Institutionally Affiliated Foundations
- Community Colleges

11:15 AM - 12:15 PM

Concurrent Sessions I (5 sessions)

12:30 PM - 1:45 PM

Awards Lunch & Tech Fair

During the luncheon, we will announce this year's recipient for the Outstanding Board Professionals Award.

The Tech Fair, which will run concurrently with lunch, presents an opportunity for board professionals to see demonstrations of various board portals and other technology for the boardroom or their specific role. During the fair, we will also showcase Ning, AGB's board professional networking site. Stop by each booth to get a raffle ticket for a special drawing that will take place at the closing plenary on Sunday.

2:00 PM - 3:00 PM

Concurrent Sessions II (5 sessions)

3:15 PM - 4:15 PM

Concurrent Sessions III (5 sessions)

7:30 PM - 9:30 PM

Moonlight Bus Tour of San Francisco

On this two-hour, moonlight tour, participants will be guided through San Francisco on a double-decker bus to see some of its most popular sights and attractions like the Golden Gate Bridge, Fisherman's Wharf, Union Square, and more. Tickets must be purchased in advance during registration.

Sunday, April 22, 2018

6:00 AM - 7:00 AM	Walking Groups Early risers can meet as a group for a morning walk.
6:30 AM - 7:00 AM	Group Yoga Join your board professional colleagues for a 30-minute class focused on relaxation and restoration. Re-balance and restore with this gentle practice to reset your mind and body. We'll use breath control, poses, and meditation. Sign-up in advance during registration. Please bring your own mat.
8:00 AM - 8:45 AM	Breakfast
8:45 AM - 9:30 AM	Roundtables Bringing together smaller groups for discussion, roundtables are an opportunity to do a deep dive on a topic or issue with fellow board professionals.
9:45 AM - 10:45 AM	Concurrent Sessions IV (5 sessions)
11:00 AM - 12:00 PM	Closing Plenary: The Role of the Board Professional Ever Changing, Complex, and Critical to Good Governance In the 45 years since the Association of Governing Boards (AGB) convened board staff members for the first time, the role of the board professional has evolved from acting as a secretary to functioning as a true partner to presidents and board chairs in the practice of good governance. Today, the role at its best is that of a strategic adviser who serves concurrently as institutional historian, contemporary analyst, prognosticator, and closer. In an interactive panel discussion, past chairs of the association's board professional leadership group reflect upon the role's changing nature and demands, future needs, challenges, lessons learned, and opportunities for the future of the profession.

Preconference Workshops**Saturday, April 21, 2018**

8:15 AM - 11:15 AM	Enrollment Management and Retention Strategies for Long-Term Prosperity As enrollment in post-secondary institutions continues to decline across the nation, new student enrollment must remain a priority for most boards. Boards must also keep pace with a changing market environment and evolving demographics to develop an effective strategic plan for enrollment management and retention. This session focuses on the realities and costs of enrollment management; the metrics a board should obtain and review; the appropriate role of the enrollment committee's oversight; the long-term effects of the changes to FAFSA; financial planning in an uncertain market; and board strategies that can help lead a campus to long-term prosperity.
8:15 AM - 11:15 AM	Practical Steps for Boards to Support Campus Climate, Inclusion, and Civility Students, staff, and faculty alike continue to draw intense national focus to the need for safe and welcoming campuses. Boards and presidents are under pressure to respond quickly and with compassion—and to make genuine, sustainable improvements at their institutions. In response to requests for how to implement recommendations from the AGB statement on campus climate, inclusion, and civility, this workshop will review strategies for board members to consider, including a review of their institution's diversity and inclusion policy, establishing a campus climate evaluation

	taskforce, and developing an institutional statement on campus climate.
8:15 AM - 11:15 AM	<p>Welcome to the Boardroom: How to Be an Effective Board Member</p> <p>A chain is only as strong as its weakest link; the same can be said of individual members who make up an institution's governing board. New and experienced board members alike should know the full range of their responsibilities in order to become confident and effective fiduciaries. This workshop will utilize small group discussions, case studies, and Q&A sessions to address standards for board best practices, featuring deep dives into fiduciary duties and specific steps to ensure board efficacy.</p>
12:30 PM - 3:30 PM	<p>Enterprise Risk Management: Best Practices for Boards</p> <p>Enterprise risk management (ERM) is a process used to identify risks and opportunities so that institutions can better prepare for and respond to an uncertain future. This session will highlight best practices, case studies, and successes from early adopters of ERM. Participants will gain a better understanding of ERM and its role, identify the strategic risks the board owns, and explore practical ways the board can support the institution's administration in developing an ERM process.</p>
12:30 PM - 3:30 PM	<p>The Ins and Outs of Conducting a Board Assessment</p> <p>Assessing the quality of an institution's board demonstrates accountability and effective leadership. Although different criteria are used to assess each respective group, the goal should be the same: Develop a set of objectives that will strengthen the institutional leadership. This workshop focuses on the various assessment methods available to help participants develop an action plan, use feedback to address trouble spots, and implement strategies to improve effectiveness.</p>
12:30 PM - 3:30 PM	<p>Understanding College and University Financial Practices and Reporting</p> <p>In order to fulfill their fiduciary duties, it is essential that board members develop an understanding of college and university financial practices and reporting. This preconference workshop provides a foundation for learning principles of finance for colleges and universities and how they differ from for-profit entities, and builds knowledge through case studies relevant to issues board members face today. Additionally, participants will acquire the capacity to ask the right questions and assess answers related to this important board responsibility.</p>

Sunday, April 22, 2018

8:15 AM - 11:15 AM	<p>Crisis Management: What is the Role of the Board?</p> <p>Being sufficiently prepared for a crisis on your campus and informed about the institution's policies and practices that shape your response can make the difference between increased public trust in an institution and irreparable damage to its reputation. Although future incidents cannot be predicted, boards can work with their presidents to alleviate concerns about campus safety by creating policies and practices that ensure a safe campus, in conjunction with an effective crisis communication and management plan. This workshop will help each participant develop the tools and processes necessary to evaluate the effectiveness of their institution's current policy; strengthen an already effective and proactive policy; and examine the strengths and weaknesses of their institution's reporting policy and practices.</p>
8:15 AM - 11:15 AM	<p>Rethink and Restructure: Building Effective Committees</p> <p>Committees are integral to advancing the work of an institution's governing board and the overall institutional mission. Effective committees should offer opportunities for engagement and strategic</p>

discussions among board members. Additionally, committee members should place greater emphasis on the respective roles of the cabinet and board professionals in committees, and any implications for change should be considered. This workshop will highlight the processes and tools needed to rethink committee structures in working towards a more effective and consequential board.

8:15 AM - 11:15 AM

Telling the Story: Board Members as Advocates for Education

In a time when public opinion is critical of the value of American higher education, board members can become advocates for higher education by engaging in informed discussion with stakeholders who are less familiar with our institutions. To do so, board members need to be equipped with the tools necessary to stimulate national discussion about the mission and contribution of colleges and universities. Cultivating relationships with the media is essential to board member advocacy, and the art of effective storytelling is a critical tool that will help a message resonate with all stakeholders. In this workshop, participants will learn effective techniques to craft and target key messages, as well as best practices to cultivate and maintain media relationships to deliver the message.

12:30 PM - 3:30 PM

Building High-Performing Boards: The Governance Committee In Action

The potential of a high-performing board in part lies in the hands of a board's governance committee, as it is the charge of this committee to identify, vet, and select trustees who will bring the necessary experience, skills, and character to the board. As a result of increased demands on higher education and governing boards, today's governance committee has an even greater responsibility for developing and maintaining a consequential board. This workshop will help governance committee members focus on best practices for board composition and organization, orientation of new members, assessment of board performance, and continuing board development.

12:30 PM - 3:30 PM

From Survival to Growth: Models of Sustainability for Private Institutions

To survive and to thrive, private institutions must move beyond short-term measures and embrace a vision of the future that promises sustainability in all its manifestations. This includes sustainability of mission, educational quality, and fiscal health. In this workshop, participants will examine models that are being developed in response to the changing environment and learn about evaluation methods for finding the best fit for each institution.

12:30 PM - 3:30 PM

Leadership Strategies for Public Institution Board Leaders

As public colleges and universities face historic challenges and new opportunities, their future success is dependent on boards and chief executives who govern effectively. Leaders must be prepared to explore the fundamental questions that shape their systems' and institutions' futures as they serve and remain accountable to the public. Success requires a strong relationship among board members, chief executives, and senior administrators. During this session, leaders of public systems and institutions will gain an understanding of key trends and issues, discuss best governance practices, and learn about ways to advance system/institutional priorities for higher education.

TO: Board of Trustees

FROM: Debra L. Fitzsimons, Interim Chancellor

RE: SOCCCD: Budget Amendment: Adopt Resolution No. 17-35 to Amend FY 2017-2018 Adopted Budget

ACTION: Approval

BACKGROUND

Title 5 of the California Code of Regulations, Section 58308 provides that the Board of Trustees by resolution may amend the District budget to provide for the expenditure of funds, the amount of which was unknown at the time of the adoption of the final budget.

STATUS

In order to properly account for the revenues and expenditures of these funds, it is necessary to amend the FY 2017-2018 Adopted Budget.

General Fund

CTE Transitions at Saddleback College	(\$1,907)
Student Equity Plan at Irvine Valley College	\$39,223
Dreamer Student Aid at Irvine Valley College	\$60,806
Total Increase to the General Fund	<u>\$98,122</u>

Total Budget Amendment	<u>\$98,122</u>
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RECOMMENDATION

The Interim Chancellor recommends that the Board of Trustees adopt Resolution No. 17-35 to amend the FY 2017-2018 Adopted Budget as indicated in EXHIBIT A.

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

GENERAL FUND

RESOLUTION No. 17-35

November 13, 2017

WHEREAS, the Governing Board of the South Orange County Community College District has determined that income in the amount of \$98,122 is assured to said District as an increase of the amounts required to finance the total proposed budget expenditures and transfers for fiscal year 2017-2018 from sources listed in Title 5 of the California Code of Regulations, Section 58308;

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

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

General Fund

<u>Account</u>	<u>Income Source</u>	<u>Amount</u>
8100	Federal Revenue	\$ (1,907)
8600	State Revenue	\$ 100,029
		<u>\$ 98,122</u>

<u>Account</u>	<u>Expenditure Description</u>	<u>Amount</u>
1000	Academic Salaries	\$ 721
2000	Classified Salaries	(6,404)
3000	Fringe Benefits	3,684
5000	Other Operating Expenses and Services	39,315
7000	Other Outgoing	60,806
		<u>\$ 98,122</u>

Total Budget Amendment	<u>\$ 98,122</u>
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SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

BUDGET AMENDMENT FY 2017-2018

GENERAL FUND

RESOLUTION No. 17-35

November 13, 2017

STATE OF CALIFORNIA)
)
COUNTY OF ORANGE)

I, Debra L. Fitzsimons, 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 \$98,122 duly and regularly adopted by the said Board at a regular meeting thereof held on November 13, 2017.

IN WITNESS WHEREOF, I have hereunto set my hand and seal this 14th day of November 2017.

Debra L. Fitzsimons
Secretary to the Board of Trustees

TO: Board of Trustees

FROM: Debra L. Fitzsimons, Interim Chancellor

RE: SOCCCD: Transfer of Budget Appropriations

ACTION: Ratification

BACKGROUND

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

STATUS

For the current reporting period ending October 31, 2017 and in accordance with Administrative Regulation 3101, the Transfer of Budget Appropriations are summarized on Exhibit A and presented for ratification.

RECOMMENDATION

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

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TRANSFER OF BUDGET APPROPRIATIONS SUMMARY

For the period ended October 31, 2017

General Fund

<u>Account</u>	<u>Description</u>	<u>From</u>	<u>To</u>
1000	Academic Salaries	\$172,820	
2000	Classified Salaries	\$36,638	
3000	Fringe Benefits		\$20,216
4000	Books and Supplies		\$191,136
5000	Other Operating Expenses & Services		\$1,472
6000	Capital Outlay	\$2,995	
7000	Other Outgo	\$371	
Total Transfers - General Fund		\$212,824	\$212,824

Capital Outlay Fund

<u>Account</u>	<u>Description</u>	<u>From</u>	<u>To</u>
2000	Classified Salaries	\$1,296	
3000	Fringe Benefits	\$324	
5000	Other Operating Expenses & Services	\$168,880	
6000	Capital Outlay		\$83,880
7000	Other Outgo		\$86,620
Total Transfers - Capital Outlay Fund		\$170,500	\$170,500

Community Education Fund - Saddleback College

<u>Account</u>	<u>Description</u>	<u>From</u>	<u>To</u>
5000	Other Operating Expenses & Services		\$100,000
6000	Capital Outlay	\$100,000	
Total Transfers - Community Education Fund - SC		\$100,000	\$100,000

Associated Student Government - Saddleback College

<u>Account</u>	<u>Description</u>	<u>From</u>	<u>To</u>
4000	Books and Supplies	\$14,142	
5000	Other Operating Expenses & Services		\$14,142
Total Transfers - Associated Student Gov't. - SC		\$14,142	\$14,142

Associated Student Government - Irvine Valley College

<u>Account</u>	<u>Description</u>	<u>From</u>	<u>To</u>
4000	Books and Supplies	\$12,270	
5000	Other Operating Expenses & Services		\$5,270
6000	Capital Outlay		\$7,000
Total Transfers - Associated Student Gov't. - IVC		<u>\$12,270</u>	<u>\$12,270</u>
Total Transfers		<u>\$509,736</u>	<u>\$509,736</u>

TO: Board of Trustees

FROM: Debra L. Fitzsimons, Interim Chancellor

RE: SOCCCD: October 2017 Change Orders/Amendments

ACTION: Ratification

BACKGROUND

On October 26, 2015, the board authorized the Interim Chancellor/designee to execute change orders/amendments up to \$100,000 for board ratification. The following change orders/amendments were reviewed and approved by the Acting Vice Chancellor of Business Services or designee, following review by legal counsel, when appropriate.

Exhibit	Contractor Name / Description	Change Order Amount	Revised Total Contract Amount
A.	<u>Griffith Company</u> ATEP Site Utilities and Infrastructure Phase 1 Project – Construction Services Change Order No. 3 – To transfer project scope allowance to the General Project allowance. SOCCCD	\$0	\$5,845,015.00
B.	<u>Dougherty + Dougherty Architects, LLP</u> ATEP Utilities and Infrastructure Phase 1 Project – Architectural Services Amendment No. 4 – To extend agreement through February 28, 2018. SOCCCD	\$18,200.00	\$673,095.00

CHANGE ORDER NO. 3 (NO COST)

PROJECT: ATEP Site Utilities and Infrastructure Phase 1 Project

TO: Griffith Company

You are hereby directed to provide the extra work necessary to comply with this Change Order.

DESCRIPTION OF CHANGE:

Remove the Victory Road Utility Allowance from the project scope and transfer the \$100,000 allowance to the General Project Allowance for a revised total of \$350,000.

COST (This cost shall not be exceeded.):

Original contract price: \$ 5,353,750

Prior approved changes: \$ 491,265

Change Order amount: \$ 0

New contract price: \$ 5,845,015

TIME FOR COMPLETION:

Original completion date: 1/12/2018

Time for completion of

Change Order: 0 calendar days

New completion date: 1/12/18

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. It is understood that this Change Order shall be effective when approved by the Governing Board of the District.

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.

"DISTRICT"

South Orange County Community College District

By: 

Signature

Dr. Debra L. Fitzsimons

~~Brandye D'Lena~~

Print Name

Vice Chancellor, Business Services

~~Executive Director Facilities Planning~~

Title

OCT 10 2017

Date

"CONTRACTOR:"

Griffith Company

By: 

Signature

Lucas J. Walker

Print Name

Vice President/Regional Manager

Title

10/2/17

Date

**AMENDMENT No. 4
TO THE ARCHITECTURAL SERVICES AGREEMENT
FOR ATEP UTILITIES AND INFRASTRUCTURE, PHASE 1 PROJECT**

October 17, 2017

THIS AMENDMENT shall modify the original agreement dated September 29, 2015 by and between the SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT, hereinafter referred to as "DISTRICT," and Dougherty + Dougherty Architects, LLP, 3194D Airport Loop, Costa Mesa, CA 92626-3405 hereinafter referred to as "ARCHITECT."

WHEREAS, Article 11, paragraph 16 of the original agreement provides that this agreement may be amended or modified only by an agreement in writing; and

WHEREAS, SOCCCD would like to expand the services of the consulting firm assisting with the site Dry utilities (electrical, gas and communications) to add design area; and

WHEREAS, the project has extended longer than originally anticipated incurring extended administration and the need to extend the overall duration of the agreement; and

WHEREAS, the overall cost impact for said services will increase the agreement by a value of \$18,200 and extend the agreement by 122 calendar day for a completion of February 28, 2018. LS

NOW, THEREFORE, the Parties agree to modify the original contract as follows:

Original Contract Amount:	\$ 523,100
Amendment No. 1:	\$ 12,000
Amendment No. 2:	\$ 38,870
Amendment No. 3:	\$ 80,925
Amendment No. 4:	<u>\$ 18,200</u>
Revised Contract Amount:	\$ 673,095

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

"DISTRICT"

South Orange County Community College District

By:

Brandi D. Lena
Brandi D. Lena
Executive Director
Facilities & Planning
Date: 10.23.17

"ARCHITECT"

Dougherty + Dougherty Architects, LLP

By:

Brian Dougherty
Brian Dougherty
Owner

Date:

10.17.17



October 10, 2017

Ms. Mary Opel, PE
Director of Site Development
SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
28000 Marguerite Parkway
Mission Viejo, CA 92692

Re: ATEP Infrastructure
Request for Additional Services for Scope and Time Modification- Revision 1
Various Items
21560 A-3

Dear Ms. Opel:

We are pleased to submit this proposal for a scope and time modification for the ATEP Infrastructure project. A number of issues have been identified to be addressed as a part of the Infrastructure Project that are in addition to the original scope of the project. These are related to the services provided by Morrow Management the need to develop a fence design and implementation plan and anticipated administrative time to assist with project completion over the time extension in 2018. The specific task are:

- Morrow Management ATEP Phase 1- Shadow Conduit
- Morrow Management Victory Road- Shadow Conduit
- Dougherty Development of design and implementation documents for additional fencing.
- Dougherty Administration of Construction from December 2017 until February 28, 2018
- Civil Engineering Administrative services from December 2017 until February 28, 2018.

In addition to these scope modifications we respectfully request an extension of the time for this agreement to February 28, 2018. Proposals for each of the Morrow Management tasks are attached as submitted to our team.

We do not anticipate that the services of Morrow Management will require any collateral services from the rest of the team. With the extension of the term of the agreement to February of 2018 we do not anticipate that the level of construction administration services will continue at the same level to that point. This will allow us to provide punch list and close out services during the early part of 2018.

The fees for these services are proposed as follows:

- | | |
|---|-----------------|
| • ATEP Phase 1- Shadow Conduit | |
| o Morrow Management | \$3,800 |
| • Victory Road- Shadow Conduit | |
| o Morrow Management | \$1,900 |
| • Dougherty Fencing Design and Implementation | |
| o Seung Paek 20 Hours | \$3,500 |
| o Technical Staff 20 Hours | \$2,500 |
| • Extended Construction Admin. | |
| o Dougherty 20 Hours | \$3,500 |
| o Civil 20 Hours | \$3,000 |
| • Total | \$18,200 |

Costa Mesa
3194 D Airport Loop Drive
Costa Mesa, CA 92626
714. 427. 0277
info@dougherty.us

Oakland
1904 Franklin Street, Suite 909
Oakland, CA 94612
510. 654. 2544
www.dougherty.us

DESIGN FORWARD



Request for Additional Services
ATEP Infrastructure Project
October 10, 2017
Page 2 of 2

If there are any questions please feel free to call. We look forward to working with you on this important project.

Sincerely,

A handwritten signature in black ink, appearing to read 'Brian Paul Dougherty', with a stylized, flowing script.

Brian Paul Dougherty, FAIA
Partner



TO: Board of Trustees

FROM: Debra L. Fitzsimons, Interim Chancellor

RE: SOCCCD: Purchase Orders and Checks

ACTION: Approval

BACKGROUND

In accordance with the provisions of Article 4 of Chapter 8 of the California Education Code, commencing with Sections 85230, purchase orders and checks are submitted for ratification by the Board of Trustees.

STATUS

Purchase orders \$5,000 and above amounting to \$1,345,308.83 and an additional 299 purchase orders below \$5,000 amounting to \$154,002.22 for a combined total of \$1,499,311.05 are submitted to the Board of Trustees for ratification. The purchase order list is provided in order of supplier (Exhibit A), and in order of amount (Exhibit B.)

The district processed 967 checks in the amount of \$8,916,879.95 as summarized and submitted for ratification by the Board of Trustees (Exhibit C.)

RECOMMENDATION

The Interim Chancellor recommends that the Board of Trustees ratify the purchase orders and checks in Exhibit A through Exhibit C.



South Orange County Community College District

EXHIBIT A
Page 1 of 1

Purchase Order Ratification (Supplier)

October 5, 2017 through October 24, 2017

<u>PO</u>			
<u>Number</u>	<u>Supplier</u>	<u>Description</u>	<u>Amount</u>
P182881	Abelcine	Equipment for SC Film program	5,435.99
P182990	B & H Photo	Field recorder kit and protective case for SC Film	7,427.05
P182954	CDW Government LLC	Computers and equipment for ATEP	483,934.01
P182907	CDW Government LLC	Infrastructure monitoring server for District IT	7,051.39
P182770	CDW Government LLC	Replacement digital pens for IVC DSPS and IVC Technology	6,823.59
P183041	Conrad Machine Company	American French Tool etching press for IVC Arts	18,817.33
P183011	Conrad Machine Company	Printmaking American French Tool Etching Press for IVC Arts	9,752.74
P182816	County of Orange Treasurer-Tax Collector	800 MHz Next Generation Project partnership for IVC Campus Police	21,786.00
P182674	Department of General Services	Building Fee for IVC B300 project	12,050.00
P182970	Division of the State Architect	DSA plan check fees for SC Stadium	431,599.53
P182872	Division of the State Architect	DSA plan check fees for SC site improvement	18,932.18
P182861	El Niguel Country Club	Uniforms for SC Golf	6,484.40
P183020	Elite Modular Leasing & Sales, Inc.	Replacement modular building for SC Athletics	70,716.00
P182980	Federal Express	Federal Express charges for FY 2017-2018	18,631.17
P182843	Full Spectrum Laser LLC	Equipment for IVC Engineering	6,619.38
P182715	Global Equipment Company, Inc.	Trash Cans and Recycle Bins for IVC	17,730.98
P182844	Irvine Valley College Bookstore	Materials for IVC Biotech classes	12,052.91
P182991	Klopfenstein Art Equipment	Painting and drawing easels for SC Fine Arts	7,012.62
P183044	Laerdal Medical Corporation	SimMom birthing manikin for SC Nursing	65,241.83
P182680	Newport Corporation	Laser technology equipment for IVC classroom	10,755.97
P182934	Pacific Coachways Charter Services, Inc.	Charter Bus services for IVC ASG	7,096.00
P182887	Parkhouse Tire, Inc.	Annual supplies for SC Transportation FY 2017-2018	5,439.52
P182960	Pearson Education EsI	Books for IVC AESL	11,387.90
P182731	Pocket Nurse Enterprises, Inc.	Demo Dose SimCartRX, Medication Cart SC Nursing	20,947.48
P182978	Schwede, LLC	ABM Aquatint Box for IVC Arts	7,151.09
P183037	Smart Levels Mailing & Printing Inc.	Printing services SC Adult Education program FY 2017-2018	5,000.00
P182755	Sports Machines America	Equipment for the IVC Baseball program.	9,913.00
P182893	Sports Machines America	Equipment for IVC Baseball program.	7,596.38
P183021	Systems Source, Inc.	Office workstation for SC AGB	6,406.82
P182926	Wells Fargo #4772	Shift 4 student registration credit card processing fees	10,400.00
P182769	Xerox Corporation	Xerox copier for IVC Office of Student Life & Equity	6,959.57
P182983	Yale/Chase Equipment and Services, Inc.	Vehicle Parts and supplies for District warehouse	8,156.00
Total Purchase Orders \$5,000 and above			1,345,308.83
299 Purchase Orders Under \$5,000			154,002.22
Total Purchase Orders			1,499,311.05



South Orange County Community College District

EXHIBIT B
Page 1 of 1

Purchase Order Ratification (Amount)

October 5, 2017 through October 24, 2017

PO			
Number	Supplier	Description	Amount
P182954	CDW Government LLC	Computers and equipment for ATEP	483,934.01
P182970	Division of the State Architect	DSA plan check fees for SC Stadium	431,599.53
P183020	Elite Modular Leasing & Sales, Inc.	Replacement modular building for SC Athletics	70,716.00
P183044	Laerdal Medical Corporation	SimMom birthing manikin for SC Nursing	65,241.83
P182816	County of Orange Treasurer-Tax Collector	800 MHz Next Generation Project partnership for IVC Campus Police	21,786.00
P182731	Pocket Nurse Enterprises, Inc.	Demo Dose SimCartRX, Medication Cart SC Nursing	20,947.48
P182872	Division of the State Architect	DSA plan check fees for SC site improvement	18,932.18
P183041	Conrad Machine Company	American French Tool etching press for IVC Arts	18,817.33
P182980	Federal Express	Federal Express charges for FY 2017-2018	18,631.17
P182715	Global Equipment Company, Inc.	Trash Cans and Recycle Bins for IVC	17,730.98
P182844	Irvine Valley College Bookstore	Materials for IVC Biotech classes	12,052.91
P182674	Department of General Services	Building Fee for IVC B300 project	12,050.00
P182960	Pearson Education Esl	Books for IVC AESL	11,387.90
P182680	Newport Corporation	Laser technology equipment for IVC classroom	10,755.97
P182926	Wells Fargo #4772	Shift 4 student registration credit card processing fees	10,400.00
P182755	Sports Machines America	Equipment for the IVC Baseball program.	9,913.00
P183011	Conrad Machine Company	Printmaking American French Tool Etching Press for IVC Arts	9,752.74
P182983	Yale/Chase Equipment and Services, Inc.	Vehicle Parts and supplies for District warehouse	8,156.00
P182893	Sports Machines America	Equipment for IVC Baseball program.	7,596.38
P182990	B & H Photo	Field recorder kit and protective case for SC Film	7,427.05
P182978	Schwede, LLC	ABM Aquatint Box for IVC Arts	7,151.09
P182934	Pacific Coachways Charter Services, Inc.	Charter Bus services for IVC ASG	7,096.00
P182907	CDW Government LLC	Infrastructure monitoring server for District IT	7,051.39
P182991	Klopfenstein Art Equipment	Painting and drawing easels for SC Fine Arts	7,012.62
P182769	Xerox Corporation	Xerox copier for IVC Office of Student Life & Equity	6,959.57
P182770	CDW Government LLC	Replacement digital pens for IVC DSPS and IVC Technology	6,823.59
P182843	Full Spectrum Laser LLC	Equipment for IVC Engineering	6,619.38
P182861	El Niguel Country Club	Uniforms for SC Golf	6,484.40
P183021	Systems Source, Inc.	Office workstation for SC AGB	6,406.82
P182887	Parkhouse Tire, Inc.	Annual supplies for SC Transportation FY 2017-2018	5,439.52
P182881	Abelcine	Equipment for SC Film program	5,435.99
P183037	Smart Levels Mailing & Printing Inc.	Printing services SC Adult Education program FY 2017-2018	5,000.00
Total Purchase Orders \$5,000 and above			1,345,308.83
299 Purchase Orders Under \$5,000			154,002.22
Total Purchase Orders			1,499,311.05



South Orange County Community College District

EXHIBIT C
Page 1 of 1

Check Ratification

October 4, 2017 through October 25, 2017

<u>Fund</u>	<u>Checks</u>	<u>Amount</u>
01 General Fund	850	4,895,774.72
07 IVC Community Education	1	23,009.79
09 SC Community Education	5	352,946.83
12 Child Development	7	66,732.17
40 Capital Outlay	63	3,119,151.76
71 Retiree Benefit	2	413,940.00
95 SC Associated Student Government	13	11,412.92
96 IVC Associated Student Government	26	33,911.76
Total	967	8,916,879.95

TO: Board of Trustees
FROM: Debra L. Fitzsimons, Interim Chancellor
RE: SOCCCD: October 2017 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 \$88,300 for equipment, supplies and maintenance projects.

STATUS

During October 2017, the Acting Vice Chancellor of Business Services, or appropriate designee, reviewed and approved a total of 103 total contracts, following review by legal counsel, when appropriate.

Contract summaries have been provided for 32 contracts between \$5,000 and \$100,000 (Exhibit A), amounting to \$720,697.64. For contract values under \$5,000, an additional 69 contracts were processed amounting to \$122,339.63. The contracts combined total value of \$843,037.27 are submitted to the Board of Trustees for ratification, along with an additional 2 contracts with zero dollar value (Exhibit B).

RECOMMENDATION

The Interim Chancellor recommends that the Board of Trustees ratify the contracts as presented in Exhibit A through Exhibit B.



October 2017
Contracts with Values between \$5,000 and \$100,000

CONTRACTOR NAME**CONTRACT AMOUNT**

<u>Irvine Unified School District</u> Partnership Agreement – For data reporting and sharing services for the Adult Education Block Grant from 7/1/2017 to 12/31/2018. Irvine Valley College	\$85,000.00
<u>College Board</u> Software License Agreement – For PowerFAIDS, a financial aid management software from 9/1/2017 to 8/31/2019. Irvine Valley College	\$67,114.95
<u>Digital Networks Group</u> Professional Services Agreement – To install audio/visual related equipment at ATEP from 10/9/2017 to 1/14/2018. Irvine Valley College	\$66,703.83
<u>C.E.M. Lab Corp</u> Consultant Services Agreement – To provide geotechnical testing and special inspection services for the Baseball Bleachers Replacement Project from 10/2/2017 to 4/2/2018. Saddleback College	\$65,000.00
<u>Blue Tiger, Inc.</u> Professional Services Agreement – To develop a compliance package for the Adult Education Block Grant partners of the South Orange County Regional Consortium from 1/2/2018 to 12/31/2018. Irvine Valley College	\$60,000.00
<u>General Dynamics Information Technology</u> Professional Service Agreement – To provide reporting services per the Taxpayer Relief Act from 10/1/2017 to 9/30/2017. District Services	\$55,000.00
<u>Angela Allison</u> Professional Services Agreement – To develop dual enrollment procedures and to coordinate a schedule of courses for two high school districts from 11/1/2017 to 12/1/2018. Saddleback College	\$30,000.00
<u>T and D Communications, Inc.</u> Professional Services Agreement – To install electrical and data connections in the Business and General Studies building from 9/25/2017 to 12/25/2017. Saddleback College	\$28,000.00

<u>San Bernardino Community College District</u> Independent Contractor Agreement – To receive Employment Training Panel (ETP) funds by providing employee training from 7/1/2017 to 6/30/2018. Irvine Valley College	\$25,000.00 Revenue
<u>Grindstone Education</u> Educational Services Agreement – For community education presenter to offer art classes from 10/17/2017 to 6/30/2018. Saddleback College	\$15,000.00 Revenue
<u>Haitbrink Asphalt Paving, Inc.</u> Professional Services Agreement – To provide annual maintenance and repair of asphalt and concrete from 7/1/2017 to 6/30/2018. Saddleback College	\$15,000.00
<u>California Hazardous Services, Inc.</u> Field Service Agreement – To provide annual testing and environmental certification of fuel tank and vapor recovery system from 9/6/2017 to 6/30/2020. Saddleback College	\$14,997.00
<u>Newcomb Anderson McCormick</u> Professional Services Agreement – For consulting services for battery storage RFPs from 10/16/2017 to 2/28/2018. District Services	\$14,985.00
<u>Penn Corporate Relocation Services</u> Field Services Agreement – To provide moving and relocation services from 10/2/2017 to 6/30/2019. Saddleback College	\$14,000.00
<u>Greg Quirin</u> Professional Services Agreement – To help prepare for the National Automotive Technicians Education Foundation's Accreditation from 10/16/2017 to 6/22/2018. Saddleback College	\$13,750.00
<u>PlasticSurgery Studios</u> Independent contractor Agreement – To develop and manage the Orange County Biotech Consortia website from 10/20/2017 to 10/19/2018. Irvine Valley College	\$13,700.00
<u>Government Financial Strategies</u> Professional Services Agreement – To provide financial advisory services for the ATEP site development from 10/1/2017 to 6/30/2022. District Services	\$13,500.00
<u>Olivia Lara Barajas</u> Professional Services Agreement – To provide marketing and meeting coordination services for the Career Technical Education Counselor Network from 10/23/2017 to 6/30/2018. Saddleback College	\$13,200.00

<u>Thomson Reuters</u> Software License Agreement – For Westlaw law library software used by the paralegal classes from 7/1/2017 to 6/30/2019. Irvine Valley College	\$12,090.00
<u>Campus Concerts</u> Professional Services Agreement – To provide contracted musicians as needed for Choral performances from 9/26/2017 to 6/30/2018. Irvine Valley College	\$10,600.00
<u>Merit Software</u> Software License Agreement – To provide online reading comprehension assistance in the Reading Lab from 9/1/2017 to 8/30/2018. Irvine Valley College	\$10,000.00
<u>Telos Educational Services</u> Independent Contractor Agreement – To provide research analysis which quantifies the educational and career success of students from 10/24/2017 to 1/5/2018. Saddleback College	\$10,000.00
<u>Strata Information Group</u> Professional Services Agreement – To provide technical consulting services for the procurement of IT Service Desk software from 9/1/2017 to 6/30/2018. District Services	\$10,000.00
<u>Blackbaud</u> Software License Agreement – For annual subscription to training services for fundraising software operations from 9/28/2017 to 9/27/2020. Irvine Valley College Foundation	\$8,835.75
<u>WSP USA, Inc.</u> Professional Services Agreement (Amend No. 1) – For labor compliance services for the Baseball Bleacher Replacement Project of \$1,160.00 for a revised contact total of \$8,770.00. Saddleback College	\$8,770.00
<u>CollegeSource, Inc.</u> Independent Contractor Agreement – For a subscription service to Transfer Evaluation System from 11/13/2017 to 11/12/2018. Saddleback College	\$7,014.00
<u>Dayle McIntosh Center</u> Independent Contractor Agreement – To provide interpreting services from 10/1/2017 to 6/30/2020. Saddleback College	\$6,200.00
<u>Essence Entertainment</u> Professional Services Agreement – To provide musicians for the theatre production season from 9/30/2017 to 6/30/2018. Irvine Valley College	\$6,000.00

<u>C.R.I. Electric, Inc.</u> Field Services Agreement – For the purchase and installation of an injection molding machine for Facilities, Maintenance and Operation's department from 10/11/2017 and 1/11/2018. Saddleback College	\$5,995.00
<u>Full Spectrum Analytics</u> Professional Services Agreement – To provide annual maintenance of equipment in the Biotech Laboratory from 10/1/2017 to 9/30/2018. Irvine Valley College	\$5,163.71
<u>Cisco</u> Software License Agreement – For Cisco ONE license used to maintain Wi-Fi system at the new ATEP IVC building from 9/1/2017 to 8/30/2018. Irvine Valley College	\$5,078.40
<u>Drew & Associates</u> Professional Services Agreement (Amend No. 1) - For additional services of \$2,000.00 to review Optics, Photonics, and Laser program applications for grants for a revised contract total of \$5,000.00 and to extend the term of service from 8/21/2017 to 10/30/2017. Irvine Valley College	\$5,000.00



October 2017
Contracts with Values of \$0

<u>CONTRACTOR NAME</u>	<u>CONTRACT AMOUNT</u>
<u>The Center for Innovation in Education</u> Memorandum of Understanding – To provide internship programs in STEM related fields from 10/1/2017 to 9/30/2022. Irvine Valley College	\$0.00
<u>Sol Agave SJC</u> Basic Services Agreement – To provide Food Truck Services at the Dia De Los Muertos event on 11/1/2017. Saddleback College	\$0.00

TO: Board of Trustees

FROM: Debra L. Fitzsimons, Interim Chancellor

RE: SOCCCD: ATEP Site Utilities and Infrastructure Phase 1 Project, Enter into an Easement with Cox Communications California, LLC

ACTION: Public Hearing

BACKGROUND

On October 30, 2017, the Board of Trustees approved Resolution No. 17-32 declaring its intention to enter into an Easement with Cox Communications California, LLC at the ATEP site and to conduct a public hearing on November 13, 2017.

The Notice of Public Hearing has been posted to the district's website, is publically displayed at Saddleback College, Irvine Valley College and ATEP.

STATUS

The district has received the Easement and this hearing will provide the public with an opportunity to comment on this proposed easement. The Easement will allow Cox Communications California, LLC to construct, place, operate, repair, inspect, maintain, replace and remove telecommunications equipment and facilities that will service the ATEP Phase 1 site.

The Board of Trustees will conduct a public hearing in order to determine if the terms of the Easement agreement, with Cox Communications California, LLC, are in the best interest of the district.

TO: Board of Trustees

FROM: Debra L. Fitzsimons, Interim Chancellor

RE: SOCCCD: ATEP Site Utilities and Infrastructure Phase I Project,
Adopt Resolution No.17-34 and Enter into an Easement with Cox
Communications California, LLC

ACTION: Approval

BACKGROUND

California Education Code 81318 et seq. requires the Board to adopt a resolution declaring its intention to convey any real property belonging to the district and to conduct a public hearing prior to entering into the dedication or conveyance of any property to a governmental entity or utility company.

In November 2016, the Board of Trustees approved a construction agreement for the ATEP Utilities Infrastructure Phase I project and in June 2016 approved a design-build agreement for the IVC First Building at ATEP. In order to provide data service to the IVC First Building and future capacity for the ATEP Phase I site, Cox Communications California, LLC is requesting to be granted access to the underground communication facilities.

On October 30, 2017, the Board of Trustees adopted Resolution No.17-32, declaration of intention to enter into an Easement with Cox Communications California, LLC for the ATEP site and to conduct a public hearing.

STATUS

Staff and legal counsel worked with Cox Communications California, LLC to develop the easement documents. Cox's requested easement is described in Exhibit B.

Adoption of Resolution No. 17-34 (Exhibit A) will result in the granting of easement to Cox Communications California, LLC. The grant of easement (Exhibit B) will be filed with the Orange County Recorder's Office.

No costs are associated with this proposal.

RECOMMENDATION

The Interim Chancellor recommends that the Board of Trustees adopt Resolution No. 17-34 (Exhibit A), to authorize entering into a Grant of Easement (Exhibit B) with Cox Communications California, LLC over portions of the Advanced Technology and Education Park property for utility purposes.

Resolution No. 17-34

RESOLUTION OF THE BOARD OF TRUSTEES
OF THE
SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
AUTHORIZING THE DEDICATION OF AN EASEMENT TO
COX COMMUNICATIONS CALIFORNIA, LLC

November 13, 2017

WHEREAS, Cox Communications California, LLC (Cox) has requested that the South Orange County Community College District (“District”) dedicate an easement to Cox upon a portion of the District’s Advanced Technology and Education Park Site (“Easement”). Legal description and map depicting the location of the Easement is attached hereto as Exhibit “A” and incorporated herein; and

WHEREAS, pursuant to Education Code section 81310, the governing board of a community college district may convey to a public corporation, or private corporation engaged in the public utility business, for utility purposes any real property belonging to such community college district upon such terms and conditions as the parties thereto may agree; and

WHEREAS, the District desires to provide Easement and right of way to Cox for underground facilities and appurtenances for the telecommunications systems and access purposes to the terms and conditions set forth in the Grant of Easement attached hereto as Exhibit “A” and incorporated herein; and

WHEREAS, pursuant to Education Code section 81311, on October 30, 2017, the District’s governing board (“Board”), in a regular open meeting, by at least a two-thirds vote of all its members, adopted Resolution No. 17-32 (the “Resolution”) declaring its intention to dedicate the Easement; and

WHEREAS, in accordance with Education Code section 81311, the District’s Board fixed November 13, 2017, for a public hearing (“Public Hearing”) upon the question of making the dedications of the Easement to Cox; and

WHEREAS, pursuant to Education Code section 81312, the District posted copies of the Resolution in three public places in the District not less than ten (10) days before the Public Hearing, and published notice once, not less than five days before the Public Hearing, in a local newspaper; and

WHEREAS, pursuant to Education Code section 81313, on November 13, 2017, at a regular meeting of the District’s Board, the District held a Public Hearing upon the question of making the dedication of the Easement to Cox; and

WHEREAS, no petition pursuant to Education Code section 81314 has been filed with the District’s Board; and

NOW, THEREFORE, the Board of Trustees of the South Orange County Community College District DOES HEREBY RESOLVE, DETERMINE and ORDER as follows:

1. That the above recitals are all true and correct.
2. The District's Board authorizes and directs the Acting Chancellor to execute the Easement and take whatever action is necessary to complete the dedication of the Easement to Cox Communications California, LLC.
3. That the District's Board hereby determines that the District is in compliance with all relevant sections of the Education code and all other applicable laws.

PASSED AND ADOPTED, by the Board of Trustees of the South Orange County Community College District, Orange County, State of California, on November 13, 2017.

Timothy Jemal, President

James R. Wright, Vice President

David B. Lang, Clerk

T.J. Prendergast III, Member

Marcia Milchiker, Member

Barbara J. Jay, Member

Terri Whitt, Member

Debra L. Fitzsimons, Interim Chancellor
And Secretary to the Governing Board

RECORDING REQUESTED BY AND
WHEN RECORDED RETURN TO:

COX COMMUNICATIONS CALIFORNIA, LLC.
3415 KASHIWA ST
TORRANCE, CA 90505
RIGHT OF WAY DEPARTMENT

DOCUMENT TRANSFER TAX: NONE Ø

EASEMENT

for Recorder's use only
A.P.N 430-283-21

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT, ("Grantor"), hereby grants to COX COMMUNICATIONS CALIFORNIA, LLC., A DELAWARE LIMITED LIABILITY COMPANY, ("Grantee") its successors and assigns, a perpetual Easement, and right to construct, place, operate, repair, inspect, maintain, replace, and remove such underground Telecommunication equipment as Grantee may require from time to time, consisting of one or more lines of cables, wires, conduits, aboveground pedestals, handholes, pull boxes, vaults, concrete pad mounted equipment and necessary fixtures and appurtenances, in, under, and upon the hereinafter described Easement, together with the right to ingress thereto and egress therefrom and across that certain real property, in the County of Orange, State of California, described as follows:

Parcel 1-E-1.1 of Lot Line Adjustment No. 03-01, Recorded April 15, 2003 as Instrument No 2003000418455, of Official Records in the Office of the Recorder of Orange County.

The said Easement and Right of Way in the aforesaid land shall be appurtenant to the land, being a strip of land 6.00' (six feet) in width, being 3.00' (three feet) measured at right angles on each side of the Telecommunication Facilities to be installed, the approximate location being more particularly described and delineated as "Telecommunication Facilities" on Exhibit 'A' and Exhibit 'B' attached hereto and made a part hereof.

Grantee shall be liable to Grantor for any damages, which may occur to the above described property, by reason of negligence on the part of the employees or agents of the Grantee, while placing, maintaining, or removing its equipment or services.

Grantor further grants to Grantee the right to grant any or all of the rights granted in this Easement, in whole or in part to Cox Communications California, LLC.

This agreement shall be binding upon and inure to the benefits of the heirs, successors in interest and assigns of both parties.

IN WITNESS WHEREOF this instrument is executed this _____ day of _____, 2017.

ELIZABETH WHITE
VP, Outside Plant Maint. & Const.
For Cox Communications California, LLC.

Grantor Company Name: SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

BY: _____
 ↑↑ Signature ↑↑

NAME: _____
Print Name

TITLE: _____

R/W File No.:_____

Project: 41020170315CB00301

Valencia Av/ Red Hill Av/ Bell Av/ Victory Rd/ Armstrong Av, Tustin CA 92782

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

CALIFORNIA ALL PURPOSE ACKNOWLEDGEMENT

STATE OF CALIFORNIA

COUNTY OF ORANGE

On _____, before me, _____, Notary Public,
Name, Title Officer, e.g. Jane Doe, Notary

personally appeared _____
Name(s) of Signer(s)

who proved to me on the basis of satisfactory evidence to be the person(s) whose name(s) is/are subscribed to the within instrument, and acknowledged to me that he/she/they executed the same in his/her/their authorized capacity(ies), and that by his/her/their signature(s) on the instrument the person(s) or the entity upon behalf of which the person(s) acted, executed the instrument.

I certify under PENALTY OF PERJURY under the laws of the State of California that the foregoing paragraph is true and correct.

Witness my hand and official seal

Signature of Notary Public

(space above for Notary Seal)

CAPACITY CLAIMED BY SIGNER

__INDIVIDUAL(S)

__ATTORNEY IN FACT

__CORPORATE_____

__TRUSTEE(S)

__OFFICER(S)_____

__GUARDIAN/CONSERVATOR

__PARTNER(S)

__OTHER:_____

__LIMITED

__GENERAL

SIGNER IS REPRESENTING

Name of Person(s) or Entity(ies) _____

DUPLICATE

291 39

SHEET 1 OF 3

RECORD OF SURVEY NO. 2016-1211

IN THE CITY OF TUSTIN, COUNTY OF ORANGE, STATE OF CALIFORNIA
 BEING A PORTION OF BLOCK 10 OF IRVINE'S SUBDIVISION AS SHOWN ON THE MAP FILED IN BOOK 1, PAGE 88 OF MISCELLANEOUS MAPS, AND AS SHOWN ON A MAP FILED IN BOOK 165, PAGES 31 THROUGH 39 INCLUSIVE OF RECORDS OF SURVEYS, IN THE OFFICE OF THE COUNTY RECORDER OF SAID COUNTY

COUNTY OF ORANGE - QC SURVEY JESOM MORENO, PLS 8478
 DATE OF SURVEY: AUGUST 2016

ACCEPTED AND FILED AT THE
 REQUEST OF THE
 ORANGE COUNTY SURVEYOR'S OFFICE

DATE 3-27-2017
 TIME 9:01 AM FEE & EXEMPT
 INSTRUMENT NO. 2017012617
 BOOK 291 PAGE 39-41 R/S

HUGH NGUYEN
 COUNTY CLERK-RECORDER
 BY *[Signature]*
 DEPUTY

EXEMPT RECORDING REQUESTED
 PER GOVERNMENT CODE 6103

STATEMENT OF PURPOSE

THE PURPOSE OF THIS RECORD OF SURVEY IS TO ESTABLISH THE PROPERTIES BEING DESCRIBED AS SOCCCD EXCHANGE PARCEL-FEE PORTION AND SOCCCD EXCHANGE PARCEL-SUBLEASE PORTION PER INST. NO. 201000032295 O.R., AND PARCELS BEING A PORTION OF PARCEL 1-E-1, INSTRUMENT NO. 2004000369376 O.R., AND SOCCCD EXCHANGE PARCEL-SUBLEASE PORTION, BEING A PORTION OF PARCEL 1V-J-6, INSTRUMENT NO. 20020404590 O.R.

BASIS OF BEARINGS

THE BEARINGS SHOWN HEREON ARE BASED ON THE BEARING BETWEEN O.C.S. HORIZONTAL CONTROL STATIONS GPS NO. 6529 AND GPS NO. 6528, BEING N40°37'40"E, PER RECORDS ON FILE IN THE OFFICE OF THE COUNTY SURVEYOR.

DATUM STATEMENT

THE COORDINATES SHOWN ARE BASED ON THE CALIFORNIA COORDINATE SYSTEM OF 1983 (CCS83), ZONE 10, NAD83 NORTH AMERICAN DATUM, 12007.00 EPOCH, O.C.S. GPS ADJUSTMENT.

ALL DISTANCES SHOWN ARE GROUND, UNLESS OTHERWISE NOTED. MULTIPLY A GROUND DISTANCE BY 0.9997783 (PROJECT SPECIFIC) TO OBTAIN A GRID DISTANCE.
 ALL DISTANCES ARE BASED ON THE U.S. SURVEY FOOT.

SURVEYOR'S STATEMENT

THIS MAP CORRECTLY REPRESENTS A SURVEY MADE BY ME OR UNDER MY DIRECTION IN CONFORMANCE WITH THE REQUIREMENTS OF THE PROFESSIONAL LAND SURVEYORS' ACT AT THE REQUEST OF OC ROAD, OC PUBLIC WORKS, COUNTY OF ORANGE, IN AUGUST 2016.

[Signature]
 JESOM G. MORENO, PLS 8478



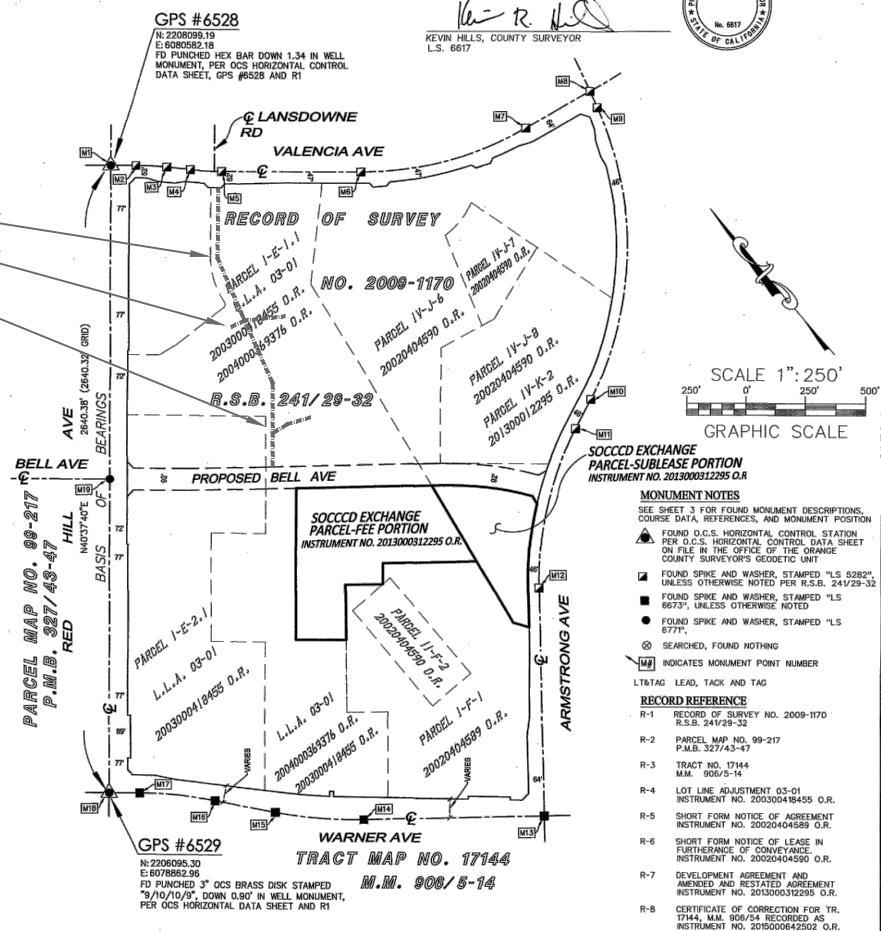
COUNTY SURVEYOR'S STATEMENT

THIS MAP HAS BEEN EXAMINED IN ACCORDANCE WITH SECTION 8766 OF THE PROFESSIONAL LAND SURVEYORS' ACT THIS 23rd DAY OF March, 2017.

[Signature]
 KEVIN HILLS, COUNTY SURVEYOR
 L.S. 6617



UNDERGROUND
 TELECOMMUNICATIONS
 FACILITY



MONUMENT NOTES
 SEE SHEET 3 FOR FOUND MONUMENT DESCRIPTIONS, COURSE DATA, REFERENCES, AND MONUMENT POSITION
 FOUND O.C.S. HORIZONTAL CONTROL STATION PER O.C.S. HORIZONTAL CONTROL DATA SHEET ON FILE IN THE OFFICE OF THE ORANGE COUNTY SURVEYOR'S GEOLOGIC UNIT
 FOUND SPIKE AND WASHER, STAMPED "LS 6282", UNLESS OTHERWISE NOTED PER R.S.B. 241/29-32
 FOUND SPIKE AND WASHER, STAMPED "LS 6673", UNLESS OTHERWISE NOTED
 FOUND SPIKE AND WASHER, STAMPED "LS 6771", UNLESS OTHERWISE NOTED
 SEARCHED, FOUND NOTHING
 INDICATES MONUMENT POINT NUMBER
 L/TW/TAG LEAD, TACK AND TAG
RECORD REFERENCE
 R-1 RECORD OF SURVEY NO. 2009-1170 R.S.B. 241/29-32
 R-2 PARCEL MAP NO. 99-217 P.M.B. 327/43-47
 R-3 TRACT NO. 17144 M.M. 906/5-14
 R-4 LOT LINE ADJUSTMENT 03-01 INSTRUMENT NO. 20020404590 O.R.
 R-5 SHORT FORM NOTICE OF AGREEMENT INSTRUMENT NO. 20020404590 O.R.
 R-6 SHORT FORM NOTICE OF LEASE IN FURTHERANCE OF CONVEYANCE INSTRUMENT NO. 20020404590 O.R.
 R-7 DEVELOPMENT AGREEMENT AND AMENDED AND RESTATED AGREEMENT INSTRUMENT NO. 201000032295 O.R.
 R-8 CERTIFICATE OF CORRECTION FOR TR. 17144, M.M. 906/54 RECORDED AS INSTRUMENT NO. 201000042502 O.R.

DUPLICATE

PROJECT# 41020170315CB00301

TELECOMMUNICATIONS FACILITIES LEGEND

TRENCH LOCATION	
SERVICE DROP	
PEDESTAL	
FLUSH MOUNT	
ANCHOR LOCATION	
UTILITY POLE	
OVERHEAD LINE	
PRIVATE STREET OR UTILITY EASEMENT	
PROPERTY LINE	

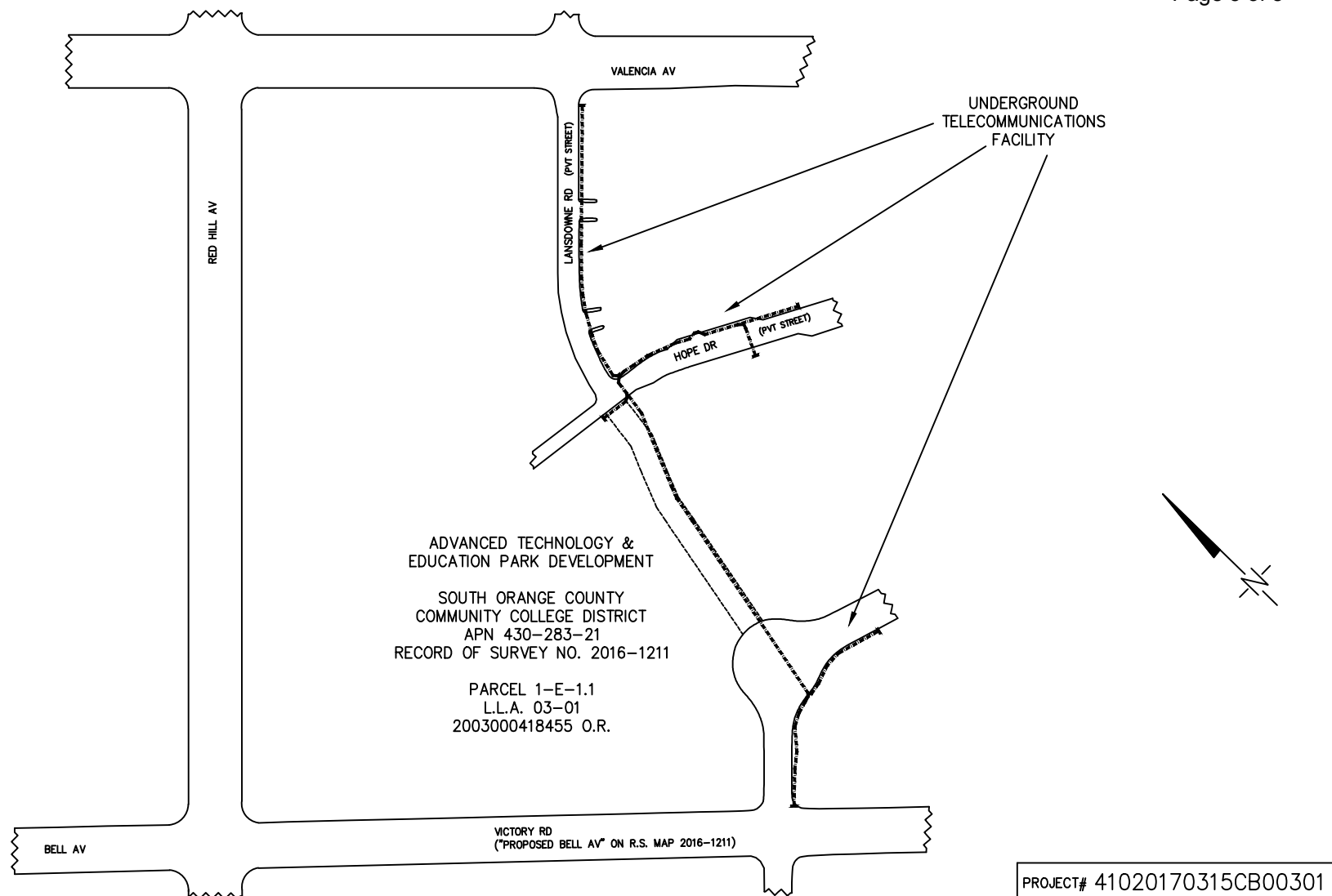
PROJECT NAME AND ADDRESS

Advanced Technology & Education Park Development
 - South Orange County Community College District
 at Valencia Av/ Red Hill Av/ Victory Rd/ Bell Av/ Armstrong Av
 TUSTIN, CA 92782

SCALE:	No Scale	DESIGNED/DRAWN BY:	UNIT COUNT:
DATE:	08-25-17	SINA MUCKENFUSS	SHEETS:
		sina.muckenfuss@cox.com	1 of 1



COX COMMUNICATIONS
 3415 KASHIWA ST
 TORRANCE, CA 90505



TELECOMMUNICATIONS FACILITIES LEGEND	
TRENCH LOCATION	-----
SERVICE DROP	—————>
PEDESTAL	□
FLUSH MOUNT	■
ANCHOR LOCATION	←
OVERHEAD LINE	⊗ ————— ⊗
UTILITY POLE	⊗
PRIVATE STREET OR UTILITY EASEMENT	-----
PROPERTY LINE	-----

PROJECT NAME AND ADDRESS		
Advanced Technology & Education Park Development — South Orange County Community College District at Valencia Av/ Red Hill Av/ Victory Rd/ Bell Av/ Armstrong Av TUSTIN, CA 92782		
SCALE:	No Scale	DESIGNED/DRAWN BY:
DATE:	08-25-17	SINA MUCKENFUSS sina.muckenfuss@cox.com
UNIT COUNT:		SHEETS:
		1 of 1
 COX COMMUNICATIONS 3415 KASHIWA ST TORRANCE, CA 90505		

EXHIBIT "B"

R.W. 264239

The legal description of the easement area is as follows:

Real property in the City of Tustin, County of Orange, State of California, described as follows:

PARCEL I-E-1.1 OF LOT LINE ADJUSTMENT NO. 03-01, RECORDED APRIL 15, 2003 AS [INSTRUMENT NO. 2003000418455](#), OF OFFICIAL RECORDS, MORE PARTICULARLY DESCRIBED AS FOLLOWS:

THAT PORTION OF PARCEL I-E-1 AND PARCEL I-E-2, IN THE CITY OF TUSTIN, COUNTY OF ORANGE, STATE OF CALIFORNIA, AS DESCRIBED IN THE "QUITCLAIM DEED E AND ENVIRONMENTAL RESTRICTION PURSUANT TO CIVIL CODE SECTION 1471" RECORDED MAY 14, 2002 AS [INSTRUMENT NO. 20020404595](#) OF OFFICIAL RECORDS IN THE OFFICE OF THE COUNTY RECORDER OF SAID COUNTY, LYING NORTHEASTERLY AND SOUTHEASTERLY OF THE FOLLOWING DESCRIBED LINE:

BEGINNING AT THE MOST NORTHERLY CORNER OF SAID PARCEL I-E-2; THENCE SOUTH 49°06' 05" EAST 595.92 FEET ALONG THE NORTHEASTERLY LINE OF SAID PARCEL I-E-2 AND ITS SOUTHEASTERLY PROLONGATION; THENCE SOUTH 40° 39' 15" WEST 493.45 FEET; THENCE NORTH 48° 56' 17" WEST 230.46 FEET; THENCE SOUTH 40° 39' 15" WEST 457.01 FEET; THENCE SOUTH 49° 20' 45" EAST 230.46 FEET; THENCE SOUTH 40° 39' 15" WEST 624.98 FEET TO A POINT ON THE SOUTHWESTERLY LINE OF SAID PARCEL I-E-2.

EXCEPTING THEREFROM THAT PORTION OF PARCEL I-E-1 DESCRIBED AS FOLLOWS:

BEGINNING AT THE MOST NORTHERLY CORNER OF SAID PARCEL I-E-2; THENCE SOUTH 49°06' 05" EAST 595.92 FEET ALONG THE NORTHEASTERLY LINE OF SAID PARCEL I-E-2 AND ITS SOUTHEASTERLY PROLONGATION; THENCE SOUTH 40° 39' 15" WEST 493.45 FEET; THENCE NORTH 48° 56' 17" WEST 230.46 FEET; THENCE SOUTH 40° 39' 15" WEST 457.01 FEET; THENCE SOUTH 49° 20' 45" EAST 230.46 FEET; THENCE SOUTH 40° 39' 15" WEST 624.98 FEET TO A POINT ON THE SOUTHWESTERLY LINE OF SAID PARCEL I-E-2.

EXCEPTING THEREFROM THAT PORTION OF PARCEL I-E-1 DESCRIBED AS FOLLOWS:

BEGINNING AT NORTHWESTERLY TERMINUS OF THAT CERTAIN COURSE IN THE SOUTHWESTERLY LINE OF SAID PARCEL I-E-1 DESCRIBED AS A CURVE CONCAVE NORTHEASTERLY HAVING A RADIUS OF 2285.06 FEET, LENGTH OF 223.81 FEET AND A CENTRAL ANGLE OF 5° 36' 43"; THENCE SOUTHEASTERLY ALONG SAID CURVE 179.20 FEET THROUGH A CENTRAL ANGLE OF 4° 29' 36" TO THE TRUE POINT OF BEGINNING; THENCE LEAVING SAID SOUTHWESTERLY LINE NORTH 40° 50' 28" EAST 20.64 FEET; THENCE SOUTH 49° 09' 32" EAST 15.93 FEET; THENCE SOUTH 40° 50' 28" WEST 21.07 FEET TO SAID CURVED SOUTHWESTERLY LINE, A RADIAL LINE TO SAID CURVE BEARS SOUTH 42° 10' 17" WEST; THENCE NORTHWESTERLY ALONG SAID CURVE 15.93 FEET THROUGH C CENTRAL ANGLE OF 0°23' 58" TO THE TRUE POINT OF BEGINNING.

EXCEPTING THEREFROM THAT PORTION CONVEYED TO THE CITY OF TUSTIN, CALIFORNIA, A MUNICIPAL CORPORATION ORGANIZED UNDER THE LAWS OF THE STATE OF CALIFORNIA, RECORDED AUGUST 09, 2013 AS [INSTRUMENT NO. 2013000475493](#), OF OFFICIAL RECORDS,

DESCRIBED AS FOLLOWS:

BEING A PORTION OF PARCEL 1-E-1.1 AS SAID PARCEL IS DESCRIBED IN THAT CERTAIN DOCUMENT ENTITLED "QUIT CLAIM DEED AND ENVIRONMENTAL RESTRICTION PURSUANT TO CIVIL CODE SECTION 1471" FILED FOR RECORD ON APRIL 29, 2004 IN DOC. NO. [2004000369376](#), RECORDS OF ORANGE COUNTY, MORE PARTICULARLY DESCRIBED AS FOLLOWS:

BEGINNING AT THE MOST SOUTHERLY CORNER OF SAID 1-E-1.1, THENCE ALONG THE SOUTHWESTERLY LINE OF SAID PARCEL 1-E-1.1 THE FOLLOWING EIGHT (8) COURSES:

1. NORTH 48° 32' 52" WEST, 200.55 FEET TO THE BEGINNING OF A TANGENT CURVE HAVING A RADIUS OF 2285.06 FEET;
2. ALONG SAID CURVE, THROUGH A CENTRAL ANGLE OF 00° 43' 09", FOR AN ARC LENGTH OF 28.68 FEET;
3. NORTH 40° 50' 28" EAST, 21.07 FEET;
4. NORTH 49° 09' 32" WEST, 15.93 FEET;
5. SOUTH 40° 50' 28" WEST, 20.64 FEET TO THE BEGINNING OF A NON-TANGENT CURE CONCAVE TO THE NORTHEAST, HAVING A RADIUS OF 2285.06, TO WHICH POINT A RADIAL LANE BEARS SOUTH 42° 34' 15" WEST;
6. NORTHWESTERLY ALONG LAST SAID CURVE, THROUGH A CENTRAL ANGLE OF 04° 29' 31", FOR AN ARC LENGTH OF 179.20 FEET;
7. NORTH 42° 56' 09" WEST, 58.86 FEET;
8. NORTH 42° 56' 09" WEST 37.23 FEET TO THE NORTHWESTERLY LINE OF SAID PARCEL 1-E-1.1;

THENCE LEAVING SAID SOUTHWESTERLY LINE AND ALONG LAST SAID NORTHWESTERLY LINE THE FOLLOWING THREE (3) COURSES:

1. NORTH 40° 39' 15" EAST, 624.98 FEET;
2. NORTH 49° 20' 45" WEST, 230.46 FEET;
3. NORTH 40° 39' 15" EAST, 30.66 FEET;

THENCE LEAVING SAID NORTHWESTERLY LINE, SOUTH 49° 20' 45" EAST, 358.31 FEET;

THENCE SOUTH 40° 39' 15" WEST, 20.88 FEET;

THENCE SOUTH 49° 20' 45" EAST, 213.37 FEET TO THE SOUTHEASTERLY LINE OF SAID PARCEL 1-E-1.1;

THENCE ALONG SAID SOUTHEASTERLY LINE THE FOLLOWING THREE (3) COURSES:

1. SOUTH 39° 51' 45" WEST, 305.52 FEET;
2. SOUTH 50° 08' 15" EAST, 173.88 FEET;
3. SOUTH 40° 39' 15" WEST, 359.25 FEET TO THE POINT OF BEGINNING.

EXCEPTING THEREFROM ALL OF LOTS 93 AND 94 OF BLOCK 10 OF IRVINE'S SUBDIVISION AS SHOWN ON A MAP THEREOF FILED IN BOOK 1, PAGE 88 OF MISCELLANEOUS RECORD MAPS IN SAID OFFICE OF THE COUNTY RECORDER, LYING SOUTHEASTERLY OF THE FOLLOWING DESCRIBED LINE:

BEGINNING AT SOUTHEASTERLY TERMINUS OF THAT CERTAIN COURSE DESCRIBED AS "SOUTH 49°20'45" EAST" 718.34 FEET ON THE NORTHEASTERLY LINE OF SAID PARCEL DESCRIBED IN THAT CERTAIN WARRANTY DEED; THENCE NORTH 40°39'15" EAST 661.86 FEET TO THE NORTHEASTERLY LINE SAID LOT 94.

ALSO EXCEPTING THEREFROM THAT PORTION DEEDED TO THE CITY OF TUSTIN AS DESCRIBED IN AN OFFER OF DEDICATION RECORDED FEBRUARY 2, 2017 AS INSTRUMENT NO. 2017-000082670 OF OFFICIAL RECORDS OF ORANGE COUNTY, CALIFORNIA.

APN: 430-283-21 (ptn) and 430-283-22 and 430-283-23 and 430-283-24

The easement being within the following described boundaries:

A 6.00 foot strip of land, lying 3.00 feet on each side measured at right angles on each side of the Telecommunication Facilities

TO: Board of Trustees

FROM: Debra L. Fitzsimons, Interim Chancellor

RE: Saddleback College: Student Travel, Study Abroad Program to Salamanca, Spain from February 16, 2018 to April 28, 2018

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 spring sessions in Salamanca, Spain since 2001. Study abroad programs are authorized under Education Code 72640.

STATUS

The Liberal Arts Division at Saddleback College proposes to offer the Study Abroad Program to Salamanca, Spain, during the spring 2018 semester from February 16, 2018 to April 28, 2018. The program will be organized and arranged by Travel and Education (T&E) for a fee of \$6,290, without airfare, per student at a cost of \$87.36 per day for 12 to 18 students, or \$5,990, without airfare, per student at a cost of \$83.19 per day for 19 to 24 students. The details of the program are summarized in the Narrative (Exhibit A) and the Study Abroad Program Information Summary (Exhibit B). The required Educational Tour/Field Study Contractor Agreement is provided in Exhibit C, which include evidence of liability insurance of not less than \$5,000,000. The proposal from T&E is included in Exhibit D. The current travel alerts and warnings list issued by the U.S. Department of State (Exhibit E) does not include Spain. 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.

RECOMMENDATION

The Interim Chancellor recommends that the Board of Trustees approve the Saddleback College Study Abroad Program to Salamanca, Spain, for February 16, 2018 to April 28, 2018, as summarized in Exhibit B, and authorize the administration to execute the Educational Tour/Field Study Travel Contractor Agreement with Travel and Education (T&E) for coordinating all travel agreements as shown in Exhibit C.

Item Submitted By: *Dr. Gregory Anderson, President*

Dr. Jim Buysse, Acting Vice Chancellor Business Services

Study Abroad Narrative
Salamanca, Spain, Spring 2018

Saddleback College has offered the Salamanca, Spain Study Abroad Program for 17 consecutive years. In spring 2018, a group of 12 or more students will study Spanish language, culture, and history from February 16, 2018 through April 28, 2018. The faculty advisor will accompany the students on their arrival flight, as well as one week in Salamanca.

Students will enroll in a minimum of 11 units of Saddleback courses and will attend classes Monday through Friday. Professors at Colegio Miguel Unamuno will teach the courses, adhering to Saddleback's course outlines. The average number of units taken per student in spring 2017 was 12 units. The program includes more than 40 weekly hours of instruction in addition to 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 single room for two nights in a hotel in Madrid (arrival night and departure night) and seven nights in a hotel in Salamanca and is responsible for meals. 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:	Salamanca		First Trip:	Yes: <input type="checkbox"/> No: <input checked="" type="checkbox"/>
Dates:	From: 2/16/2018	To: 4/28/2018	Total No. of Days:	72
Partner Name (Academic Institution):	Colegio Miguel de Unamuno			
Address:	Avda. Reyes de España 25-27, Salamanca, Spain			
Contact Person:	Alfredo Miguel de Pablo	Telephone No.:	(011) 0034696-932973	
Description of Institution:	College			
Includes:	Accredited Instruction	Yes:	<input checked="" type="checkbox"/>	No: <input type="checkbox"/>
	Transfer College Units	Yes:	<input checked="" type="checkbox"/>	No: <input type="checkbox"/>
	Orientation	Yes:	<input checked="" type="checkbox"/>	No: <input type="checkbox"/>
	Books/Supplies	Yes:	<input checked="" type="checkbox"/>	No: <input type="checkbox"/>
	Tutors	Yes:	<input checked="" type="checkbox"/>	No: <input type="checkbox"/>
	Weekend Study Activities	Yes:	<input checked="" type="checkbox"/>	No: <input type="checkbox"/>
	Food	Yes:	<input checked="" type="checkbox"/>	No: <input type="checkbox"/>
	Transportation (onsite, program-related)	Yes:	<input checked="" type="checkbox"/>	No: <input type="checkbox"/>
	Lodging	Yes:	<input checked="" type="checkbox"/>	No: <input type="checkbox"/>
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 \$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. Airfare.			
Other:	Airfare not included			
2. FACULTY				
Lead Faculty Name:	Carmenmara Hernandez-Bravo (5 OSH)			
Coordinates Trip:	Yes:	<input checked="" type="checkbox"/>	No: <input type="checkbox"/>	
If No, Explain:				
Travels to Site:	Yes:	<input checked="" type="checkbox"/>	No: <input type="checkbox"/>	
Dates:	From: 2/16/18	To:	2/26/18	
Teaching Assignment at Program Site:	Yes:	<input type="checkbox"/>	No:	<input checked="" type="checkbox"/>
Dates:	From:	To:		
Requires Substitute at IVC and/or SC?	Yes:	<input type="checkbox"/>	No:	<input checked="" type="checkbox"/>
Unpaid Faculty Exchange:	Yes:	<input type="checkbox"/>	No:	<input checked="" type="checkbox"/>
If Yes, Faculty Name(s) Required:				
Assignments to be Covered: Team teaching				
Course No.:	Course Title:	Date(s)	Time(s)	
SPAN 4	Intermediate Spanish	2/17-2/26	M/W, 4:30-6:45 p.m.	
SPAN 6	Int. Spanish, Grammar and Composition	2/17-2/26	W, 7-9:40 p.m.	
SPAN 20B	Civilization of Spain, 1898-Present	2/17-2/26	M, 7-9:40 p.m.	
SPAN 11	Advanced Conversational Spanish	2/17-2/26	T, 7-9:40 p.m.	

Other:							
3. COURSE(S) OFFERED AT PROGRAM SITE							
Course No.:	Course Title:	No. of Units					
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					
4. STUDENTS							
Minimum number of students required to make program:		12					
Minimum number of units:		11					
Maximum number of units:		17					
If this is a repeat program site, what is the average number of units taken per student?		14					
Other							
5. COSTS							
Student:							
Contracted cost per student:		\$ 6,290.00					
Average cost per day: (It costs approximately \$13,000 per year for a student to reside in South Orange County and attend SOCCCD.)		\$ 87.36					
College:							
Additional costs to the District?	Yes: <input type="checkbox"/> No: <input checked="" type="checkbox"/>						
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)							
Optional 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	Excursions	
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

CMBrawo
Lead Faculty Member

10/16/17
Date

CMBrawo
Department Chair

10/16/17
Date

[Signature]
Division/School Dean

10-16-17
Date

[Signature]
Vice President, Instruction
for Kathy Werke

10/24/17
Date

[Signature]
College President

25-OCT-2017
Date



SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

EDUCATIONAL TOUR / FIELD STUDY
TRAVEL CONTRACTOR AGREEMENT

GENERAL TERMS AND CONDITIONS

Spring 2018 Education Program in Salamanca, Spain

This Agreement is made this 13th day of November, 2017 between the South Orange County Community College District, located at 28000 Marguerite Parkway, Mission Viejo, California ("DISTRICT") and Travel and Education (Travel Contractor) located at 1055 Mill Creek Drive, Feasterville-Trevoze, PA 19053 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. PAYMENT BY TRIP PARTICIPANTS – 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 ten (10) 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 ten (10) 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 fifteen (15) 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 (3) 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



EXHIBIT C
Page 6 of 6

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
Name of authorized agent

By: _____
Dr. Debra L. Fitzsimons

Title: President

Title: Vice Chancellor, Business Services

Address: 1055 Mill Creek Drive
Feasterville-Trevoze, PA 19053

Address: 28000 Marguerite Parkway
Mission Viejo, CA 92692

Phone: (215) 396-0235

Phone: (949) 582-4664



**TRAVEL & EDUCATION
PROPOSAL 10 WEEK PROGRAM – SPRING 2018
SADDLEBACK COLLEGE – SOCCCD**

Date: November 13, 2017

Salamanca

Dates:

US Departure:	Friday, February 16, 2018
Arrive in MADRID-transfer SALAMANCA:	Saturday, February 17, 2018
Orientation and city tour	Sunday, February 18, 2018
Program dates	Monday, February 19, 2018 to Friday, April 27, 2018
Transfer to MADRID and return to US	Saturday, April 28, 2018

PROGRAM COMPONENTS INCLUDED IN THE STUDENT FEE:

- **One (1) night in Madrid** on arrival: hotel in Madrid (triple occupancy) with breakfast;
- **Museum entrances in Madrid** and welcome meal.
- **Group transfers** to and from Madrid to Salamanca.
- **Accommodation in Salamanca in homestays** (2 students per homestay sharing a double room).
- **Three meals per day** in homestays, 7 days per week.
- **Laundry service** in the homestay once a week (additional washes may be arranged with the homestay family for an extra cost).
- **An orientation program in Salamanca** consisting of an orientation meeting with a T&E representative, local area information, a welcome reception and a walking tour of Salamanca.
- **Spanish language classes** to be held at the Colegio Miguel de Unamuno for four hours per day, Monday through Friday.
- **Two full-day excursions** by private bus to Segovia and Avila including entrances to the Alcazar in Segovia and la Alberca. Excursions are with the services of an English-speaking guide.
- **10-week social and cultural program** (events such as cooking lessons, Spanish cinema, and museum visits etc.) including a dinner at the Caves of Perdigon.
- **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.**
- **\$50 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.
- **Mobile phones** provided for each student before departure which includes a local Spanish cell number and FREE incoming calls.
- **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 Philadelphia.

FACULTY BENEFITS INCLUDED IN THE STUDENT FEE:

Faculty support services (target enrollment 12 students with 1 faculty member) as listed below:

- Roundtrip flights between Los Angeles and Madrid on the scheduled group flight. Please provide return flight date for proper scheduling.
- T&E will provide the SOCCCD faculty member with housing in a single room in the hotel in Madrid (arrival night and one (1) night prior to departure, if the flight schedule it advises, if not, no) and 7 nights in hotel in Salamanca.
- Mobile phone will be provided with courtesy credit of 50 €
- 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 12 paying students or more, or pro rata for a lower enrollment.

PROGRAM FEES

- **\$6290** US Dollars per participant for an enrollment of **12 to 18** paying student participants with ONE (1) faculty administrative visit.
- **\$5990** US Dollars per participant for an enrollment of **19 to 24** paying student participants with ONE (1) faculty administrative visit.

Should SOCCCD wish to run this program with an enrollment below 12 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. 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.

Program fee DOES NOT include:

- **Airfare which is offered as a separate option.** Airfare option requires 10 passengers to be offered (including students and administrative visit)
- **A \$125 refundable damage deposit**
- **Passport or visa fees** if applicable
- **Meals other than those indicated on the itinerary**
- **Personal expenses**
- **SOCCCD tuition or administrative fees**
- **Additional fieldtrips or excursions** required by the SOCCCD faculty and

OPTIONAL COMPONENTS

- **Group flight Reservations:**
T&E offers the option for group flight reservations to ensure your group will travel together. **SADDLEBACK COLLEGE – SOCCCD** will need to meet a minimum sustained enrollment of ten (10) paying participants in order to qualify. Flight information will appear below once it becomes available. Ticket to be purchased separately via online link to be provided upon registration for the program.

RESERVED FLIGHT INFORMATION (Subject to change based on airline modifications)

Price:

Itinerary:

- Students who do not reserve airfare through the provided student flight option will be responsible for securing their own flight which should arrive before or at the same time as the contracted flight listed in this proposal. It is also their responsibility to check for any possible schedule changes with the T&E contracted itinerary to ensure their arrival coincides with the group. **NOTE: Transfers to and from the airport will not be provided for students arriving outside of the scheduled transfer time which is based on the T&E contracted flight for the group.**
- Single Supplement for homestay accommodation in Salamanca is \$350.

PROGRAM APPLICATION PROCEDURE AND BILLING

- **SADDLEBACK COLLEGE – SOCCCD** to collect the application forms and deposits of \$450 PLUS airfare deposit of \$200 (total \$650) per student and to forward them to T&E by **Friday, November 17 2017**. T&E would then bill the individual student for the balance of fees owing.
 - **2018 Online Student Application link for SADDLEBACK COLLEGE – SOCCCD Spain Program**
- T&E will conduct a review of the group roster by **Friday, November 17, 2017** in order to confirm the group flight option. Should the number of eligible passengers fall under the minimum requirement of ten, T&E will cancel the group reservation. Students will then be responsible for purchasing their own tickets based on T&E guidelines for group arrival and departure. Should the group be eligible for the flight, T&E will provide a link and instructions on how to purchase into the group flight by November 4th, 2017.
- T&E reserves the right to withdraw students who are not paid in full by the final payment deadline. Final payment due date: **January 5, 2018**
- T&E accepts payment in the form of personal check or money order and ViSA, Mastercard or Discover

PAYMENT SCHEDULE:

Payment	Date	STUDENT
Deposit (\$250 non-refundable)	November 17, 2017	\$650

1 st Installment	December 1, 2017	\$1500
2 nd Installment	December 22, 2017	\$1500
Final Payment	January 5, 2018	Final payment due

* Application fees and flight deposits are non-refundable.

T&E accepts payments in the following forms:

1. Personal check or money order mailed to Travel & Education, 1055 Mill Creek Drive, Feasterville-Trevose PA 19053. Please include student's name on the memo line for reference.
2. All major credit cards accepted via online payment gateway at www.travelandeducation.org under APPLY tab. A 3% handling fee applies.

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 our Philadelphia office.

WITHDRAWAL	He/she receives....
On or before Friday, November 17, 2017	a refund of all fees paid less \$200 processing fee, the \$50 non-refundable application fee and any non-refundable deposits paid by the student or by T&E on behalf of the student
After Friday, November 17, 2017, but on or before Friday, December 8, 2017	a refund of all fees paid less \$400 deposit and \$50 non-refundable application fee plus any non-refundable deposits paid by the student or by T&E on behalf of the student plus \$200 penalty of airfare tickets
After December 08, 2017, but on or before Friday, December 22, 2017	a refund of all fees paid less \$400 deposit and \$50 non-refundable application, \$200 penalty of airfare tickets, \$295 insurance, plus any non-refundable deposits paid by T&E on behalf of the student
After December 22, 2017, but on or before Friday, January 5 th , 2018	a refund of all fees paid less \$400 deposit and \$50 non-refundable application, \$200 penalty of airfare tickets, \$295 insurance, \$500 housing confirmation, and plus any non-refundable deposits paid by T&E on behalf of the student
After January 5 th , 2018	no refund

- Once the program has begun students withdrawing receive no refund unless T&E suspends the program.
- It is understood that SADDLEBACK COLLEGE – SOCCCD will not cancel the program if the necessary minimum number of participants have not been enrolled by **Friday, November 17th, 2017**.
- 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 prorated 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.

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. A confirmation in writing is required by **Thursday, November 16, 2017**. Please sign and date below, and please fax this document in its entirety to Patrizia D'Adamo, T&E Director of US Operations in Philadelphia, fax number 215-396-0236.

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

DATE _____

[travel.state.gov](#) > [Passports & International Travel](#) > Alerts and Warnings[Print](#) [Email](#)

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.

Refine by Destination

[Clear Results](#)

Type

Date

Location

No matching records found

Learn About Your Destination

Enroll in STEP

Enrolling in this free service will allow us to better assist you in case of an emergency while you are abroad.

TO: Board of Trustees

FROM: Debra L. Fitzsimons, Interim Chancellor

RE: Saddleback College: Student Travel, Study Abroad Program to Oxford, England, March 15, 2018 to May 18, 2018

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 spring sessions in Oxford, England. Study abroad programs are authorized under Education Code 72640.

STATUS

The Liberal Arts Division at Saddleback College proposes to offer the Study Abroad Program to Oxford, England, during the spring 2018 session from March 15, 2018 to May 18, 2018. The program will be organized and arranged by American Institute for Foreign Study (AIFS) for a fee of \$5895 per student, at a cost of \$90.69 per day, for 20 to 24 students, without airfare. For 25 or more students, the fee is \$5645 per student, at a cost of \$86.84 per day, without airfare. The details of the program are summarized in the Narrative (Exhibit A) and the Study Abroad Program Information Summary (Exhibit B). The required Educational Tour/Field of Study Contractor Agreement is provided in Exhibit C, which includes evidence of liability insurance of not less than \$5,000,000. The proposal from AIFS is included in Exhibit D. The current travel alerts and warnings list issued by the U.S. Department of State (Exhibit E) does not include England. 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.

RECOMMENDATION

The Interim Chancellor recommends that the Board of Trustees approve the Saddleback College Study Abroad Program to Oxford, England, for March 15, 2018 to May 18, 2018, as summarized in Exhibit B, and authorize the administration to execute the Educational Tour/Field Study Travel Contractor Agreement with the American Institute for Foreign Study (AIFS) for coordinating all travel agreements as shown in Exhibit C.

Item Submitted By: *Dr. Gregory Anderson, President*

Dr. Jim Buysse, Acting Vice Chancellor Business Services

Study Abroad Narrative
Oxford, England
Spring 2018

Saddleback College has offered the Oxford Study Abroad Program for more than twenty consecutive years. In spring 2018, a group of 20 or more students will study English literature, Shakespeare's Tragedies, and the Humanities from March 16 through May 17. Thirty students participated in spring 2017. The faculty advisor will accompany the students on their arrival flight, March 15, 2018, as well as the duration of the program in Oxford, returning May 18, 2018.

Students will enroll in a minimum of 12.0 units of Saddleback College courses. 3 of the 12 units will be taken at Saddleback in the first eight weeks of the spring semester, preceding their March 15 departure. At Oxford, students will attend classes Monday through Wednesday. An on-site Oxford associate professor and the Saddleback faculty advisor will teach the courses at Lincoln College, adhering to Saddleback's course outlines. The average number of units taken per student in spring 2017 was 12 units. The Program includes more than 15 weekly hours of instruction in addition to Thursday excursions to cultural and historical sites.

Accommodations for the students are in approved home-stays, including meals. The faculty advisor will be provided a one-bedroom apartment while in Oxford and is responsible for meals. All accommodations are within easy walking distance from Lincoln College

STUDY ABROAD PROGRAM INFORMATION SUMMARY

[illegible]

Other:							
3. COURSE(S) OFFERED AT PROGRAM SITE							
Course No.:	Course Title:						No. of Units
Humanities 1	Introduction to Humanities (Oxford 3/16-5/17/18)						3
English 18	Shakespeare: The Tragedies (Oxford 3/16-5/17/18)						3
English 27A	Introduction to the Novel (Saddleback 1/16-3/15/18 and Oxford 3/16-5/17/18)						3
English 1BH	Principles of Composition II (Saddleback College 1/16-3/15/18)						3
4. STUDENTS							
Minimum number of students required to make program:						20	
Minimum number of units:						12	
Maximum number of units:						15	
If this is a repeat program site, what is the average number of units taken per student?						12	
Other							
5. COSTS							
Student:							
Contracted cost per student:						\$	5895
Average cost per day: (It costs approximately \$13,000 per year for a student to reside in South Orange County and attend SOCCCD.)						\$	90.69
College:							
Additional costs to the District?		Yes:		No:	x		
If Yes Explain:							
Cost of substitute pay if instructor 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)							
7. TYPICAL WEEKLY SCHEDULE OF INSTRUCTIONAL/ACTIVITIES							
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
8 a.m.	Eng. 27A	Eng 18	Eng. 18	Field trips			
9 a.m.	X	x	x				
10 a.m.	X	X	X	X			
11 a.m.	X	X	X	X			
12 Noon	lunch	lunch	lunch	lunch			
1 p.m.		Hum 1	Hum 1	X			
2 p.m.		X	X	X			
3 p.m.		X	X	X			
4 p.m.		X	X	X			
5 p.m.				X			
6 p.m.				dinner			
7 p.m.				X			
8 p.m.				X			
9 p.m.				X			
10 p.m.				X			
Exceptions to weekly schedule:		Field trips are scheduled during 3 of the 9 weeks students are in Oxford.					
8. ATTACHMENTS							
9. REQUIRED SIGNATURES							

Schulz
Lead Faculty Member

10/19/17
Date

Schulz
Department Chair

10/19/17
Date

Re O.C.
Division/School Dean

10-19-17
Date

[Signature]
Vice President, Instruction
for Kathy Werbe

10/24/17
Date

Dr. P. Arch
College President

25 OCT 2017
Date



SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

EDUCATIONAL TOUR / FIELD STUDY
TRAVEL CONTRACTOR AGREEMENT

GENERAL TERMS AND CONDITIONS

Spring 2018 Education Program in Oxford, England

This Agreement is made this 13th day of November, 2017 between the South Orange County Community College District, located at 28000 Marguerite Parkway, Mission Viejo, California ("DISTRICT") and American Institute for Foreign Study (AIFS) located at 1 High Ridge Park, Stamford, CT 06905 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."



Travel Contractor Agreement

4. PAYMENT BY TRIP PARTICIPANTS – 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 ten (10) 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 ten (10) 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



Travel Contractor Agreement

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.



Travel Contractor Agreement

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 fifteen (15) 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



Travel Contractor Agreement

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 (3) 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



Travel Contractor Agreement

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 (AIFS)

South Orange County Community
College District

Date: _____

Date: _____

By: Sharman Hedayati
Name of authorized agent

By: _____
Dr. Debra L. Fitzsimons

Title: Director of Admissions and
Operations

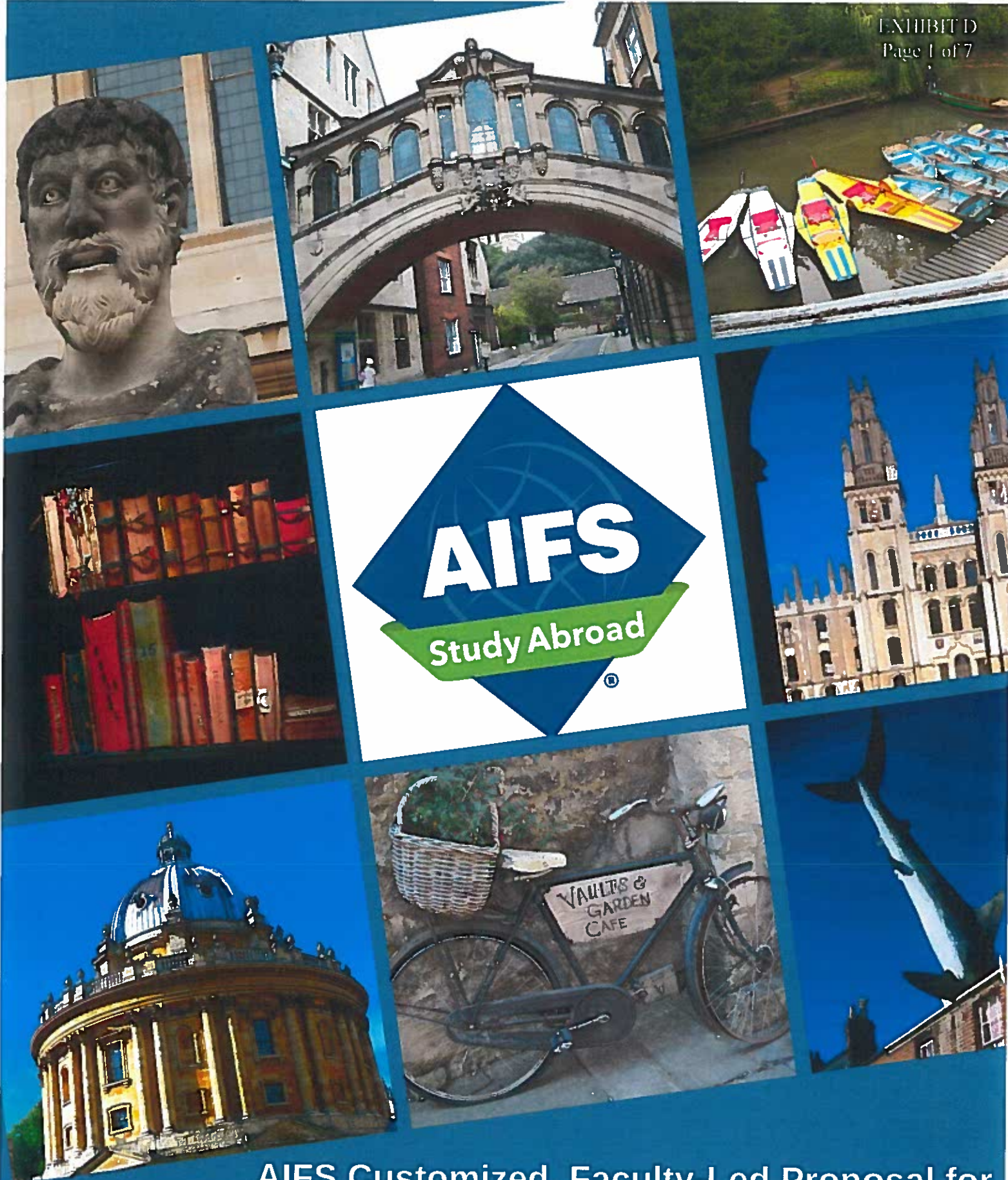
Title: Interim Chancellor

Address: 1 High Ridge Park
Stamford, CT 06905

Address: 28000 Marguerite Parkway
Mission Viejo, CA 92692

Phone: (203) 399-5597

Phone: (949) 582-4664



AIFS Customized, Faculty-Led Proposal for
Saddleback College
Oxford Spring 2018



AMERICAN INSTITUTE FOR FOREIGN STUDY
PROPOSAL FOR SADDLEBACK COLLEGE
OXFORD SEMESTER CUSTOMIZED, FACULTY-LED PROGRAM – SPRING 2018

Effective Date: November 13, 2017

Depart U.S.: Thursday, March 15, 2018
Arrive Oxford: Friday, March 16, 2018
Depart Oxford: Friday, May 18, 2018

PROGRAM COMPONENTS INCLUDED IN THE STUDENT FEE

- Accommodation in a single room homestay on a half-board basis with breakfast and dinner provided. Students will live no further than a 30 minute bus ride from Oxford city center and will be located in safe residential areas.
- An orientation program in Oxford consisting of an orientation meeting with AIFS staff, student information packet including comprehensive student handbook, local area information and a walking tour of Oxford with the services of a professional guide including entrances to an Oxford University College and afternoon tea welcome event.
- One classroom available for 2.5 days a week (Monday – Wednesday) for the duration of the program. Audio-visual equipment will be provided as required including a data projector and a laptop.
- The services of an Oxford based homestay coordinator to allocate and deal with homestay issues.
- The services of AIFS student services staff available to handle any emergencies and visit the group once a week. An AIFS staff member will be on site for the entire first week of the program.
- Provision of one adjunct lecturer to teach a Saddleback College approved Humanities course. Teaching will follow the course syllabi as outlined or approved by Saddleback College.
- Four academically enhancing day excursions, two for the Humanities course and two for the English courses. Provisions will be made for travel to and around London or Oxford, visits to museums and/or tickets to performances. *AIFS will liaise with the Saddleback College faculty to allocate funds accordingly.*
- Full-day excursion to London by Oxford Tube bus with a tour of London including entrance to the Tower of London, accompanied by a professional guide, and an

evening theatre performance in the West End. *Oxford Tube bus tickets permit return the same or next day allowing students to stay in London for the night if they wish.*

- Full-day trip to Bath and Stonehenge by private bus, including the services of a professional guide. Entrances to the Roman Baths and Stonehenge are included.
- Full-day excursion to Stratford-upon-Avon by private bus (with late return) including the services of a professional guide. This includes entrances to Warwick Castle, Anne Hathaway's Cottage, Shakespeare's Birthplace and Trinity Church for Shakespeare's Grave, and an evening theatre performance at the Royal Shakespeare Theatre in Stratford.
- Farewell event for students, faculty and staff.
- International Student Identity Card.
- \$50 non-refundable application fee.
- Student medical and program fee refund insurance policies, as outlined in the AIFS insurance brochure. Coverage includes \$100,000 accidental medical expense and \$10,000 accidental death payment plus 24-hour emergency care assistance during the program and repatriation in cases of verified emergency beyond the students' control.
- \$51,000,000 liability coverage with Saddleback College named as additional insured for the duration of the program.
- Accounting/billing services in the U.S.
- Pre-departure information services and a toll-free contact number in the U.S.
- Promotional materials and assistance with marketing development.
- Advance planning services of the AIFS program headquarters.

FACULTY BENEFITS INCLUDED IN THE STUDENT FEE

Faculty support services (target enrollment 20 students with 1 faculty member) as listed below:

- Round-trip flights between Los Angeles (LAX) and London Heathrow (LHR) on the scheduled group flight. Alternatively, faculty may wish to make their own flight

arrangements. In this situation AIFS will reimburse the Saddleback College faculty member the optional student airfare fee once the program has departed the U.S.

- AIFS will provide the Saddleback College faculty member with housing in a one bedroom apartment in Oxford. The apartment will be fully furnished and all utilities (except telephone) will be included. Internet will be provided in the apartment.
- Full participation on all activities scheduled on the itinerary, on the same basis as the students, including transfers, entrances, sightseeing tours, etc.
- AIFS will provide the Saddleback College faculty member with a pay-as-you-go cell phone and printer. Cell phone calls are the responsibility of the faculty member.

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

FEES

Based on an enrollment of **20 to 24 paying student participants with 1 faculty member**, for the services specified above, the fee per person is \$5895.

Based on an enrollment of **25 to 29 paying student participants with 1 faculty member**, for the services specified above, the fee per person is \$5645.

Should Saddleback College 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. AIFS would discuss these options with Saddleback College.

These fees are guaranteed not to change as a result of fluctuations in the \$ exchange rate. AIFS will charge a \$35 returned check fee on each check returned by the bank for insufficient funds.

WHAT IS NOT INCLUDED?

The above fee does not include the following items:

- × Round-trip airfare for student participants – see “Optional Components” section
- × \$250 refundable damage deposit
- × Passport or visa fees if applicable
- × Meals other than those listed
- × Personal expenses

- × Saddleback College tuition or administrative fees
- × Textbooks
- × Additional fieldtrips and excursions to those listed
- × Insurance for faculty
- × Anything not specified

OPTIONAL COMPONENTS

- On a space-available basis, students may purchase the optional transportation package consisting of round-trip airfare between Los Angeles (LAX) and London Heathrow (LHR) and round-trip transfers overseas between the airport and the housing in Oxford for an additional \$495 (Approx.), excluding mandatory U.S. government and airline-imposed departure taxes, fees and fuel surcharges (estimated at \$445) for which students will be billed separately.

The group airfare rate can only be guaranteed for a minimum enrollment of 10 or more students taking this option.

AIFS will reserve spaces at the above prices according to information on the student online enrollment form. Once airline tickets have been issued to students, they can only be changed directly with the issuing agent once overseas—agent and airline-imposed penalties apply.

AIFS cannot arrange airline tickets for students applying after Wednesday, December 20, 2017.

AIFS is financially committed to any confirmed airlines seats from Tuesday, December 5, 2017, and therefore an airfare review will take place prior to this date. AIFS requests that Saddleback College provide an indication of how many students intend to purchase the transportation package listed above. However, should Saddleback College decide not to offer this transportation package to their students, AIFS must be notified before Tuesday, December 5, 2017.

- Optional Extra Protection Insurance Coverage, including increased medical insurance (\$65) and/or personal effects insurance (\$90) as outlined in the AIFS insurance brochure.
- Optional three-day, two night, stay in a hotel in York on a bed and breakfast basis, including round-trip travel between Oxford and York (by train or by private coach), entrances to York Minster, a ghost tour of the city and an excursion to Castle Howard including round-trip transport by public bus and entrance to Castle Howard for \$495. The services of an AIFS staff member are available throughout

to assist the group. Cost also include one free faculty member place. A minimum enrolment of 15 students is required in order to run the trip.

PROGRAM APPLICATION PROCEDURE AND BILLING

We recommend the promotion of and initial receipt of deposits for this program as early as possible.

Penalties apply to changed program bookings after Wednesday, December 20, 2017. Therefore, AIFS would require the Saddleback College to collect the application forms and deposits of \$450 (\$50 non refundable application fee and \$400 deposit) per student and to forward them to AIFS by Wednesday, December 20, 2017. AIFS would then bill the individual student for the balance of fees owing. Full payment and confirmation of final numbers must be received by Friday, January 19, 2018. Please note that these are not postmark dates but the dates by which funds must arrive in the AIFS Connecticut office.

AIFS also offers an online enrollment option. Online forms must be approved no later than Wednesday, December 20, 2017.

AIFS reserves the right to withdraw students who are not paid in full by the final payment deadline. AIFS can accept applications after Wednesday, December 20, 2017, but cannot guarantee program costs after this date.

Students applying after the application deadline date of Wednesday, December 20, 2017, can only be accepted on a space-available basis.

REFUND POLICY

If a student withdraws:	S/he receives a refund of:
On or before Wednesday, December 20, 2017	All fees paid less the \$50 non-refundable application fee, \$100 processing fee and any non-refundable deposits paid by the student or by AIFS on the student's behalf.
After Wednesday, December 20, 2017, but on or before Friday, January 19, 2018	All fees paid less the \$50 non-refundable application fee, \$400 deposit and any non-refundable deposits paid by the student or by AIFS on the student's behalf.
After Friday, January 19, 2018	No refund, and the total program fee is due.
Once the program has begun	No refund, unless AIFS suspends the program.
Because of covered medical reasons	All fees paid less the \$50 non-refundable application fee, \$100 processing fee and \$210 insurance premium.

Please note that any student who is academically withdrawn by his or her home institution after their application has been processed by AIFS is subject to the standard refund policy.

It is understood that the Saddleback College will not cancel the program if the necessary minimum number of participants have been enrolled Wednesday, December 20, 2017.

In the event of the U.S. State Department issuing a travel warning which advises U.S. Citizens not to travel to the UK, or if they are already in the UK, to leave it, AIFS will:

- If the program has not started, either make suitable alternative arrangements or cancel the program and refund all fees paid.
- If the program has started, suspend the program and fly the students home. If students are returned home, they will receive a pro-rata rebate of fees paid to AIFS for the proportion of the program not completed, less the \$100 processing fee, \$210 insurance premium, \$50 non-refundable application fee and any costs incurred flying the student home.

ACCEPTANCE OF PROPOSAL

AIFS requires 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.

A confirmation in writing is required by Friday, December 1, 2017. Please sign and date below, and fax or scan and email this document in its entirety to Sharman Hedayati, Director of Admissions and Operations, AIFS Study Abroad in Stamford, CT, at 203-399-5597, or shedayati@aifs.com.

PROPOSAL ACCEPTED BY _____
SADDLEBACK COLLEGE

PRINTED NAME _____

DATE _____

[travel.state.gov](#) > [Passports & International Travel](#) > Alerts and Warnings[Print](#) [Email](#)

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.

Refine by Destination

[Clear Results](#)

Type

Date

Location

No matching records found

Learn About Your Destination

Enroll in STEP

Enrolling in this free service will allow us to better assist you in case of an emergency while you are abroad.

TO: Board of Trustees

FROM: Debra L. Fitzsimons, Interim Chancellor

RE: SOCCCD: Board Policy Revision: BP-4011.6 Hiring of the Chancellor

ACTION: Approval

BACKGROUND

Board policies and administrative regulations are periodically reviewed to ensure that they are satisfactory, meet the District's needs, and are in compliance with current laws and regulations.

STATUS

One board policy is presented to the Board of Trustees for discussion and approval. 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 October 12, 2017 for review and recommendation to the Chancellor.

RECOMMENDATION

The Interim Chancellor recommends that the Board of Trustees approve the board policy as shown in Exhibit A.

BOARD POLICY

4011.6

SOUTH ORANGE COUNTY
COMMUNITY COLLEGE DISTRICT

HUMAN RESOURCES

EMPLOYMENT PROCEDURES FOR CHANCELLOR RECRUITMENT: CHANCELLOR

SECTION I: GENERAL PROVISIONS

~~1. Preface:~~ The hiring of a highly qualified Chancellor is essential to the mission of the South Orange County Community College District. Therefore, the governing board, with input through this process from administration, faculty, and staff, has the responsibility to select a highly qualified Chancellor.

~~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 Chancellor.

2. Administrative Regulation 4011.6 is in place to recruit a highly qualified chancellor.

3. The recruitment and selection process for the chancellor shall be accomplished in accordance with Board Policy 4010 – Commitment to Diversity.

4. Equal Employment Opportunity Policy and Statement: The South Orange County Community College District shall recruit, hire, and promote in all job titles without 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.

1. Definitions:

- ~~• Board: The Board of Trustees of the South Orange County Community College District.~~
- ~~• Board Designee: The Board of Trustees may elect to appoint an alternate designee to oversee the hiring process.~~
- ~~• Chair: Chair of the Hiring Committee.~~

- ~~Chancellor:~~ The Chancellor of the South Orange County Community College District. The policy also refers to Chancellor during the process, meaning the current, interim or acting Chancellor.
 - ~~Committee:~~ The Hiring Committee, also known as the Search Committee.
 - ~~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.
 - ~~OHR:~~ Office of Human Resources.
 - ~~SOC CCD:~~ The South Orange County Community College District.
 - ~~Vice Chancellor:~~ Vice Chancellor, Human Resources, or designee
2. ~~Confidentiality and Conflict of Interest Statements:~~ The South Orange County Community College District Confidentiality and Conflict of Interest Statements apply to this process.
 3. ~~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 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 the Chancellor and substituted until such time as the Board may adopt a formal amendment to this policy.
 4. ~~Oversight:~~ Normally, the current, acting, or interim Chancellor will provide oversight of the hiring process. However, the Board may appoint an alternate designee, as appropriate, to insure avoidance of any conflict of interest. The Chancellor or Board designee, with the assistance of the OHR, oversees the implementation of the hiring process and the activities of the hiring committees as they exercise their duties, specifically to ensure that actions of hiring committees are consistent with both the written stipulations and the intentions of this policy. Let's be sure tense is consistent throughout
- ~~It is the responsibility of the Chancellor or Board designee, to ensure the integrity of the hiring process established by this policy. If, in the judgment of the Chancellor or Board designee, the integrity of the process described herein has been substantially violated or abused, the Chancellor or Board designee, may order that the process be suspended, pending determination of an appropriate action in consultation with the Office of the~~

~~Human Resources and the Board President. Who makes the final decision about the “appropriate action”? Is there oversight?~~

5. ~~Interpretation: Technical questions and minor problems will ordinarily be resolved by the HR Specialist in consultation with the OHR. 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. Who makes the final decision about the “appropriate action”? Is there oversight? Is this completely clear in the following ...? What happens, for example, if OHR & the Chancellor/designee disagree? What is the parsimonious decision for example, to abort the process or to decide that if there is disagreement then the infraction is sufficiently minor to continue? Obviously I would lean to the latter, but this should be clarified.~~

~~If in the judgment of the HR Specialist, the Chair, the Chancellor or Board designee, 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 Chancellor or Board designee, in consultation with OHR, shall attempt to resolve any problem or difference of interpretation of this policy. And if they fail?~~

6. ~~Exceptions: The Chancellor or Board designee, in consultation with the OHR, again, what is the role of OHR? Consultation and advice or decision making? Who owns the ultimate authoritative voice? 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 Chancellor or Board designee will notify the OHR in writing, stating the unusual circumstances necessitating the extension or exception.~~

SECTION II: RECRUITMENT

1. ~~When the need for hiring a new Chancellor is determined and recommended by the Board of Trustees, and upon the Board’s approval, a Request to Announce Form is completed and submitted to the Office of Human Resources.~~
2. ~~The Board of Trustees may consider employment of employ a professional consultant to assist with the Chancellor search process.~~
3. ~~Job Announcement Content: The job announcement will determine the screening criteria for review of applicant files. Care must be taken to ensure accurate and job related criteria. It shall contain, at a minimum:~~

- a. ~~Opening and closing dates~~
- b. ~~Summary of duties and responsibilities~~

Adopted: 7-24-06

Reviewed: 4-30-12

- ~~c. — Minimum qualifications~~
 - ~~d. — Desirable qualifications~~
 - ~~e. — Application requirements and procedures~~
 - ~~f. — Special testing, if applicable~~
 - ~~g. — Submission of materials, if required~~
 - ~~h. — EEO Statement~~
4. ~~All openings will be advertised through the Office of Human Resources.~~
5. ~~As When a position is opened, it will be announced by the Office of Human Resources with sufficient lead time to advertise the position. This should normally be a minimum of ten weeks or 50 working days, unless otherwise requested by the Chancellor.~~
6. ~~Applications, resumes, and other required materials are accepted only by the Office of Human Resources.~~
7. ~~Announcement brochures will be distributed to appropriate professional sources. Does this need more explication or elaboration? How many places? Who decides? This can be squirrely (that is, where one advertises or announces will/may select among populations of potential applicants)~~

SECTION III: APPLICATION PROCESS

1. ~~Submission: Applications, resumes, and other required materials are accepted only by the OHR via the District's online employment site.~~
2. ~~Application Period: Applications may be submitted for a set period of time or "until filled." In the case where that a position is "open until filled," screening may shall not begin until at least 30 working days after advertising has appeared in some public forum. In the case where that a position is "open until filled," applications submitted less than two working days prior to the beginning of the screening process may be excluded from consideration.~~
3. ~~Search Extension: The recruitment period will be extended when the applicant pool has fewer than five minimally qualified applications, unless the OHR, the Chancellor or Board designee and Board President agree to forward the pool.~~

SECTION IV: SEARCH COMMITTEE

~~The Chancellor or Board designee will is there a reason to switch between "will" & "shall"? appoint the Search Committee according to the following criteria:~~

~~The Search Committee shall consist of no more than eleven and no less fewer than seven voting members. A majority of the appointees to the Search Committee will be administrators and managers.~~

- ~~a. The Chancellor or Board designee will select six administrators and managers. The Chancellor or Board designee also will appoint the Search Committee Chair should any details be defined in terms of representation from SC, IVC, DS?~~
 - ~~b. Each Academic Senate will select one faculty member~~
 - ~~c. The South Orange County Community College District Faculty Association will select one faculty member~~
 - ~~d. The California School Employees Association Chapter 586 ("CSEA") will select one classified employee~~
 - ~~e. The Police Officers Association ("POA") will select one of its members~~
- ~~1. Terminate Process: The Chancellor or Board designee may terminate the process if, in his or her judgment, the formation of the Committee has violated the integrity of the hiring process. This seems open to abuse — shouldn't there be an explanation? Or, better, start with an attempt to remedy? If a union or senate appoints someone that the BOT or chancellor doesn't like, the whole process is aborted?~~
 - ~~2. EEO Representative: The EEO Representative shall be appointed by the HR Vice Chancellor or designee, and may be replaced as necessary by another qualified staff member. Only a trained staff member may serve as an EEO representative. Can we permit everyone on the committee to be trained, instead?~~
 - ~~3. Orientation: The HR Specialist will conduct an orientation meeting to explain roles, duties, expectations, timelines, and the rating process to the Committee members. At this time, the Committee will agree on the schedule. All members must also sign a Confidentiality and Conflict of Interest Statement. All HR forms must be completed signed? in ink.~~
 - ~~4. Relative Weights: At the Orientation, the Committee will assign the value to be given to the application and to the interview components. Neither the screening nor the interview may be weighted less than 30 percent each. This has been discussed elsewhere — once the paper screening is complete, why continue to count it? OK, maybe that's too be a change for right now. —☺~~
 - ~~5. Duration: At the Orientation, the Committee will determine the length of the each interview.~~

6. ~~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 the District hiring policy. What does this mean? Is it different from the job posting? Smacks of the illegal old 4011.1
7. ~~Interview Questions:~~ All questions and other requirements must be kept confidential throughout the process. The Committee will develop and forward to OHR for approval ~~reword ~ new 4011.1?~~ a list of interview questions to be asked of each candidate, as well as any exercise, presentation, or other requirement. The list of questions and requirements will be provided to OHR at least five 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. OHR 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. Yes — OHR doesn't have final say; let's make sure to wrote this & 1st paragraph in #7 so that there can be no confusion The HR 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 only on basis of policy & law, not otherwise 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 be made in consultation with the Chair or designated discipline expert what is a discipline expert in this process? Clearly this was copied — needs fixing to pertain — but you can see how these different statements do not align? The Chair or designee will be provided with the OHR approved list of questions and other requirements if applicable one (1) business day before the interview.~~
8. ~~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 Chancellor or Board designee after consultation with the Chair and the OHR. The scores or ratings of a Committee member who withdraws prematurely or is removed will not be counted in the uncompleted phase or section of the process. Can such a person be replaced if the withdrawal is sufficiently early? Or, according to #9, only if committee falls below 7 people? I hope not.
9. ~~Minimum Membership:~~ In the event that the Committee membership falls below the required minimum number of members, the Chancellor or Board designee, after discussion with the OHR, 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. This should be required, yes, but not limit replacements~~

SECTION V: SCREENING PROCESS

- ~~1. Determination of Application Completeness: The OHR will screen all applicants for minimum qualifications as specified in the official announcement for that position before submission to the Committee, thereby determining applicants who will be paper screened and eligible for interviewing. The Search Committee Chair or designee? has the option to be involved in the minimum qualification screening process. Isn't the consultant doing this?~~
 - ~~2. Review of Application: The review of application and resumes is done online on the District's employment site on an individual basis by each committee member.~~
 - ~~3. Evaluation of Application Materials (Screening): The Committee may not begin to review applications until the appropriate application period has elapsed. At the Orientation meeting, the Committee, in consultation with the HR Specialist, shall specify the time span during which the (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. how? This is from paper days — Notes on the candidates must be kept in the Committee member's evaluation file, which will be maintained by the OHR.~~
 - ~~4. 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 OHR. Paper?~~
 - ~~5. Recommendation of Candidates for Interview: Using a final ranked list, without names, of candidates by score, the HR Specialist and the Chair will meet to determine the lowest score to qualify for an interview. On the basis of the lowest qualifying score, the OHR shall assemble a list of candidates to be interviewed. Can the committee convene & discuss?~~
 - ~~6. Interview Scheduling: The OHR shall schedule selected candidates for a first level interview, according to the schedule adopted by the Committee, giving them at least five business days' notice of the interview. Exceptions to the five-day notice may be granted by the HR Vice Chancellor or designee.~~
- ~~— Travel Reimbursement: Reimbursement claims for over 300 miles must be submitted no later than 30 days after the interview. Any reimbursement claim is limited to standard District reimbursement guidelines and shall not exceed \$1500.~~

7. —

SECTION VI: INTERVIEW PROCESS

1. ~~Materials:~~ At the beginning of each interview meeting, the applicant's or applicants' ? files shall be made available to the Committee, along with the appropriate OHR forms. Each member of the Committee will receive a schedule of interviews, and the interview questions.
2. ~~Site:~~ The Chair will inform the HR Specialist of any special interview needs. After consultation with the Chair, the HR Specialist will 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. ~~Search Committee Names:~~ Each candidate will be provided with a list of the names and titles of the Search Committee members just prior to the interview.
5. ~~Review of Interview Questions:~~ Candidates will have the opportunity to review the interview questions 15 minutes in advance of their interview. Really? In the BP? All questions must be job-related. Repeated from above? Answers to core questions should reveal attitudes towards the job, appropriateness of education and experience, competency in the field, extent of responsibility and philosophical orientation with respect to the functions involved.
6. ~~Writing Sample:~~ The candidate will really? In BP? be asked to provide a writing sample in response to a question provided to the candidate by the Search Committee how many minutes? Or days? Now here's a "before" that needs detail before the interview.
7. ~~Questions:~~ Each candidate will 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 direct the candidate to disregard the question. Follow-up questions should be kept to a minimum to maintain consistent standards of candidate evaluation throughout the interview process. Any question by the candidate pertaining to conditions of employment, such as salary, benefits, or policy, must be referred to the OHR.
8. ~~Group Discussion:~~ Committee members shall be given an opportunity to discuss each applicant and only that applicant we have determined that this is NOT a best practice after each interview. Comprehensive discussion shall 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.~~

9. ~~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 rate independently each candidate using the appropriate form provided by the OHR. 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 OHR will verify and compile final scores for all candidates.~~

10. ~~Selection of Finalists: After the conclusion of interviews, the Chair and the HR Specialist shall assemble a ranked list of candidates and their final scores. Using this list, the Committee will determine the lowest score to qualify as a preliminary finalist for a second level interview. The committee shall provide job-related reason why an candidate interviewed candidate is not forwarded to the second level for final interviews. Wow—this implies an expectation that anyone invited to interview should be seen by the BOT—
if that is the expectation, why have the committee at all?~~

~~The committee shall forward at least three (3) finalists for second level interview. Can the BOT decide to accept fewer?~~

SECTION VII: REFERENCE CHECKS

1. ~~Timing: Official reference checks, in accordance with the OHR Guidelines, will be performed prior to the submission of the recommended candidates to the Chancellor for second level interviews.~~

2. ~~Required Professional References: Each applicant will 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~~

~~Is it possible to require letters of reference for the paper screening?~~

~~If the individual provided as a reference is unavailable, or if the candidate fails to provide sufficient references, the OHR, in consultation with the Chair, may request additional references from the candidate.~~

~~3. Reference Contacts: The Vice Chancellor, in conjunction with the Chair, will conduct the reference checks and record the information on the appropriate OHR form. The HR Specialist will verify all data on the application.~~

~~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. 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.~~

SECTION VIII: SECOND-LEVEL INTERVIEW

~~1. Finalists: The Board of Trustees shall be provided an unranked list of finalists by the Chair, and a report of the final scores for all candidates including job related reason(s) for not forwarding candidates interviewed. So the point of giving all the scores is to provide a guessing game to the BOT?~~

~~2. Second level Interview: The Board of Trustees will interview the finalists for the position. The Board may invite the Chancellor or Board designee committee chair? to participate in the interview process.~~

~~3. Second level Interview Schedule: Finalists shall be given at least five (5) business days' notice of the interview.~~

~~4. Content: The Board may ask any job related questions, may ask follow up questions, and may provide clarification of ambiguous or unclear questions. The HR? 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. Can't preview follow up questions~~

~~5. Substantially Similar Interviews: Although variations are permitted throughout the interview process, the Board shall give each candidate a substantially similar interview of approximately the same duration, involving the same segments and exercises. ?~~

~~6. Additional Interviews: After completing this initial round of second level interviews, the Board of Trustees has the authority to interview additional candidates from the first level~~

~~interview pool in the order of the next highest Search Committee rankings. They weren't given the rankings with names?? Again, if this is the case, why bother with a committee that is a sham?~~

- ~~7. Consultation: The Board may shall? consult with the Chair of the committee after the second level interviews and before any offer of employment is made.~~
- ~~8. Termination of Search: After the completion of all second level interviews, the Board of Trustees may decide to stop the process, at which point the position would be reopened.~~
- ~~9. Board Reference Checks: Following candidate interviews, the Board of Trustees may make further job related reference checks. The Board may conduct site visits.~~
- ~~10. Recommendation for Appointment: Upon selection of the finalist by the Board of Trustees, the Chancellor or Board designee will submit the recommendation to the Office of Human Resources for the offer of employment and presentation to the Board for final approval.~~
- ~~Travel Reimbursement: Reimbursement claims for over 300 miles must be submitted no later than 30 days after the interview. Any reimbursement claim is limited to standard District reimbursement guidelines and shall not exceed \$1500.~~
- ~~11. how do campus visits, open forum presentations, etc fit in here? Or is that "exercises and segments" of a second level interview? Really?~~

ADMINISTRATIVE REGULATION 4011.6

SOUTH ORANGE COUNTY
COMMUNITY COLLEGE DISTRICT

HUMAN RESOURCES

RECRUITMENT: CHANCELLOR

SECTION I: GENERAL PROVISIONS

1. Preface: The hiring of a highly qualified Chancellor is essential to the mission of the South Orange County Community College District. Therefore, the governing board, with input through this process from administration, faculty and staff, has the responsibility to select a highly qualified Chancellor.
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 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. The recruitment and selection process for chancellor shall be accomplished in accordance with Board Policy 4010, Commitment to Diversity.
3. Definitions:
 - Board: The Board of Trustees of the South Orange County Community College District.
 - Board Designee: The Chancellor or an alternate designee to oversee the hiring process.
 - Chair: Chair of the Hiring Committee.
 - Chancellor: The Chancellor of the South Orange County Community College District. The policy also refers to the Chancellor during the process, meaning the current, interim or acting Chancellor.
 - Consultant: The Board Designee may work with a professional consultant to assist with various aspects of the search process.
 - Committee: The Hiring Committee, also known as the Search Committee.
 - District: The South Orange County Community College District.
 - EEO: Equal Employment Opportunity.
 - EEO Representative: The Board Designee will assign a trained Equal Employment Opportunity representative to the committee. This representative may be a voting member.
 - HR Specialist: Human Resources Specialist representative assigned to the job opening.
 - OHR: Office of Human Resources.

- SOCCCD: The South Orange County Community College District.
 - Vice Chancellor: Vice Chancellor, Human Resources, or designee.
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 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 the Chancellor and substituted until the Board may adopt a formal amendment to this policy.
 6. Oversight: Normally, the current, Chancellor will provide oversight of the hiring process as the Board Designee. However, the Board may appoint an alternate designee, as appropriate, to insure avoidance of any conflict of interest. The Board Designee, with the assistance of the OHR, oversees the implementation of the hiring process and the activities of the hiring committees as they exercise their duties, specifically to ensure that actions of hiring committees are consistent with both the written stipulations and the intentions of this policy.

It is the responsibility of the Board Designee, to ensure the integrity of the hiring process established by this policy. If, in the judgment of the Board Designee, the integrity of the process described herein has been substantially violated or abused, the Board Designee, may order that the process be suspended, pending determination of an appropriate action in consultation with the OHR and the Board President.

7. Interpretation: Technical questions and minor problems will ordinarily be resolved by the HR Specialist in consultation with the OHR. 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 Board Designee via the OHR.

If in the judgment of the HR Specialist, the Chair, or Board Designee, 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 may be suspended pending resolution of the problem. The Board Designee, in consultation with OHR, shall attempt to resolve any problem or difference of interpretation of this policy.

8. Exceptions: The Board Designee, in consultation with the OHR, 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 Board Designee will notify the OHR in writing, stating the unusual circumstances necessitating the extension or exception.

SECTION II: RECRUITMENT

1. When the need for hiring a new Chancellor is determined and recommended by the Board of Trustees, and upon the Board's approval, a Request to Announce Form is completed and submitted to the OHR by the Board Designee.

2. The Board of Trustees may employ a consultant to assist with the Chancellor Search process. The Board Designee will ensure that all proper procurement procedures are followed to contract with the Consultant, as appropriate.
3. Job Announcement Content: The job announcement will determine the screening criteria for review of applicant files. Care must be taken to ensure accurate and job-related criteria. It shall contain at a minimum:
 - a. Opening and closing dates
 - b. Summary of duties and responsibilities
 - c. Minimum qualifications
 - d. Desirable qualifications
 - e. Application requirements and procedures
 - f. Special testing, if applicable
 - g. Submission of materials, if required
 - h. EEO Statement
4. All openings will be advertised through the OHR. The Consultant may work with the Board Designee on additional marketing, if needed.
5. When the position is opened, it will be announced by the OHR with sufficient time to advertise the position. This should normally be a minimum of 50 days, unless otherwise requested by the Board Designee.
6. Announcement brochures or other marketing materials will be distributed to appropriate professional sources. A website may be developed for the search.
7. Termination of Search: At any time during the recruitment, the Board of Trustees may decide to stop the process and reopen the position. This could include rewriting the announcement, position description, and reconsideration of Board expectations.

SECTION III: APPLICATION PROCESS

1. Submission: Applications, resumes, and other required materials are accepted only by OHR via the District's online employment site or by Consultant, if so contracted.
2. Application Period: The application period may be for a set period or "open until filled." In the case that a position is "open until filled," screening may not begin until at least 50 days after advertising has appeared in some public forum. The initial screening date shall be indicated clearly in an "open until filled" job posting. In the case where a position is "open until filled," applications submitted fewer than two working days prior to the beginning of the screening process may be excluded from consideration.
3. Application Period Extension: At the recommendation of the search committee or Board Designee, the application period may be extended in situations such as there are too few minimally qualified applicants. The Board Designee will confer with the search committee before making the final decision to extend the application period to determine the length of the extension.

SECTION IV: SEARCH COMMITTEE

1. The Board Designee shall appoint the Search Committee according to the criteria established below:
 - a. The Search Committee shall consist of no more than 13 and no fewer than seven voting members.
 - i. The Board Designee will select up to seven administrators and managers. The Board Designee also will appoint the Search Committee Chair
 - ii. Each Academic Senate will select one faculty member for a total of two on the committee
 - iii. The South Orange County Community College District Faculty Association will select one faculty member
 - iv. Two members of the classified staff:
 1. The California School Employees Association Chapter 586 (“CSEA”) will select the first classified employee
 2. The second appointment will be made jointly by the Classified Senates
 - v. The Police Officers Association (“POA”) will select one of its members
 - b. EEO Representative: The EEO Representative shall be appointed by the Board Designee in consultation with OHR and may be replaced as necessary by another qualified staff member.
2. Orientation: OHR shall conduct an orientation meeting to explain roles, duties, expectations, timelines, and the hiring process to the Committee members. At this time, the Committee will commit to a schedule. All members must also sign a Confidentiality and Conflict of Interest Statement that stresses the importance of the confidentiality of the search.
3. Proportional Values: At the Orientation, the Committee will assign the proportional value given to the application and interview components.
4. Duration and Criteria: Before screening commences, the Committee shall determine the length of and the criteria for evaluating each interview. The Committee shall establish the criteria to be used in screening the applications and selecting the applicants to be interviewed. The screening criteria shall be job related, based on the position description, and based on the District hiring policy.
5. Method of Screening Evaluation: Prior to commencement of paper screening, the Committee shall decide upon the method of screening evaluation to support participation of all Committee members in a discussion to select candidates for interview (Section V.6), viz. numerical ratings based on an agreed-upon rubric or qualitative notations and ranking.
6. Interview Questions: OHR and/or the consultant(s) may provide sample questions at the request of the Chair for Committee consideration. All questions and other requirements must be kept confidential throughout the process. The Committee will develop and forward to OHR and Board Designee for review a list of interview questions to be asked of each candidate, as well as any exercise, presentation, or other requirements. The finalized list of

questions and requirements shall be provided to OHR at least 15 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 Chair will be provided with the OHR reviewed list of questions and other requirements if applicable at least 10 business days before the interview. The Chair will confirm that the questions are finalized prior to five days before interviews are held.

6. Participation: Committee members are expected to be available as necessary for Committee functions, to 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 Board Designee after consultation with the Chair and the OHR. The scores or ratings of a Committee member who withdraws prematurely or is removed will not be counted in the uncompleted phase or section of the process.

In the event that a committee member withdraws or is removed from the Committee, the Board Designee may appoint a replacement member using the same criterion as was used to appoint the lost member (Section IV.2).

In the event that the Search Committee membership falls below the required minimum number of members, the Board Designee, after discussion with the OHR, shall determine whether to restart the hiring process, appoint a replacement Search Committee member, or continue the hiring process with fewer than the minimum number of committee members. A replacement member can be appointed up until the interviews commence.

SECTION V: SCREENING PROCESS

1. Determination of Application Completeness: OHR will review applications for completeness prior to determining minimal qualifications. OHR will send at least one informative email to candidates with incomplete applications, including the nature of the missing or incomplete materials, with a date by which to complete their materials.
2. Determination of Minimum Qualifications: OHR will screen all applicants for minimum qualifications as specified in the official announcement before submission to the Search Committee, thereby determining applicants who will be screened and eligible for interviewing. The Search Committee Chair has the option to be involved in the minimum qualification screening process. Assistance may be provided by the Consultant and/or the Board Designee.
3. Review of Application Materials: The review of application materials is conducted on the District's employment site by each individual committee member.
4. Evaluation of Application Materials (Screening): The Search Committee may not begin to review applications until the appropriate application period has elapsed. At the Orientation meeting or subsequent meeting, the Search Committee in consultation with the HR Specialist shall specify the time during which the application materials shall be available. In the case

of an “open until filled” posting, if the Board Designee determines to extend the application period (Section III.3), the screening period shall be adjusted accordingly.

5. Scoring: Each application shall receive an independent evaluation according to job-related criteria by each member of the Search Committee. The Search Committee members shall evaluate each applicant.
6. Recommendation of Candidates for Interview - Ranked: The committee will convene to discuss the screening evaluations. If the committee has decided to use rating scores, these will be employed to develop a draft ranked list. If the Committee had decided (Section IV.5) to employ a qualitative or non-numerical methodology, each committee member shall present and discuss the applicants he or she would recommend for interview.

When all candidates of interest have been identified, either by score or presentation, the Committee shall have the opportunity to discuss the merits of the identified candidates and agree upon the names of candidates to be interviewed. If, in the case of recorded numerical scores, any committee member wishes to adjust their score, this request shall be honored so that the record reflects the final disposition of the member’s evaluation. The final ranked list may differ from the initial draft list, based on committee discussion. OHR will use this final ranked list to contact candidates for interviews. The Chair will send the list of the candidates to be interviewed to OHR immediately after the meeting.

7. Internal Applicants: The Chair of the Search Committee shall notify any internal applicants who did not receive an interview.
8. Site: After consultation with the Chair, arrangements will be made for the interview location. The Board Designee and Consultant may coordinate an alternate off-campus site location for the interview location.
9. Interview Scheduling: The OHR or Consultant, if so contracted, shall schedule selected candidates for a first-level interview, according to the schedule adopted by the Search Committee, giving them at least five business days notice of the interview, and affording each sufficient time for interviews of approximately equal length. Exceptions to the five-day notice may be granted by the Board Designee.
10. Search Committee Names: At the time of interview scheduling, candidates will be provided with a list of the names and titles of the Search Committee members.
11. Travel Reimbursement: Reimbursement claims must be submitted no later than 30 days after the interview. Any reimbursement claim is limited to standard District reimbursement guidelines and shall not exceed \$3500. Exceptions may be granted by the Board Designee.

SECTION VI: INTERVIEW PROCESS

1. Materials: At the beginning of interviews, applicant packets shall be made available to the Search Committee. Each member of the Search Committee will receive a schedule of interviews, and the interview questions.
2. Set Time: Each applicant shall be afforded the opportunity to have an interview of approximately equal length.

3. Interview Questions: Candidates may have the interview questions in front of them to refer to during the interview.
4. Supplemental Interview Assessment: The candidate may be asked to provide one or more interview assignments such as a writing exercise or presentation, in response to questions provided to the candidate by the Search Committee before the interview.
5. Interview Questions: Each candidate will be asked the same interview questions in the same order.
 - a. During the interview, follow-up questions may be asked to clarify or further investigate a response given by a candidate; by their nature, these may differ for individual candidates, as appropriate to ensure that each candidate is given the opportunity to clarify or expand an answer. If, in the judgment of the EEO Representative, a follow-up question violates standards of non-discrimination, the EEO Representative will direct the candidate to disregard the question.
 - b. Any question by the candidate pertaining to conditions of employment, such as salary, benefits, or policy, must be referred to the OHR.
6. Group Discussion: Search Committee members shall be given an opportunity to discuss each applicant after each interview, including comparing a candidate to preceding candidates. Comprehensive discussion shall take place after all interviews are completed. No discussion of any candidate may take place unless the EEO Representative and all committee members are present. Search Committee members are encouraged to discuss candidates' fulfillment of job-related criteria in a candid and thorough manner. The EEO Representative and Chair shall be responsible for ensuring that discussion is limited to job-related criteria based on the candidate's materials provided (application, resume, presentation, additional assessment assignments, etc.), and their interview.

Each Search Committee member is responsible for exercising his or her independent judgment in rating each candidate.
7. First Level Background Checks: Preliminary background check information will be provided to the search committee prior to their final deliberation / recommendations of finalists. This information may include reference checks, verified internet search or other publicly available information. OHR and / or the consultant may provide this information. Individual committee members are discouraged from doing their own internet searches.
8. Selection of Finalists: After the conclusion of interviews, the Chair shall facilitate the discussion to determine which candidates the Committee agrees should be forwarded to the next level of the recruitment process:
 - a. After the Committee has deliberated and arrived at a list of candidates potentially viable to be forwarded to second level interview, the results of an initial background check of any candidates that might be forwarded (By OHR and/or consultant), shall be shared with the Committee. This information should include at a minimum:
 - i. Information from contacted references
 - ii. Relationships to candidate of references
 - iii. Validated information from other sources

- iv. Internet searches or other public information
- b. Following further deliberation, including the disclosures listed above the Committee shall agree upon the number of applicants on the list to be recommended for the second level for final interviews.
 - i. The committee shall attempt to forward at least three (3) finalists for second level interviews based upon committee consensus
 - ii. 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.

The committee shall provide job related reason why a candidate interviewed is not forwarded to the second level for final interviews.

SECTION VII: REFERENCE CHECKS

1. Timing: Official reference checks, in accordance with the OHR Guidelines, will be performed prior to the submission of the recommended candidates to the Board Designee for second level interviews. Reference checks may be conducted by a consultant.
2. Required Professional References: Each applicant will be asked to provide at least three references as determined by the Board Designee when composing the announcement, for example:
 - a. Current supervisor(s);
 - b. Previous supervisor (from the past five years);
 - c. Colleague/co-worker who can address professional competency and appropriate practical skills;
 - d. Faculty references / academic senate;
 - e. Leadership group(s) representative(s);
 - f. Other professional references

If the individual provided as a reference is unavailable, or if the candidate fails to provide sufficient references, the OHR, in consultation with the Chair, may request additional references from the candidate.

3. Reference Contacts: The OHR, Board Designee and/or Search Consultant, will conduct the reference checks and record the information. Reference checking may include deeper level of background checking and examination of public records and information.

Each reference for each finalist may be asked similar 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. Additional appropriate questions may be allowed based on the context of each candidate's specific background or experience, as well as the relationship between the candidate and the reference. 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.

SECTION VIII: SECOND-LEVEL INTERVIEW

1. Finalists: The Board of Trustees shall be provided a list of finalists and a report of candidates' evaluations by the committee.
2. Second-level Interview: The Board of Trustees will interview the finalists for the position. The Board may invite the Board Designee, Chair or others to participate in the interview process. The Consultant may assist in this process, if desired by the Board.
3. Second-level Interview Schedule: Finalists shall be given at least five (5) business days notice of the interview. Additional sessions for finalists may be scheduled such as public forums, interviews with different constituent groups, along with campus tours. Evaluation forms from these additional sessions will be provided to the Board and taken into account before the final decision is made.
4. Content: The Board may ask formal job-related questions, may ask follow-up questions, and may provide clarification of ambiguous or unclear questions. The Board Designee and/or EEO Representative 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. The Board may have informal unscripted discussions with the candidates, as well.
5. Substantially Similar Interviews: Although variations are permitted throughout the interview process, the Board shall give each candidate a substantially similar interview of approximately the same duration, involving the same segments and exercises.
6. Consultation: The Board may consult with the Board Designee, Chair of the Committee, the Search Committee, and Consultant after the second-level interviews and before any offer of employment is made.
7. Follow Up Interviews: The Board may choose to have follow up interviews with one or more of the finalists.
8. Board Reference Checks: The Board of Trustees may request further, more in depth reference and background checks at any point during the recruitment. The Board and/or members of the Search Committee, at the request of the board, may conduct site visits.
9. Recommendation for Appointment: Upon selection of a candidate by the Board of Trustees, the Board President and/or Board Designee may make the initial offer of employment. The Board Designee will submit the recommendation to the Office of Human Resources. Contract negotiations will be coordinated with the Board Chair, OHR and the Board Designee. The appointment will not be considered final until there is a fully executed employment agreement and the Board of Trustees at a regularly scheduled board meeting has ratified the agreement.

TO: Board of Trustees

FROM: Debra L. Fitzsimons, Interim Chancellor

RE: SOCCCD: Recess to Public Hearing – District Initial Proposal to South Orange County Community College District Faculty Association

ACTION: Public Hearing

BACKGROUND

On October 30, 2017, the Board of Trustees received and accepted the initial proposal from the District to the SOCCCD Faculty Association for review and study.

STATUS

The Board will conduct a public hearing to provide an opportunity for the public to comment on the District's opening proposal to the SOCCCD Faculty Association, shown in Exhibit A.

**THE SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
INITIAL PROPOSAL TO AMEND AND MODIFY
THE SOCCCD ACADEMIC EMPLOYEE MASTER AGREEMENT**
Contract July 1, 2018 – June 30, 2021

In preparation for negotiations to address modifications and amendments to the current SOCCCD Academic Employee Master Agreement and pursuant to Section 3547 (a) of the California Educational Employment Relations Act, the South Orange County Community College District hereby notifies the Faculty Association and the residents of the South Orange County Community College District that it proposes to negotiate amendments related to the following Articles of the existing *Agreement*:

FOR SUBSTANTIVE DISCUSSION

Article XIV, Assignment, Contract Year, Hours of Service, and Professional Duties

- Define items including but not limited to: the assignment of non-instructional days and responsibility on these days; manager's rights for non-instructional faculty assignments; specify the intention of "personal necessity" time to eliminate misuse.
- Clarification of items including, but not limited to: finals week responsibilities, faculty duties, office hours, professional hours, student contact hours; preparation and grading expectations, textbook deadlines, job duties; number of required days on campus.
- Add professional responsibilities for SLO responsibilities in conducting assessment of student learning, data review, discussion of results, plans for improvement of teaching and learning (ACCJC requirement).
- Flex Week: Two (2) mandatory professional development days.
- Define specific department chair duties: process for selection of chairs, summer chairs duties and pay, evaluation; job duties, evaluation process of department chairs, EEO training for part-time faculty.

Article XV, Workload: Clarify and define: manager's right to assignment; manager's right to overload scheduling; LHE for stipend project; reassigned time and standards for non-instructional assignments and stipends; pay for overload and lecture hours; requirements of banked LHE; full time faculty exchanges with adjunct faculty; dean's right of assignment for all supplemental assignments including department chair stipends, practicums load and pay, PT and FT counselors pay differences, department chair duties and pay; address Cooperative Work Experience compensation so it matches CWEE FAQ document from CCCCCO.

Article XVII, Evaluations - Probationary, Tenured and Part-Time:

Improvement of evaluation instrument, student evaluations, separate evaluation for department chair's administrative portion of assignment.

Article XXVII, Benefits and Article XXXI, Retired Faculty Benefits:

Require employees 65 and older to use Medicare as primary for improved health benefits coverage.

FOR LESS SUBSTANTIVE DISCUSSION

Article I, Agreement: Change dates of contract.

Article IV, Definitions: Create “parity” definition; define non-instructional duty day/s.

Article XXVI, Bonded Sabbatical and Professional Development: Clarify standards for sabbaticals to include enhancing student success; define sabbatical scheduling when conflicting with the ability to backfill the vacancy created.

Article XXIX, Leaves: Develop Catastrophic Leave Plan taking into consideration tax implications.

Article XXX, Wages: Negotiate compensation package; evaluate and re-define department chair salary; include courses only from accredited institutions for salary advancement; define circumstances when lower division courses may be used for column advancement.

Other Considerations for Discussion

- Formalize faculty internship program
- Develop repository for course syllabus
- Add previously agreed-upon side letters and MOUs to the Master Agreement

TO: Board of Trustees

FROM: Debra L. Fitzsimons, Interim Chancellor

RE: SOCCCD: Recess to Public Hearing - South Orange County Community College District Faculty Association Initial Proposal to District

ACTION: Public Hearing

BACKGROUND

On October 30, 2017, the Board of Trustees received and accepted the initial proposal from the SOCCCD Faculty Association for review and study.

STATUS

The Board will conduct a public hearing to provide an opportunity for the public to comment on the SOCCCD Faculty Association's opening proposal to the district, shown in Exhibit A.

An Initial Proposal to Amend and Modify the SOCCCD Academic Employee Master Agreement

SOCCCD Faculty Association

September 2017

The *Academic Employees Master Agreement*, which specifies the duties, obligations, working conditions and compensation for all full-time and part-time faculty of the South Orange County Community College District, will expire at the end of June, 2018. In preparation for negotiations to establish its replacement, pursuant to Section 3547 (a) of the California Educational Employment Relations Act, the South Orange County Community College District Faculty Association hereby notifies the Board of Trustees and the residents of the South Orange County Community College District that it proposes the following modifications to the existing *Agreement*:

Article XIV: Assignment, Contract Year, Hours of Service, and Professional Duties

Extend compensated college service and professional development opportunities to part-time faculty

Article XV: Workload

Establish conditions for part-time faculty workload beyond 10 LHE

Add extra duty days for certain disciplines

Increase department chair compensation rates

Revise CWE minimum class size, and CWE compensation model

Article XXVII: Benefits

Increase life insurance benefit

Increase and extend part-time health benefit

Article XXIX: Leaves

Increase bereavement leave

Modify parental leave benefit

Article XXX: Wages

Increase compensation

Establish part-time parity

Adjust initial salary schedule placement credit

Extend doctoral stipend to part-time faculty

Article XXXI: Retired Faculty Benefits

Provide benefits for dependents of retired faculty

TO: Board of Trustees

FROM: Debra L. Fitzsimons, Interim Chancellor

RE: SOCCCD: Adopt District Initial Proposal to SOCCCD Faculty Association

ACTION: Approval

BACKGROUND

Government Code 3547 requires that all initial proposals of exclusive representatives and of public school employers which relate to matters within the scope of representation be presented at a public meeting of the Board of Trustees and thereafter be a matter of public record. In addition, before collective bargaining may take place, both the initial proposals of the exclusive representative and the community college district shall be made public for a reasonable time so that members of the public have the opportunity to comment to the Board of Trustees regarding either of the initial proposals. The District presented its initial proposal to modify, amend, or terminate the Master Agreement at the October 30, 2017 Board of Trustees meeting.

STATUS

A public hearing for this proposal was held at tonight's Board of Trustees meeting and the public had an opportunity to respond. In preparation for contract negotiations, the Board is now asked to adopt the District's opening proposal as shown in Exhibit A, so that negotiations may commence.

RECOMMENDATION

The Interim Chancellor recommends that the Board of Trustees adopt the District's initial proposal (Exhibit A) in order for negotiations between the District and the Faculty Association to begin.

**THE SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
INITIAL PROPOSAL TO AMEND AND MODIFY
THE SOCCCD ACADEMIC EMPLOYEE MASTER AGREEMENT**
Contract July 1, 2018 – June 30, 2021

In preparation for negotiations to address modifications and amendments to the current SOCCCD Academic Employee Master Agreement and pursuant to Section 3547 (a) of the California Educational Employment Relations Act, the South Orange County Community College District hereby notifies the Faculty Association and the residents of the South Orange County Community College District that it proposes to negotiate amendments related to the following Articles of the existing *Agreement*:

FOR SUBSTANTIVE DISCUSSION

Article XIV, Assignment, Contract Year, Hours of Service, and Professional Duties

- Define items including but not limited to: the assignment of non-instructional days and responsibility on these days; manager's rights for non-instructional faculty assignments; specify the intention of "personal necessity" time to eliminate misuse.
- Clarification of items including, but not limited to: finals week responsibilities, faculty duties, office hours, professional hours, student contact hours; preparation and grading expectations, textbook deadlines, job duties; number of required days on campus.
- Add professional responsibilities for SLO responsibilities in conducting assessment of student learning, data review, discussion of results, plans for improvement of teaching and learning (ACCJC requirement).
- Flex Week: Two (2) mandatory professional development days.
- Define specific department chair duties: process for selection of chairs, summer chairs duties and pay, evaluation; job duties, evaluation process of department chairs, EEO training for part-time faculty.

Article XV, Workload: Clarify and define: manager's right to assignment; manager's right to overload scheduling; LHE for stipend project; reassigned time and standards for non-instructional assignments and stipends; pay for overload and lecture hours; requirements of banked LHE; full time faculty exchanges with adjunct faculty; dean's right of assignment for all supplemental assignments including department chair stipends, practicums load and pay, PT and FT counselors pay differences, department chair duties and pay; address Cooperative Work Experience compensation so it matches CWEE FAQ document from CCCCCO.

Article XVII, Evaluations - Probationary, Tenured and Part-Time:

Improvement of evaluation instrument, student evaluations, separate evaluation for department chair's administrative portion of assignment.

Article XXVII, Benefits and Article XXXI, Retired Faculty Benefits:

Require employees 65 and older to use Medicare as primary for improved health benefits coverage.

FOR LESS SUBSTANTIVE DISCUSSION

Article I, Agreement: Change dates of contract.

Article IV, Definitions: Create “parity” definition; define non-instructional duty day/s.

Article XXVI, Bonded Sabbatical and Professional Development: Clarify standards for sabbaticals to include enhancing student success; define sabbatical scheduling when conflicting with the ability to backfill the vacancy created.

Article XXIX, Leaves: Develop Catastrophic Leave Plan taking into consideration tax implications.

Article XXX, Wages: Negotiate compensation package; evaluate and re-define department chair salary; include courses only from accredited institutions for salary advancement; define circumstances when lower division courses may be used for column advancement.

Other Considerations for Discussion

- Formalize faculty internship program
- Develop repository for course syllabus
- Add previously agreed-upon side letters and MOUs to the Master Agreement

TO: Board of Trustees

FROM: Debra L. Fitzsimons, Interim Chancellor

RE: SOCCCD: Academic and Classified Administrators Personnel Actions-
Regular Items

ACTION: Ratification

BACKGROUND

In accordance with Board Policy 2100, all SOCCCD employee actions must be ratified by the Board of Trustees.

STATUS

Personnel are employed in the South Orange County Community College District for the purpose of meeting the needs of students.

Those academic personnel actions shown in Exhibit A are presented to the Board of Trustees for ratification to be effective on the dates as shown on the Exhibit.

RECOMMENDATION

The Chancellor recommends that the Board of Trustees ratify the Academic and Classified Administrator personnel actions as shown in Exhibit A.

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

ACADEMIC AND ADMINISTRATOR PERSONNEL ACTIONS/RATIFICATIONS

A. NEW PERSONNEL APPOINTMENTS

1. ADMINISTRATIVE EMPLOYMENT (Ratified – Pursuant to Board Policy 4002.1)

- a. WHITTAKER, DENISE, Employee ID# 023030 is to be employed as Acting Vice Chancellor of Human Resources, Pos. # P0012491, District Services, Academic & Classified Administrators/Classified Managers Salary Range 27, Step 5, effective October 14, 2017, and ending on October 27, 2017. This is a temporary replacement until the permanent position is filled, and was approved by the Interim Chancellor on October 9, 2017.
- b. AVALOS, JUAN, Employee ID# 017555, is to be employed as Acting Vice President of Instruction, Pos. # P0004580, Saddleback College, Academic & Classified Administrators/Classified Managers Salary Range 25, Step 8, effective October 13, 2017 with a 10% temporary upgrade in pay in the form of a monthly allowance. This is a temporary replacement until the permanent position is filled, and was approved by the Interim Chancellor on October 30, 2017.

2. ACADEMIC TEMPORARY PART-TIME/SUBSTITUTE STAFF (Ratified - Pursuant to Board Policy 4002.1)

<u>Applicant</u>	<u>Highest Degree</u>	<u>Assignment</u>	<u>Approx. Salary Placement</u>	<u>Start Date</u>
Choi, Soojeong	Equivalency	Korean/SC	5	10/20/17
Coleman, Catherine	MA/Linguistics	English/IVC	6	08/21/17
Ellis, Courtney	MA/English	English/IVC	2	01/16/18
Enciso, Maria	MA/Spanish	Emeritus/SC	5	01/16/18
Hayter, Kari	MFA/Theatre Arts	Theatre Arts/SC	2	01/16/18
Howard, Shyann	Equivalency	DSPS Counselor/SC	2	10/13/17
Penner, Anna	MA/Sociology	Sociology/IVC	2	01/16/18
Saxe, Anne	MA/Geography	Geography/SC	2	08/21/17
Smith, Shadrach	MA/Biology	Emerg Med Tech/SC	2	01/16/18
Vu, Son	MBA/Business Admin	Computer Info/SC	2	01/16/18
Zweigle, Polixeni	MA/Education	Child Develop./SC	2	01/16/18

**3. PERMANENT, FULL-TIME FACULTY/MANAGERS TEACHING OUTSIDE
THEIR DISCIPLINE/EQUIVALENCY** (Ratified - Pursuant to Board Policy 4002.1)

<u>Applicant</u>	<u>Highest Degree</u>	<u>Assignment</u>	<u>Approx. Salary Placement</u>	<u>Start Date</u>
¹ McKim, Brett	Equivalency	Drafting/IVC	7	01/16/18
² Mitolo, Massimo	PhD/Electrical Eng.	Engineering/IVC	6	01/16/18
³ Zimmerman, Ray	Equivalency	Humanities/SC	7	08/21/17

¹ Current Full-time Design Model Making Instructor at Irvine Valley College

² Current Full-time Electrical Technology Instructor at Irvine Valley College

³ Current Full-time English Instructor at Saddleback College

B. ADDITIONAL COMPENSATION: GENERAL FUND

1. It is recommended that the following **Irvine Valley College** faculty members be compensated as indicated below for the 2017/2018 fiscal years.

<u>Name</u>	<u>Activity</u>	<u>Not to Exceed Amount (\$)</u>	<u>Effective Date</u>
Bailey, Cheryl	Chair, Library Services	\$2,390.50	01/09/18-05/24/18
Boone, Rick	Chair, Emeritus	\$3,756.50	01/09/18-05/24/18
Carnie, Henry	CCCIP College Mentor 3	\$1,000.00	01/09/18-05/24/18
Castroconde, Miriam	CCCIP College Mentor 2	\$1,000.00	01/09/18-05/24/18
Davison, John	Co-Chair, Physical Sciences 1	\$4,098.00	01/09/18-05/24/18
DeRoulet, Daniel	Writing Center Facilitator	\$5,464.00	01/09/18-05/24/18
French, Jules	Facilitator, Forensics 1 st Half Sem.	\$3,415.00	01/09/18-05/24/18
Gabriella, Wendy	Chair, Anthropology	\$1,366.00	01/09/18-05/24/18
Henmi, Judy	DSP&S Faculty Coordinator	\$3,442.00	08/14/17-12/20/17
Henmi, Judy	DSP&S Faculty Coordinator	\$3,442.00	01/09/18-05/24/18
Hochwald, Seth	Co-Chair, Computer Science 1	\$1,707.50	01/09/18-05/24/18
Hollenbaugh, Robert	Chair, Sociology	\$1,366.00	08/14/17-12/20/17
Kaufmann, Jefferey	Co-Chair, Biology 2	\$4,098.00	01/09/18-05/24/18
Kil, Joon	Chair, Political Science	\$2,390.50	01/09/18-05/24/18
King, Donna	Chair, Human Development	\$2,732.00	01/09/18-05/24/18
Kirk, Julie	Chair, Visual Arts	\$6,147.00	01/09/18-05/24/18
Klein, Thomas	Co-Facilitator, Model United Nat. 2	\$2,049.00	08/14/17-12/20/17
Klein, Thomas	Co-Facilitator, Model United Nat. 1	\$2,049.00	01/09/18-05/24/18
La Curan, Jennifer	Chair, Dance	\$4,098.00	01/09/18-05/24/18
Loke, Chan	Co-Chair, Computer Science 2	\$1,707.50	01/09/18-05/24/18
Long, Lewis	Co-Chair, English 2	\$3,756.50	01/09/18-05/24/18
Mathur, Roopa	Chair, Business Sciences	\$8,196.00	01/09/18-05/24/18
McCaughey, Colin	Chair, Administration of Justice	\$2,390.50	01/09/18-05/24/18
McCaughey, Colin	Admin. of Justice: CTE Coordinator	\$2,732.00	01/09/18-05/24/18
Melendez, Robert	Chair, Counseling	\$2,732.00	01/09/18-05/24/18
Meyer, Kurt	CCCIP College Mentor	\$1,000.00	01/17/17-05/25/17
Meyer, Kurt	Vice President, Faculty Association	\$4,098.00	01/09/18-05/24/18
Mis, Benjamin	CCCIP College Coordinator	\$1,500.00	01/17/17-05/25/17
Mis, Benjamin	CCCIP College Coordinator	\$1,500.00	01/09/18-05/24/18
Monte, Brent	Guided Pathwys Faculty Co-Coord 2	\$4,098.00	08/21/17-12/20/17
Monte, Brent	Co-Chair, Mathematics 1	\$5,122.50	01/09/18-05/24/18
Monte, Brent	Guided Pathwys Faculty Co-Coord 2	\$4,098.00	01/09/18-05/24/18
Neesen, Bill	Facilitator, Forensics 2 nd Half Sem.	\$3,415.00	01/09/18-05/24/18
Pham, Lan	Co-Chair, Mathematics 2	\$5,122.50	01/09/18-05/24/18
Popescu, Anca	Co-Chair, Languages 1	\$2,049.00	01/09/18-05/24/18
Poster, Jamie	Chair, Humanities	\$6,147.00	01/09/18-05/24/18
Rodriguez, Roland	Co-Chair, Biology 1	\$4,098.00	01/09/18-05/24/18
Rybold, Gary	Chair, Communication Arts	\$2,732.00	01/09/18-05/24/18
Sahani, Navneet	Co-Facilitator, Model United Nat. 2	\$2,049.00	01/09/18-05/24/18
Schmeidler, Kathy	CCCIP College Mentor	\$1,000.00	01/17/17-05/25/17
Tabibzadeh, Kiana	Co-Chair, Physical Sciences 2	\$4,098.00	01/09/18-05/24/18
Taylor, Yemmy	Chair, Psychology	\$3,415.00	01/09/18-05/24/18
Titus, Jodi	Chair, Geography	\$1,707.50	01/09/18-05/24/18
Tresler, Matt	Chair, Music	\$5,464.00	01/09/18-05/24/18

B. ADDITIONAL COMPENSATION: GENERAL FUND - Continued

1. It is recommended that the following **Irvine Valley College** faculty members be compensated as indicated below for the 2017/2018 fiscal years.

<u>Name</u>	<u>Activity</u>	<u>Not to Exceed</u> <u>Amount (\$)</u>	<u>Effective Date</u>
Tucker, Kari	CCCIP College Mentor 1	\$1,000.00	01/09/18-05/24/18
Wolken, Matt	CCCIP College Mentor	\$1,000.00	01/17/17-05/25/17
Wolken, Matt	Chair, Engineering	\$2,390.50	01/09/18-05/24/18
Total for Month: General Fund/IVC		\$144,629.50	
2017-2018 IVC FISCAL YEAR TOTAL TO DATE		\$150,956.32	

2. It is recommended that the following **Saddleback College** faculty members be compensated as indicated below for the 2017/2018 fiscal years.

<u>Name</u>	<u>Activity</u>	<u>Not to Exceed</u> <u>Amount (\$)</u>	<u>Effective Date</u>
HoidaMulholland, B	Online Educator Program	\$463.00	08/21/17-12/20/17
Total for Month: General Fund/Saddleback College		\$463.00	
2017-2018 SC FISCAL YEAR TOTAL TO DATE		\$287,203.32	

C. ADDITIONAL COMPENSATION: CATEGORICAL/NON-GENERAL FUND

1. It is recommended that the following **Irvine Valley College** faculty members be compensated as indicated below for 2017/2018 fiscal years.

<u>Name</u>	<u>Activity</u>	<u>Not to Exceed</u> <u>Amount (\$)</u>	<u>Effective Date</u>
Alvarez, Lisa	Writing Sample Reader (SSSP)	\$10.00	05/30/17-08/12/17
Beasley, James	ESL Assessment Reader (SSSP)	\$319.68	05/30/17-08/12/17
Beck, Rebecca	ESL Assessment Reader (SSSP)	\$239.76	05/30/17-08/12/17
Carnie, Henry	Support ELEVATE AAPI@IVC	\$2,000.00	08/14/17-12/13/17
Evans, Julie	Writing Sample Reader (SSSP)	\$10.00	05/30/17-08/12/17
Haeri, Melanie	Writing Sample Reader (SSSP)	\$8.00	05/30/17-08/12/17
Kaminsky, Rebecca	Writing Sample Reader (SSSP)	\$6.00	05/30/17-08/12/17
Kil, Joon	Support ELEVATE AAPI@IVC	\$500.00	08/14/17-12/13/17
Knoll, Melissa	Support ELEVATE AAPI@IVC	\$2,000.00	08/14/17-12/13/17
Koh, Young	Support ELEVATE AAPI@IVC	\$2,400.00	08/14/17-12/13/17
Laidemitt, Heidi	ESL Assessment Reader (SSSP)	\$319.68	05/30/17-08/12/17
Lee, Celina	Support ELEVATE AAPI@IVC	\$500.00	08/14/17-12/13/17
Long, Lewis	Writing Sample Reader (SSSP)	\$6.00	05/30/17-08/12/17
Nguyen, Pierre	Support ELEVATE AAPI@IVC	\$500.00	08/14/17-12/13/17
Ponzillo, Gizelle	ESL Assessment Reader (SSSP)	\$319.68	05/30/17-08/12/17
Scherger, Deanna	Writing Sample Reader (SSSP)	\$22.00	05/30/17-08/12/17
Serpas, Summer	Writing Sample Reader (SSSP)	\$10.00	05/30/17-08/12/17
Warner, Brent	ESL Assessment Reader (SSSP)	\$479.52	05/30/17-08/12/17
Wilson, Jeff	SSSP ESL Assessment Reader	\$159.84	05/30/17-08/12/17
Total for Month: Non-General Fund/Irvine Valley College		\$9,810.16	
2017-2018 IVC FISCAL YEAR TOTAL TO DATE		\$227,797.28	

C. ADDITIONAL COMPENSATION: CATEGORICAL/NON-GENERAL FUND - Continued

2. It is recommended that the following **Saddleback College** faculty members be compensated as indicated below for 2017/2018 fiscal years.

<u>Name</u>	<u>Activity</u>	<u>Not to Exceed</u>	<u>Effective Date</u>
		<u>Amount (\$)</u>	
Barlow, Daniel	English Dept. CPR Faculty Retreat	\$144.06	09/22/17-09/22/17
Beckham, Jack	Facilitate Eng Dept CPR Fac Retreat	\$205.80	09/22/17-09/22/17
Bennett, Mike	Coordinator, KNEA Program	\$6,832.56	08/21/17-12/20/17
Bird, Chrissy	AHE Practicum-Fall 2017	\$370.44	09/08/17-11/17/17
Boustani, Ladi	AHE Peer Academy	\$41.16	09/22/17-09/22/17
Bravo, Adam	Jazz Faculty Concert	\$150.00	08/28/17-08/28/17
Brunner, Janelle	English Dept. CPR Faculty Retreat	\$144.06	09/22/17-09/22/17
Budica, Jessica	English Dept. CPR Faculty Retreat	\$144.06	09/22/17-09/22/17
Burnham, Stephanie	English Dept. CPR Faculty Retreat	\$144.06	09/22/17-09/22/17
Chatham, Lynn	English Dept. CPR Faculty Retreat	\$144.06	09/22/17-09/22/17
Fisher, Suki	Facilitate Eng Dept CPR Fac Retreat	\$205.80	09/22/17-09/22/17
Gates, Alana	AHE Peer Academy	\$82.32	09/22/17-09/22/17
George, Sara	English Dept. CPR Faculty Retreat	\$144.06	09/22/17-09/22/17
Gilbert, Annie	AHE Peer Academy	\$82.32	09/22/17-09/22/17
Gilman, Bruce	English Dept. CPR Faculty Retreat	\$82.32	09/22/17-09/22/17
Gonzalez, Sara	English Dept. CPR Faculty Retreat	\$144.06	09/22/17-09/22/17
Gonzalez, Sara	Teaching Dev. Writers Fall 2017	\$1,234.80	09/18/17-12/20/17
Goss, Debbie	AHE Peer Academy	\$82.32	09/22/17-09/22/17
Goulding, Carrie	English Dept. CPR Faculty Retreat	\$144.06	09/22/17-09/22/17
Hayter, Catherine	Facilitate Eng Dept CPR Fac Retreat	\$205.80	09/22/17-09/22/17
Hedgecock, Jennifer	English Dept. CPR Faculty Retreat	\$144.06	09/22/17-09/22/17
Homma, Mary	AHE Peer Academy	\$82.32	09/22/17-09/22/17
Hughes, Luther	Jazz Faculty Concert	\$150.00	08/28/17-08/28/17
Hunt, Matthew	English Dept. CPR Faculty Retreat	\$82.32	09/22/17-09/22/17
Jenkins, Tina	AHE Peer Academy Facilitator	\$377.44	09/22/17-09/22/17
Johnson, Paul	Jazz Faculty Concert	\$150.00	08/28/17-08/28/17
Lee, Ken	Guided Pathwys Initiative Fac. Lead	\$4,000.00	01/01/18-05/26/18
Kihyet, Connie	AHE Peer Academy	\$82.32	09/22/17-09/22/17
Knapp, Rebecca	AHE Peer Academy	\$82.32	09/22/17-09/22/17
Lively, Brian	AHE Peer Academy	\$82.32	09/22/17-09/22/17
Major, Nicole	BSI OER Lead, Fall 2017	\$1,750.00	09/01/17-12/20/17
McMurtrey, Megan	Teaching Dev. Writers Fall 2017	\$1,234.80	09/18/17-12/20/17
Murray, Peter	AHE Peer Academy Facilitator	\$377.44	09/22/17-09/22/17
Myhren, Brett	English Dept. CPR Faculty Retreat	\$144.06	09/22/17-09/22/17
Ochi, Shellie	English Dept. CPR Faculty Retreat	\$144.06	09/22/17-09/22/17
Oderlin, Jeff	English Dept. CPR Faculty Retreat	\$144.06	09/22/17-09/22/17
Pakula, Jennifer	BSI OER Lead, Fall 2017	\$1,750.00	09/01/17-12/20/17
Pangborn, Lori	English Dept. CPR Faculty Retreat	\$144.06	09/22/17-09/22/17
Pinter, Gerald	Jazz Faculty Concert	\$200.00	08/28/17-08/28/17
Plascencia-Carriz., B	AHE Peer Academy	\$82.32	09/22/17-09/22/17
⁴ Podolak, Mark	Golf Cart Wrap	\$13.00	09/01/17-09/30/17
Ranz, Joshua	Clarinet Recital in FA 103	\$650.00	09/21/16-09/21/16

⁴ Total amount of stipend is \$1,000. 10/30/17 Board Agenda listed the stipend as \$987. Add additional \$13 to 11/13/17 BA

C. ADDITIONAL COMPENSATION: CATEGORICAL/NON-GENERAL FUND - Continued

1. It is recommended that the following **Saddleback College** faculty members be compensated as indicated below for 2017/2018 fiscal years.

<u>Name</u>	<u>Activity</u>	<u>Not to Exceed</u>	
		<u>Amount (\$)</u>	<u>Effective Date</u>
Romesburg, Rod	English Dept. CPR Faculty Retreat	\$144.06	09/22/17-09/22/17
Rosenn, Tristen	Jazz Faculty Concert	\$150.00	08/28/17-08/28/17
Seaman, Carolyn	BSI OER Librarian, F17	\$411.60	09/01/17-12/20/17
Shafe, Kia	BSI OER Faculty, Fall 2017	\$650.00	09/01/17-12/20/17
Shaffer, Gina	English Dept. CPR Faculty Retreat	\$144.06	09/22/17-09/22/17
Shaw, Kat	AHE Peer Academy	\$82.32	09/22/17-09/22/17
Stachenfeld, Marilyn	English Dept. CPR Faculty Retreat	\$144.06	09/22/17-09/22/17
Stout, Ron	Jazz Faculty Concert	\$200.00	08/28/17-08/28/17
Strong, Peggy	English Dept. CPR Faculty Retreat	\$144.06	09/22/17-09/22/17
Weaver, Chris	English Dept. CPR Faculty Retreat	\$144.06	09/22/17-09/22/17
Williams, Jacob	English Dept. CPR Faculty Retreat	\$144.06	09/22/17-09/22/17
Williams, Jacob	BSI English PLC Lead, Fall 17	\$1,852.20	09/01/17-12/20/17
Wilson, Steve	AHE Peer Academy	\$82.32	09/22/17-09/22/17
Zach, Alicia	BSI OER Librarian, F17	\$411.60	09/01/17-12/20/17
Zemanek, Erika	English Dept. CPR Faculty Retreat	\$144.06	09/22/17-09/22/17
Zemanek, Erika	Teaching Dev. Writers Fall 2017	\$1,234.80	09/18/17-12/20/17
Zimmerman, Ray	English Dept. CPR Faculty Retreat	\$144.06	09/22/17-09/22/17
Total for Month: Non-General Fund/Saddleback College		\$28,822.34	
2017-2018 SADDLEBACK FISCAL YEAR TOTAL TO DATE		\$171,213.58	

D. RECLASSIFICATION OF CLASSIFIED ADMINISTRATIVE POSITION/PROMOTION OF EMPLOYEES

1. **ELIMINATE** Vice President for College Administrative Services, a Classified Administrator position, Academic & Classified Administrators/Managers Salary Range 24, Office of the President, Saddleback College and Irvine Valley College, approved by the Interim Chancellor.

RECLASSIFY as Vice President for College Administrative Services, a Classified Administrator position, Academic & Classified Administrators/Managers Salary Range 25, Office of the President, Saddleback College and Irvine Valley College, retroactive to September 1, 2017, approved by the Interim Chancellor.

2. **PROMOTE DUE TO RECLASSIFICATION** (above) HILTON, CAROL, Employee ID # 002075, Vice President for College Administrative Services, a Classified Administrator position, Academic & Classified Administrators/Managers Salary Range 24, Step 8 to Vice President for College Administrative Services, a Classified Administrator position, Academic & Classified Administrators/Managers Salary Range 25, Step 8, retroactive to September 1, 2017. (Start date December 15, 1988). Approved by the Interim Chancellor.

D. RECLASSIFICATION OF CLASSIFIED ADMINISTRATIVE POSITION/PROMOTION OF EMPLOYEES - Continued

PROMOTE DUE TO RECLASSIFICATION (above) KHACHATRYAN, DAVIT, Employee ID # 013574, Vice President for College Administrative Services, a Classified Administrator position, Academic & Classified Administrators/Managers Salary Range 24, Step 7 to Vice President for College Administrative Services, a Classified Administrator position, Academic & Classified Administrators/Managers Salary Range 25, Step 8, retroactive to September 1, 2017. (Start date April 1, 2004). Approved by the Interim Chancellor.

TO: Board of Trustees
FROM: Debra L. Fitzsimons, Interim Chancellor
RE: SOCCCD: Classified Personnel Actions – Regular Items
ACTION: Ratification

BACKGROUND

In accordance with Board Policy 2100, all SOCCCD employee actions must be ratified by the Board of Trustees.

STATUS

Personnel are employed in the South Orange County Community College District for the purpose of meeting the needs of students.

RECOMMENDATION

The Chancellor recommends that the Board of Trustees ratify the classified personnel actions as shown in Exhibit A.

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
CLASSIFIED PERSONNEL ACTIONS/RATIFICATIONS

A. NEW PERSONNEL APPOINTMENTS

1. CLASSIFIED EMPLOYMENT (Information Items – Pursuant to Board Policy 4002.1)

- a. JOHNSON, WINIFRED is to be employed as Acting Executive Director of College Foundation, Pos. #P0012563, Office of the President, Saddleback College, Academic Administrators and Classified Administrators/Managers Salary Schedule Range 22, Step 8, 40 hours per week, effective November 13, 2017 through June 30, 2018 (to be extended, if needed). This is a temporary position approved by the Interim Chancellor on October 26, 2017.
- b. LANTHIER BANDY, JULIE is to be employed as Acting Director of Marketing and Communications, Pos. #P0011507, Office of the President, Saddleback College, Academic Administrators and Classified Administrators/Managers Salary Schedule Range 16, Step 7, 40 hours per week, effective October 25, 2017 through June 30, 2018 (to be extended, if needed). This is a temporary position approved by the Interim Chancellor on October 16, 2017.
- c. RUBIO, RICHARD is to be employed as Custodian, Pos. #P0007355, Facilities Custodial, Saddleback College, C.S.E.A. Classified Bargaining Unit Salary Schedule Range 113, Step 1, 29 hours per week, 12 months per year, effective October 1, 2017. This is a replacement for Samara Carbajal Solis.

2. The following individuals are to be employed as **Substitutes** in the classification noted below, on an if-and-as-needed basis. (Information Items – Pursuant to Section 70902(d) of the California Education Code)

<u>Name</u>	<u>Classification</u>	<u>Hourly Rate (\$)</u>	<u>Start Date</u>
Farah, Randall	Facilities Operations Supervisor /SC	39.88	10/11/17-06/30/18
Godwin, Samantha	Library Assistant I/VC	20.24	10/11/17-06/30/18
Magana-Castro, Sergio	Custodian/SC	19.27	10/17/17-06/30/18
¹ Namiranian, Armita	Public Safety Assistant/IVC	19.27	10/04/17-06/30/18
Shekhalevich, Anton	Accounting Specialist/DS	27.23	10/15/17-06/30/18
Villanueva, Ivan	Custodian/SC	19.27	10/17/17-06/30/18

3. The following individuals are to be employed as **Short-Term (Temporary)** positions for the **2017/2018 academic year**, on an if-and-as-needed basis, and shall work no more than 160 days in any fiscal year. (Information Items – Pursuant to Section 70902(d) of the California Education Code)

<u>Name</u>	<u>Position</u>	<u>Hourly Rate (\$)</u>	<u>Start/End Date</u>
Aragon, Vanessa	Project Specialist/IVC	21.00	10/13/17-06/30/18
Badua, Roy Daniel	Project Specialist/SC	20.00	10/23/17-06/30/18
Calabrese, Daniel	Project Specialist/SC	15.00	09/11/17-06/30/18

¹ Related to Afsaneh Namiranian, TMD (Theatre, Music and Dance) Aide, Irvine Valley College.

A. NEW PERSONNEL APPOINTMENTS - Continued

3. The following individuals are to be employed as **Short-Term (Temporary)** positions for the **2017/2018 academic year**, on an if-and-as-needed basis, and shall work no more than 160 days in any fiscal year. (Information Items – Pursuant to Section 70902(d) of the California Education Code)

<u>Name</u>	<u>Position</u>	<u>Hourly Rate (\$)</u>	<u>Start/End Date</u>
Contreras, Cesar	Adapted Kinesiology Aide/SC	12.50	09/27/17-06/30/18
Devaul, Derek	Project Specialist/SC	11.50	11/01/17-06/30/18
Dorsi, Jarin	Project Specialist/SC	15.00	10/05/17-06/30/18
Fitzpatrick, Mary	Project Specialist/SC	20.00	10/02/17-06/30/18
Frias Markey, Kristina	Project Specialist/IVC	16.00	09/22/17-06/30/18
Galza, Randy	Coaching Aide/SC	25.00	10/11/17-06/30/18
Gardner, Keith	TMD Aide/IVC	12.50	09/01/17-06/30/18
Gramling, Maria Cristina	Child Dev. Center Aide/SC	20.00	10/13/17-06/30/18
Granda, Andre	Coaching Aide/IVC	25.00	10/12/17-06/30/18
² Greenough, Nicole	Project Specialist/SC	20.00	10/04/17-06/30/18
Gutierrez, Austin	Adapted Kinesiology Aide/SC	12.50	09/27/17-06/30/18
Hassan, Amanda	Project Specialist/IVC	12.00	10/23/17-06/30/18
Hughes, Jacob	Adapted Kinesiology Aide/SC	12.50	10/15/17-06/30/18
Khoury, Brooklinn	Project Specialist/SC	14.00	10/17/17-06/30/18
Kraus, Kristian	Project Specialist/SC	12.00	10/15/17-06/30/18
La Londe, Mia	Child Dev. Center Aide/SC	20.00	10/17/17-06/30/18
Lane, Alan	Coaching Aide/IVC	25.00	10/11/17-06/30/18
Lucarelli, Jeffrey	Project Specialist/SC	12.00	09/28/17-06/30/18
Miller, Chase	Adapted Kinesiology Aide/SC	13.00	10/15/17-06/30/18
Mitchell, Cameron	Coaching Aide/SC	25.00	10/11/17-06/30/18
Mora Paredes, Andrea	Project Specialist/IVC	12.00	10/13/17-06/30/18
³ Namiranian, Afsaneh	TMD Aide/IVC	14.00	10/04/17-06/30/18
Ngugi, Thiongo	Project Specialist/IVC	12.00	10/04/17-06/30/18
Niccole, Lana	Coaching Aide/IVC	25.00	10/11/17-06/30/18
Ochiai, Alan	Coaching Aide/IVC	25.00	10/09/17-06/30/18
Parra, Antonio	Adapted Kinesiology Aide/SC	13.00	10/15/17-06/30/18
⁴ Parra, Jacqueline	Clerk/SC	16.00	10/23/17-06/30/18
Ramos, Diana	Project Specialist/SC	25.00	10/05/17-06/30/18
Reshad, Lila	Project Specialist/IVC	12.00	10/25/17-06/30/18
Savoy, Kalei	Project Specialist/SC	12.00	10/15/17-06/30/18
Smets, Meredith	Clerk/IVC	11.50	09/26/17-06/30/18
Tibbetts, Victoria	Project Specialist/IVC	17.50	10/15/17-06/30/18
Tolles, Chase	Project Specialist/SC	14.00	10/05/17-06/30/18
Vanegas, Breanna	Clerk/IVC	11.50	10/05/17-06/30/18
Vigueras, Carla	TMD Aide/IVC	20.00	09/28/17-06/30/18
Vu, Son	Project Specialist/SC	15.50	09/01/17-06/30/18
Yu, Mildred	Project Specialist/IVC	12.00	10/13/17-06/30/18

² Related to Cathy Greenough, Payroll Specialist, District Services.

³ Related to Armita Namiranian, Public Safety Assistant, Irvine Valley College.

⁴ Related to Lori Parra, Extended Opportunity Program Specialist – Bilingual, Saddleback College, Michael Parra, Associate Faculty, Saddleback College, and Cristina Parra, Clerk-Short Term, Saddleback College.

A. NEW PERSONNEL APPOINTMENTS - Continued

4. The following individuals are to be employed as **Student Help (Temporary)**, Irvine Valley College and Saddleback College, on an if-and-as-needed-basis, for the **2017/2018 academic year**.

<u>Name</u>	<u>Start/End Date</u>
Adon, Rose	09/01/17-06/30/18
Bridy, Julian	10/06/17-06/30/18
Elhalafawy, Sundoss	10/06/17-06/30/18
Farahbod, Nahid	10/15/17-06/30/18
Paracha, Areeba	10/06/17-06/30/18
Sabet, Donna	09/15/17-06/30/18

5. The following individuals are to be employed on a temporary basis, as **Professional Expert, Community and Contract Education**, Irvine Valley College and Saddleback College, as defined in the California Education Code 88003, for the **2017/2018 academic year**. Each individual's rate of pay not to exceed the amount as defined below. (Information Items – Pursuant to Section 70902(d) of the California Education Code)

<u>Name</u>	<u>Position</u>	<u>Not to Exceed (\$)</u>	<u>Start/End Date</u>
Alrayes, Samer	Tutor/SC	12.00	09/15/17-06/30/18
Birney, Felicia	Tutor/SC	12.00	09/15/17-06/30/18
De Simone, Debra	Medical Professional/IVC	45.00	10/10/17-06/30/18
Foster, Daniel	Tutor/IVC	12.00	10/18/17-06/30/18
Ham, Jun	Tutor/IVC	11.50	10/13/17-06/30/18
Hoffman Jastermsky, Evan	Tutor/IVC	12.00	10/04/17-06/30/18
Jackson, Colby	Clinical Skills Specialist/SC	15.00	09/27/17-06/30/18
Kippax, Jeffrey	Tutor/SC	12.00	09/25/17-06/30/18
Le, Kyle	Recreation Aide/SC	11.50	10/09/17-06/30/18
MacDonald, Donald	Tutor/SC	12.00	09/15/17-06/30/18
Nasimi, Najibullo	Tutor/IVC	11.50	10/23/17-06/30/18
Rivera, Ericka	Tutor/SC	12.00	09/15/17-06/30/18
Sarabia, Rodolfo	Clinical Skills Specialist/SC	20.00	10/05/17-06/30/18
⁵ Searcy, Nathan	Recreation Aide/SC	13.50	10/23/17-06/30/18

B. AUTHORIZATION TO ESTABLISH AND ANNOUNCE A CLASSIFIED POSITION

1. ADMINISTRATIVE ASSISTANT, CATEGORICAL, Pos. #P0012510, C.S.E.A. Classified Bargaining Unit Salary Schedule Range 121, Student Equity, Department of Student Life, Irvine Valley College seeks authorization to establish and announce a full-time position, 40 hours per week, 12 months per year, to its staff complement, effective October 9, 2017. This position was approved by the Interim Chancellor on October 9, 2017 with employment contingent upon funding by the Student Equity Program.

⁵ Related to Arron Searcy, Program Coordinator, Categorical, Saddleback College.

B. AUTHORIZATION TO ESTABLISH AND ANNOUNCE A CLASSIFIED POSITION -
Continued

2. PROGRAM TECHNICIAN, SPECIAL FUNDED, Pos. #P0012539, C.S.E.A. Classified Bargaining Unit Salary Schedule Range 122, Division of Pathways and Dual Enrollment, Saddleback College seeks authorization to establish and announce a full-time position, 40 hours per week, 12 months per year, to its staff complement, effective October 17, 2017. This position was approved by the Interim Chancellor on October 17, 2017 with employment contingent upon funding by the Strong Workforce Local Allocation which is anticipated to be funded for up to five years.

C. REORGANIZATION

1. DISTRICT SERVICES seeks authorization to reclassify, eliminate and replace with the following Classified positions, within their organization as defined by Title 5 Education Regulation, Section (a), (b), and (c) Recruitment 53021.
 - a. **RECLASSIFY** EXECUTIVE ASSISTANT, OFFICE OF THE CHANCELLOR AND TRUSTEE SERVICES, a classified manager, Pos. #P0004566, Office of the Chancellor – Administration, Academic Administrators and Classified Administrators/Managers Salary Schedule Range 7, full-time, 40 hour per week, 12 months per year;
TO EXECUTIVE ASSISTANT, OFFICE OF THE CHANCELLOR AND TRUSTEE SERVICES, a classified manager, Office of the Chancellor – Administration, Academic Administrators and Classified Administrators/Managers Salary Schedule Range 8, full-time, 40 hour per week, 12 months per year, position effective September 1, 2017. (Pos. #P0004566 change was approved by the Interim Chancellor on October 13, 2017).
 - i. **PROMOTE** JOYCE BARTLOMAIN, ID #004397, EXECUTIVE ASSISTANT, OFFICE OF THE CHANCELLOR AND TRUSTEE SERVICES, #P0004566, Office of the Chancellor – Administration, Academic Administrators and Classified Administrators/Managers Salary Schedule Range 7, Step 8, full-time, 40 hour per week, 12 months per year; to EXECUTIVE ASSISTANT, OFFICE OF THE CHANCELLOR AND TRUSTEE SERVICES, a classified manager, Office of the Chancellor – Administration, Academic Administrators and Classified Administrators/Managers Salary Schedule Range 8, Step 8, full-time, 40 hour per week, 12 months per year, effective September 1, 2017. (Reclassification cost variance in salary: \$408.00 per month).

C. REORGANIZATION - Continued

1. DISTRICT SERVICES seeks authorization to reclassify, eliminate and replace with the following Classified positions, within their organization as defined by Title 5 Education Regulation, Section (a), (b), and (c) Recruitment 53021.
 - b. **ELIMINATE** EXECUTIVE DIRECTOR FOR PUBLIC AND GOVERNMENT AFFAIRS, a classified manager, Pos. #P0009506, Office of the Chancellor, Academic Administrators and Classified Administrators and Managers Salary Schedule Range 23, full-time, 40 hours per week, 12 months per year from its staff complement, effective January 1, 2018. (Position approved: June 27, 2016); and
ELIMINATE DIRECTOR OF MARKETING, COMMUNICATIONS AND COMMUNITY RELATIONS a classified manager, Department of Public and Government Affairs, Academic Administrators and Classified Administrators and Managers Salary Schedule Range 21, full-time, 40 hours per week, 12 months per year from its staff complement, effective January 1, 2018; and
REPLACE WITH DIRECTOR OF GOVERNMENT AND COMMUNITY RELATIONS, a classified manager, Office of the Chancellor, Academic Administrators and Classified Administrators and Managers Salary Schedule Range 21, full-time, 40 hours per week, 12 months per year to its staff complement, effective November 14, 2017.
REPLACE WITH DIRECTOR OF PUBLIC RELATIONS AND MARKETING, a classified manager, Office of the Chancellor, Academic Administrators and Classified Administrators and Managers Salary Schedule Range 21, full-time, 40 hours per week, 12 months per year to its staff complement, effective November 14, 2017.
 - c. **ELIMINATE** DIRECTOR OF FACILITIES PLANNING, Pos. #P0004553, a classified manager, Facilities Planning, Academic Administrators and Classified Administrators/Managers Salary Schedule Range 20, full-time, 40 hours per week, 12 months per year position from its staff complement, effective January 1, 2018. (Position approved: May 21, 2012).
 - d. **ELIMINATE** DIRECTOR OF SITE DEVELOPMENT, SPECIAL FUNDED, a classified manager, Pos. #P0010417, Facilities Planning, Academic Administrators and Classified Administrators/Managers Salary Schedule Range 20, full-time, 40 hour per week, 12 months per year; and
REPLACE WITH DIRECTOR OF ATEP DEVELOPMENT, SPECIAL FUNDED, a classified manager, Office of Administrative and Business Services, Academic Administrators and Classified Administrators/Managers Salary Schedule Range 21, full-time, 40 hour per week, 12 months per year position, effective November 14, 2017. This position is specially funded through Capital Outlay Projects. Employment in this specially funded position is contingent upon these funds.
 - i. **PROMOTE** MARY OPEL, ID #019341, DIRECTOR OF SITE DEVELOPMENT, SPECIAL FUNDED, #P0010417, Facilities Planning, Academic Administrators and Classified Administrators/Managers Salary Schedule Range 20, Step 5, full-time, 40 hour per week, 12 months per year; to DIRECTOR OF ATEP DEVELOPMENT, Office of Administrative and Business Services, Academic Administrators and Classified Administrators/Managers Salary Schedule Range 21, Step 5, full-time, 40 hour per week, 12 months per year, effective November 14, 2017. (Reclassification cost variance in salary: \$664.00 per month).

C. REORGANIZATION – Continued

2. SADDLEBACK COLLEGE seeks authorization to reclassify, eliminate and replace with the following Classified positions, within their organization as defined by Title 5 Education Regulation, Section (a), (b), and (c) Recruitment 53021.
 - a. **ELIMINATE** ACCOUNTING ASSISTANT, Pos. #P0004833, Student Payment and Veterans Offices, C.S.E.A. Classified Bargaining Unit Salary Schedule Range 118, part-time, 20 hour per week, 12 months per year; and
REPLACE WITH ADMINISTRATIVE ASSISTANT, Pos. #P0012591, Student Payment and Veterans Offices, C.S.E.A. Classified Bargaining Unit Salary Schedule Range 121, part-time, 25 hour per week, 12 months per year, effective October 13, 2017. Approved by the Interim Chancellor on October 26, 2017.
 - b. **ELIMINATE** ATHLETIC TRAINER, Pos. #P0007894, Division of Kinesiology and Athletics, C.S.E.A. Classified Bargaining Unit Salary Schedule Range 132, part-time, 20 hour per week, 12 months per year; and
REPLACE WITH ATHLETIC TRAINER, Pos. #P0012590 Division of Kinesiology and Athletics, C.S.E.A. Classified Bargaining Unit Salary Schedule Range 132, part-time, 24 hour per week, 10 months per year, effective September 28, 2017. Approved by the Interim Chancellor on October 26, 2017.
 - c. **ELIMINATE** ATHLETIC TRAINER, Pos. #P0007895, Division of Kinesiology and Athletics, C.S.E.A. Classified Bargaining Unit Salary Schedule Range 132, full-time, 40 hour per week, 11 months per year; and
REPLACE WITH ATHLETIC TRAINER, Pos. #P0012589 Division of Kinesiology and Athletics, C.S.E.A. Classified Bargaining Unit Salary Schedule Range 132, full-time, 40 hour per week, 12 months per year, effective October 1, 2017. Approved by the Interim Chancellor on October 26, 2017.
 - i. **CHANGE** JAMEE MORALES, ID #011785, ATHLETIC TRAINER, #P0007895, Division of Kinesiology and Athletics, C.S.E.A. Classified Bargaining Unit Salary Schedule Range 132, Step 2, full-time, 40 hour per week, 11 months per year; to ATHLETIC TRAINER, Pos. #P0012589 Division of Kinesiology and Athletics, C.S.E.A. Classified Bargaining Unit Salary Schedule Range 132, Step 2, full-time, 40 hour per week, 12 months per year, effective October 1, 2017. (No cost variance in salary).

D. PERMANENT CHANGE IN HOURS PER WEEK

1. SADDLEBACK COLLEGE (SC): CLASSIFIED CHANGE IN HOURS WEEK (Information Items – Pursuant to Board Policy 4002.1)

<u>Name</u>	<u>Permanent Assignment</u>	<u>Range/Step</u>	<u>Hours-From</u>	<u>Hours-To</u>	<u>Effective Date</u>
Gonzalez, David	Counseling Office Assistant	115/2	20	40	10/01/2017

E. OUT OF CLASS ASSIGNMENTS

1. IRVINE VALLEY COLLEGE **placed** the following permanent Classified Bargaining Unit employee/s in a temporary, out of class, and/or acting assignment.

<u>Name</u>	<u>Permanent Assignment</u>	<u>Temporary Assignment</u>	<u>Range/ Step</u>	<u>Hours</u>	<u>Effective Date</u>
Burnett, Richard	P0003562 Utility Custodian	P0012350 Lead Custodian	119/6	40	09/01/2017
⁶ Calderin, Jennifer	P0005167 Applications Specialist II	P0012063 Alternate Media Specialist	140/6	40	08/14/2017
Monter, Graciela	P0003469 Senior Counseling Office Assistant	P0012439 Senior Administrative Assistant	127/1	40	01/02/2018

2. SADDLEBACK COLLEGE **returned** the following permanent Classified employee/s from a temporary, out of class and/or acting assignment, back to their permanent assignment.

<u>Name</u>	<u>Temporary Assignment</u>	<u>Permanent Assignment</u>	<u>Range/ Step</u>	<u>Hours</u>	<u>Effective Date</u>
Davila, Judy	P0011722 Development Assistant I	P0003899 Program Assistant, Cat.	118/6	20	09/12/2017
Jiroudek, Ellura	P0011672 Sr. Lab. Tech., MS&E	P0007478 Lab. Tech., Chemistry	122/2	20	10/02/2017

F. RESIGNATION/RETIREMENT/CONCLUSION OF EMPLOYMENT

<u>Name</u>	<u>Position Title</u>	<u>Resignation Date</u>	<u>Retirement Date</u>
Dakin, Margaret	HSBS Program Specialist/SC	12/29/2017	12/30/2017
Danna, Carol	Senior Administrative Assistant/IVC	12/29/2017	12/30/2017
Doolittle, Gerald	Lead Electrician/SC	12/29/2017	12/30/2017
Glen, Willie	Chief of Police/IVC	12/29/2017	12/30/2017
Khabovets, Kristina	Prog. Tech./SC (39 Month EC 88117, 88127)	11/27/2017	N/A
Lakow-Oram, Gina	Buyer/DS (39 Month EC 88192, 88195)	09/06/2017	N/A
McConnell, Tracy	Prog. Tech./SC (39 Month EC 88117, 88127)	11/27/2017	N/A
McMahon, Brian	Lead Groundskeeper/SC	12/29/2017	12/30/2017

⁶ Correction to effective date as submitted to the Board of Trustees on October 30, 2017.

G. VOLUNTEERS

1. The following individuals are to be approved as Volunteers for the 2017/2018 academic years.

Business Sciences and Technology, Irvine Valley College

⁷Hayes, Robert

Communication Studies, The Arts, Irvine Valley College

Amin, Zihad

Calilung, Natasha

Chang, Li-Ren

⁸Loeffler, Ayden

Meador, Skyler

Mendaros, Kirk

Community Outreach & Recruitment, Saddleback College

Adams, Jeffrey

Belfield, Maggie

Carlson, Ryan

Lawrence, Dominique

Fine Arts, Media and Technology, Saddleback College

Bagdasarian, Nancy

Beckett-Frank, Tod

Bickford, Greg

Cudich, Alberto

Dollberg, Nicholas

Edwards, Brent

Espinoza, Eric

Fiori, Kay

Greeninger, Michael

Haroutunian, Kenji

Hollowell, Michael

Jones, Lonnie

Fine Arts, Media and Technology, Saddleback College

Love, Robert

Ludwig, David

Milliken, John

Price, Jeff

Russo-Neustadt, Amelia

Walberg, Josephine

Zuill, Danny

Guidance and Counseling, Irvine Valley College

Rasouli, Mohammad

International Student Center, Irvine Valley College

Apgar, Don

Apgar, Sue

Bradford, Rick

Inshaw, Claudia

Kellerman, Kathy

St.Pierre, Bob

Swift, Paul

Life/Physical Sciences & Technologies, Irvine Valley College

Cong-Le, Mary

Forde, Johnathan

Forde, Sarah

Padilla, Salena

⁷ Related to Amy Grimm, Museum Studies/Art History Instructor, Irvine Valley College.

⁸ Related to Christina Hurst Loeffler, Anthropology Instructor, Irvine Valley College.

TO: Board of Trustees

FROM: Debra L. Fitzsimons, Interim Chancellor

RE: SOCCCD: 2018-2019 Tenure Track Hiring Authorization

ACTION: Approval

BACKGROUND

A priority in advancing the missions of Saddleback College and Irvine Valley College is to hire qualified full-time faculty at both colleges.

STATUS

Annually, Saddleback College and Irvine Valley College, develops lists of recommended full-time faculty positions for recruitment; which include proposed, newly created positions as well as positions that already exist but are currently vacant. The college presidents and academic senate presidents collaborate on the process to approve retiree replacements and new faculty positions based on accreditation requirements, program integrity, enrollments, and division/school/department justifications as follows:

- | | |
|---|--|
| 1. Program review | 8. Ability to backfill with adjunct |
| 2. Accreditation needs | 9. Review with deans programmatic needs and immediate urgencies |
| 3. Safety needs | 10. Review dept./course enrollments, efficiencies, needs |
| 4. Enrollment trend | 11. Consider adverse impact of not replacing retiree vacant position |
| 5. Ability to make load | 12. Retiree positions budgeted with appropriate LHE to backfill with adjunct as needed |
| 6. Program advancement | 13. second review and prioritization for retiree replacements will occur in Sept. 2018 for fall 2019 replacement hires |
| 7. Consideration when the number of FT faculty is less than two | 14. Funding availability |

The college presidents have reviewed the full-time faculty hiring recommendations for the 2018-2019 academic year as shown in Exhibits A and B. With Board approval, the positions listed will be authorized for recruitment through academic year 2019-2020.

RECOMMENDATION

The Chancellor recommends that the Board of Trustees approve the college faculty hiring lists as shown in Exhibits A and B for the 2018-2019 academic year. Recruitment and selection of new faculty is contingent on funding and will proceed as recommended by the presidents and approved by the chancellor.

Saddleback College
Tenure Track Hiring Authorization
2018-2019 Academic Year

Division/School	Academic Discipline	Vacant/New Position
Health Sciences & Human Services	Nursing	Vacant
Health Sciences & Human Services	Nursing	Vacant
Kinesiology & Athletics	Dance	Vacant
Social & Behavioral Science	Political Science	Vacant
Advanced Technology & Applied Sciences	Interior Design	Vacant
Student Equity & Special Programs	DSPS Counselor/Categorical Funded	New
Student Equity & Special Programs	Transfer Center Counselor/Categorical Funded	New
Business Science	CIM	Vacant
Advanced Technology & Applied Sciences	Automotive Technology	Vacant
Math, Science & Engineering	Mathematics	Vacant

New = New position to be approved by the Board of Trustees

Vacant = Previously approved position

Authorized for recruitment through academic year 2019-2020

New = New position to be approved by the Board of Trustees
Vacant = Previously approved position
Positions authorized for recruitment through academic year 2019-2020

TO: Board of Trustees

FROM: Debra L. Fitzsimons, Interim Chancellor

RE: SOCCCD: Sabbatical Leave Rescindment

ACTION: Approval

BACKGROUND

Annually, the SOCCCD Board of Trustees reviews the recommendations of the Sabbatical Committee for faculty sabbatical projects for the upcoming academic year. Sabbatical projects are reviewed and approved in accordance with Article XXVI, Section H, of the Academic Employee Master Agreement.

On January 23, 2017, the Board of Trustees approved the sabbatical projects of 14 faculty members for the 2017-2018 academic year, including Dr. Brooke Choo, who was placed in an out-of-class assignment as Interim Dean of Liberal Arts and is currently on leave. Dr. Choo's sabbatical leave was approved for the Spring 2018 semester.

STATUS

For professional reasons, Dr. Choo requests that approval of her sabbatical leave for the Spring 2018 semester be rescinded to allow her to serve as Interim Dean of Liberal Arts.

RECOMMENDATION

The Interim Chancellor recommends that the Board of Trustees rescind approval of sabbatical leave for Dr. Brooke Choo for the Spring 2018 semester.

TO: Board of Trustees

FROM: Debra L. Fitzsimons, Interim Chancellor

RE: SOCCCD: Basic Aid Allocation for Conversion to Canvas Learning Management System, Faculty Conversion to Canvas One-Time Stipends

ACTION: Approval

BACKGROUND

As part of the state-wide Chancellor's Office Online Education Initiative (OEI), it was decided that a common learning management system (LMS) should be used for all online education courses in the state. Canvas software was selected as the LMS of choice by Saddleback and Irvine Valley College and their respective academic senates, and each college was given the opportunity to convert from their current LMS to Canvas at no cost for an initial period of time. Irvine Valley College and Saddleback College each developed their own process for evaluating Canvas and determining if they wanted to transition from Blackboard to Canvas. IVC decided to convert beginning in fall 2016 and Saddleback in fall 2017, each of which entails an 18-month process before full conversion takes place. The colleges have been using Blackboard software as their LMS since 1999. The conversion of a course by faculty from one LMS to another requires considerable time to train, develop new materials, and design the course structure.

STATUS

It is the best interest of the district and our students that the conversion be completed as soon as possible and that we avoid confusion for our students by limiting the amount of time that we are using two different learning management systems. To ensure that the implementation of Canvas and the conversion of classes by faculty can take place in a timely and successful manner, the Interim Chancellor and faculty association met to discuss one-time compensation for faculty for the conversion of classes to Canvas to be paid from Basic Aid unallocated funds.

Faculty members converting at least one fully online class will be paid a stipend of \$5,000. For hybrid online classes where at least 50% of the course is taught online, the faculty member will be paid a stipend of \$2,500. For classes where Canvas is used by faculty to supplement a face-to-face class, a stipend of \$1,000 will be paid.

Each faculty member may only receive one stipend each at the highest level eligible as long as the class was previously taught in the same mode using the prior LMS and

is converted before the end of the 2019-2020 academic year. New faculty who do not have a class to convert will not receive any stipend.

Unallocated Basic Aid funds were set aside previously to ensure they would be available to fund this initiative and the estimated cost is \$3,679,421. This cost is a conservative estimate and is expected to be less than the \$3,679,421.

RECOMMENDATION

The Interim Chancellor recommends that the Board of Trustees approve the Basic Aid allocation of \$3,679,421 for the Canvas LMS conversion faculty stipend costs.

TO: Board of Trustees

FROM: Debra L. Fitzsimons, Interim Chancellor

RE: SOCCCD: District-wide Strategic Plan 2014-2020 Progress Report 2017

ACTION: Information

BACKGROUND

The Accrediting Commission for Community and Junior colleges (ACCJC) 2014 Standard IV. D. 5 states, "District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness."

The first integrated SOCCCD District-wide Strategic Plan 2014-2020 was approved by the Board in October 2015. This plan received broad-based consensus and the six-year plan includes four main goals, thirteen objectives, and key performance indicators to assess the progress of the plan.

STATUS

In the plan's third year, the District-wide Planning Council (DWPC) has reviewed and evaluated the plan. At DWPC's annual summer retreat 2017, members confirmed that the current district-wide goals are the priorities of the college and district and will continue to make progress on the work that began in 2014 at Irvine Valley College, Saddleback College, and District Services. Attached is the SOCCCD District-wide Strategic Plan 2014-2020 Progress Report 2017 (Exhibit A).



SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

DISTRICT-WIDE STRATEGIC PLAN 2014 - 2020

PROGRESS REPORT 2017



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Vision, Mission and Core Values

South Orange County Community College District Vision

To be an educational leader in a changing world.

South Orange County Community College District Mission

We provide a dynamic and innovative learning environment for diverse learners of all ages, backgrounds and abilities. We promote access, success and equity to meet each student's goals of skills development, certificate, associate degree, transfer or personal enrichment. We contribute to the economic vitality of the region.

South Orange County Community College District Core Values/Guiding Principles

We invest in our students' success, employees, facilities, and community, with wise use of our resources.

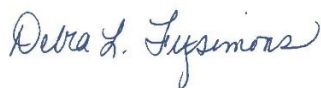
Letter from the Chancellor

South Orange County Community College District's 2014-2020 Strategic Plan Progress Report represents the first three years of our inaugural district-wide integrated plan. The plan was developed with district-wide collaboration from faculty, staff, and administration, with refinements made each year by the District-wide Planning Council to best represent the priorities of the colleges and district.

Throughout the strategic planning process and completion of this progress report, a high level of interaction was maintained which encouraged input for a strategic plan that would meet accreditation standards. The recent reaffirmation of our colleges' accreditation, along with the positive feedback from the ACCJC visiting teams, was the culmination of many years of improved collaboration between the colleges and district services. Our district-wide strategic plan is a critical component of our collaborative efforts.

Planning in a multi-college district is a shared task. Thank you to all of the faculty, staff, and administrators from Saddleback College, Irvine Valley College, and District Services for their contributions and cooperative work ethic. My hope is that our short-term strategic planning will provide a strong framework for all future planning cycles to support the needs of more than 60,000 students and our diverse community.

Sincerely,

A handwritten signature in blue ink that reads "Debra L. Fitzsimons". The signature is written in a cursive, flowing style.

Dr. Debra L. Fitzsimons
Interim Chancellor

Introduction and Overview of Progress

The District-wide Strategic Plan 2014-2020 is the District's short-term plan. The plan was developed through the leadership of the District-wide Planning Council (DWPC) which included many hours of meetings, discussions, and collaboration. The DWPC reviewed the previous three-year district-wide strategic plan, evaluated accomplishments, and identified priorities for 2013-2014 and 2014-2015. The outcome was broad-based consensus on four district-wide goals, defined objectives to achieve the goals, and articulation of key performance indicators (KPIs) which encapsulate the six-year district-wide strategic plan.

Goals, Objectives, Key Performance Indicators (KPIs), and Targets

At the annual planning retreat in 2013, the District-wide Planning Council spent the day analyzing the planning assumptions, and brainstorming and prioritizing a new set of goals and objectives. Later that year, the DWPC assigned the refinement of goals and objectives to the District-wide Planning Task Force. This task force spent over 15 hours in the Fall of 2013 evaluating over 150 suggestions for objectives aligned under four major goal areas, and derived 17 objectives to recommend to the council. On February 21, 2014, the council approved the 13 final objectives for the District-wide Strategic Plan 2014-2020. In 2014-2015 the task force spent approximately 20 hours reviewing data, discussing and vetting KPIs and targets that would be aligned with each major objective. These KPIs and targets were approved and included in the final plan at the annual retreat in summer of 2015. The work plans and details of the District-wide Strategic Planning Task Force meetings are documented in the District-wide Planning Council's SharePoint site.

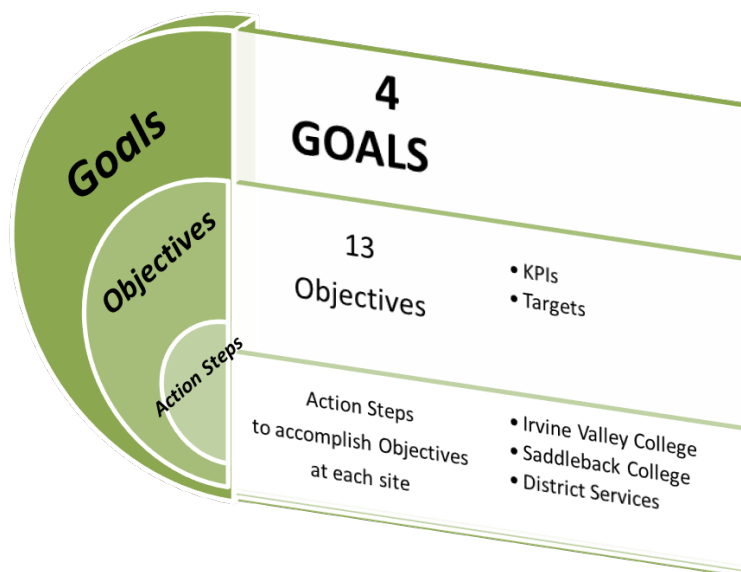
Strategic Planning Work – the first three years 2014-2017

Although the work of developing and deciding on the goals, objectives, and several KPIs were completed in the 2014-2015 year, the strategic planning work continued in 2015-2016. In addition to the planned assessment instruments, the District-wide Planning Council continued to discuss and understand the District Resources Allocation Council (DRAC) model. At the annual DWPC retreat on May 25, 2016, the council members continued to review the strategic plan and address areas of need. For goal 1, baseline metrics were established by the 2014 SOCCCD District-wide Climate Survey and reviewed by the council. For goal 2, the chancellor's office scorecard data was used to understand the 2.5% target set in the plan and the actual data for the first year. For goal 3, there was much discussion on establishing a master list for economic and workforce partners that work with the colleges and district. For goal 4, the council discussed how the colleges link their resource requests to strategic plan objectives. The Capital Improvement Committee (CIC) used for the first time, a multi-year funding recommendation to the Basic Aid Allocation Committee (BARC).

In 2016-2017, DWPC, with Interim Chancellor Debra Fitzsimons, focused on several priorities for the ACCJC Accreditation visit and many of the accompanying planning documents (the District-wide Function Map and the District-wide Planning and Decision Making Manual) that support the strategic plan were updated. When the strategic plan was developed not all KPIs were developed for all objectives. In the 2016-2017 year DWPC decided to use the scores in the five major areas in the Community College Student Survey of Engagement (CCSSE) to measure Objective 2.3. DWPC also decided to measure Objective 3.1 with Perkins Core Indicator metric on job placement rate.

On June 7, 2017, the DWPC met for its all-day annual retreat. The main focus of the meeting was to conduct a mid-cycle evaluation of the plan. The members reviewed each area and discussed progress on the goals and objectives. Additionally, members evaluated current priorities and discussed the impact of many state-wide initiatives such as Guided Pathways and Integrated Planning for three major funding areas of Basic Skills, Student Equity, and Student Success and Support Services. DWPC reached consensus that all the goals and objectives continued to be district-wide priorities, and in the upcoming year, evaluate how these major state-wide initiatives may impact the goals of the plan.

***District-wide Strategic Plan 2014-2020
Shared Goals, Objectives, KPIs and Targets***



**SOCCCD District-wide Strategic Plan 2014-2020
District-wide Goals**

Goal 1: SOCCCD will foster an environment characterized by creativity, innovation, respectful interactions and collaboration.

Goal 2: SOCCCD will promote students' success by enhancing the teaching and learning environment.

Goal 3: SOCCCD will advance economic and workforce development through regional partnerships with educational institutions and industry and by strengthening career technical education.

Goal 4: SOCCCD will strengthen long-term financial health and institutional effectiveness through integrated planning and resource allocation.

Goal 1 Objectives, KPIs and Targets

Goal 1: SOCCCD will foster an environment characterized by creativity, innovation, respectful interactions and collaboration.

<i>Objectives</i>	<i>KPI</i>	<i>Target</i>
1.1 Recognize and support innovative ideas that improve collaboration and respectful interactions district-wide.	District-wide Climate Survey	Baseline from 2014 Overall 2.69 District Services 2.90 Irvine Valley College 2.64 Saddleback College 2.69
1.2 Improve district climate in the areas of optimism, commitment, and respectful collaboration.	District-wide Climate Survey	Baseline from 2014 Overall 2.82 District Services 3.12 Irvine Valley College 2.80 Saddleback College 2.80
1.3 Improve the representative process through active engagement and communication.	District-wide Climate Survey	Baseline from 2014 Overall 2.76 District Services 2.88 Irvine Valley College 2.76 Saddleback College 2.75
1.4 Increase professional development opportunities that potentiate employees' talents and interests.	District-wide Climate Survey Professional Development Survey	Baseline from 2014 Overall 2.74 District Services 2.62 Irvine Valley College 2.72 Saddleback College 2.76
1.5 Improve training for all employees to increase district-wide understanding of organizational structure, resources, processes and procedures.	District-wide Climate Survey Professional Development Survey	Baseline from 2014 Overall 2.30 District Services 2.61 Irvine Valley College 2.26 Saddleback College 2.28

Goal 2 Objectives, KPIs and Targets

Goal 2: SOCCCD will promote students' success by enhancing the teaching and learning environment.

Objectives	KPI	Target
2.1 Increase student completion rates (degrees, certificates, and transfer) while preserving access, enhancing quality, and closing achievement gaps.	3 and 6 year Completion Rates SPAR rate and disaggregated by the following: <ul style="list-style-type: none">Certificate Completion RateDegree Completion RateTransfer RateTransfer Prepared	2.5% targets by 2020 based on a rolling base year starting in 2014-2015 The target is set on the 2013-2014 baseline and was updated with 2017 Scorecard data.

Disaggregated Scorecard Completion Rates

Certificate	IVC Target	IVC Actual	SC Target	SC Actual
2014-15	28.3%	29.3%	26.0%	26.5%
2015-16	28.5%	30.9%	26.1%	28.1%
2016-17	28.6%		26.2%	
2017-18	28.7%		26.3%	
2018-19	28.9%		26.5%	
2019-20	29.0%		26.6%	

Degree	IVC Target	IVC Actual	SC Target	SC Actual
2014-15	21.9%	26.5%	20.5%	20.3%
2015-16	22.0%	28.1%	20.6%	20.9%
2016-17	22.1%		20.7%	
2017-18	22.2%		20.8%	
2018-19	22.3%		20.9%	
2019-20	22.4%		21.0%	

Transfer Prepared	IVC Target	IVC Actual	SC Target	SC Actual
2014-15	42.0%	40.5%	42.6%	41.6%
2015-16	42.2%	43.6%	42.8%	41.2%
2016-17	42.4%		43.0%	
2017-18	42.6%		43.2%	
2018-19	42.8%		43.5%	
2019-20	43.0%		43.7%	

Transfer	IVC Target	IVC Actual	SC Target	SC Actual
2014-15	54.5%	52.1%	46.6%	46.6%
2015-16	54.7%	54.7%	46.8%	46.7%
2016-17	55.0%		47.1%	
2017-18	55.3%		47.3%	
2018-19	55.6%		47.5%	
2019-20	55.8%		47.8%	

Objectives	KPI	Target																					
2.2 Increase employee professional development opportunities that focus on student success outcomes.	District-wide Climate Survey Professional Development Survey	Climate Survey Baseline Overall 2.77 District Services 2.41 Irvine Valley College 2.80 Saddleback College 2.80																					
2.3 Increase opportunities for student engagement inside and outside the classroom, evidenced by co-curricular participation, student services, and instructional support.	Community College Survey of Student Engagement (CCSSE) <ul style="list-style-type: none"> CCSSE Report on 5 General Areas 	<table border="1"> <thead> <tr> <th>CCSSE Benchmarks</th><th>IVC Average</th><th>Saddleback Average</th></tr> </thead> <tbody> <tr> <td>Active and Collaborative Learning</td><td>37.4</td><td>40.5</td></tr> <tr> <td>Student Effort</td><td>47.0</td><td>46.8</td></tr> <tr> <td>Academic Challenge</td><td>57.3</td><td>59.8</td></tr> <tr> <td>Student-Faculty Interaction</td><td>40.5</td><td>42.7</td></tr> <tr> <td>Support for Learners</td><td>43.1</td><td>47.1</td></tr> <tr> <td>Overall Average</td><td>45.1</td><td>47.4</td></tr> </tbody> </table> <p>Notes: Numbers represent raw CCSSE Benchmark scores (on a scale of 0-100) weighted by full-time status of students to match actual full-time/part-time proportions of student population. Sample only uses students who we could be matched to the data warehouse. Part-time vs. full-time weights calculated from actual units enrolled/attempted, rather than self-reported enrollment status.</p>	CCSSE Benchmarks	IVC Average	Saddleback Average	Active and Collaborative Learning	37.4	40.5	Student Effort	47.0	46.8	Academic Challenge	57.3	59.8	Student-Faculty Interaction	40.5	42.7	Support for Learners	43.1	47.1	Overall Average	45.1	47.4
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Goal 3 Objectives, KPIs and Targets

Goal 3: Goal 3: SOCCCD will advance economic and workforce development through regional partnerships with educational institutions and industry and by strengthening career technical education.

Objectives	KPI	Target																											
3.1 Formalize collaborative partnerships with the business community and regional educational institutions to support workforce development.	<p>"Formalized Partnerships" List</p> <p>Contract Education Partnership List at each college</p>	Establish Baseline																											
3.2 Improve alignment between workforce development offerings and regional job opportunities.	<ul style="list-style-type: none"> CTE Institutional Set-Standards (ISS) used for ACCJC Annual Survey both campuses used Perkins Core Indicators Job Placement Rates (JPR) for programs with 10 or more completers 	<p>Perkins Core Indicator JPR is used for the ISS. IVC: 7 out of 8 met institutional set standard (87.5%)</p> <table> <tr> <th>IVC Program (TOP Code)</th><th>ISS</th><th>2015 JPR (%)</th></tr> <tr> <td>Accounting (050200)</td><td>66.80%</td><td>73.90%</td></tr> <tr> <td>Tax Studies (050210)</td><td>66.80%</td><td>69.23%</td></tr> <tr> <td>Business Administration (050500)</td><td>66.80%</td><td>61.10%</td></tr> <tr> <td>Real Estate (051100)</td><td>66.80%</td><td>80.00%</td></tr> <tr> <td>Computer Programming (070710)</td><td>66.80%</td><td>80.00%</td></tr> <tr> <td>Computer Networking (070810)</td><td>66.80%</td><td>80.95%</td></tr> <tr> <td>Electronics and Electronic Technology (093400)</td><td>66.80%</td><td>75.00%</td></tr> <tr> <td>Manufacturing and Industrial Technology (095600)</td><td>66.80%</td><td>90.00%</td></tr> </table>	IVC Program (TOP Code)	ISS	2015 JPR (%)	Accounting (050200)	66.80%	73.90%	Tax Studies (050210)	66.80%	69.23%	Business Administration (050500)	66.80%	61.10%	Real Estate (051100)	66.80%	80.00%	Computer Programming (070710)	66.80%	80.00%	Computer Networking (070810)	66.80%	80.95%	Electronics and Electronic Technology (093400)	66.80%	75.00%	Manufacturing and Industrial Technology (095600)	66.80%	90.00%
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3.2 Improve alignment between workforce development offerings and regional job opportunities.

- CTE Institutional Set-Standards (ISS) used for ACCJC Annual Survey both campuses used Perkins Core Indicators Job Placement Rates (JPR) for programs with 10 or more completers

Perkins Core Indicators JPR is used for the ISS. Saddleback: 14 out of 16 met institutional set standard (87.5%)

Saddleback Program (TOP Code)	ISS	2015 JPR (%)
Administrative Medical Assistant	60%	93.8%
Advanced Culinary Arts	75%	77.8%
Alcohol and Drug Studies	60%	90.0%
Business Leadership	75%	70.0%
Cinema	50%	100.0%
Clinical Medical Assistant	60%	68.4%
Computerized Acct. Specialist	75%	82.5%
Cosmetology	55%	82.6%
Early Childhood Teacher	60%	72.6%
Fashion Merchandising	55%	66.7%
Health Information Technology	70%	76.9%
Medical Lab Technology	80%	81.8%
Network Administrator	75%	53.9%
Nutrition	55%	65.0%
Paramedic	70%	100.0%
Registered Nurse	80%	80.7%

Notes: Only programs shown with 10 or more completers in program.

Job placement rate: the percentage of CTE program leavers and completers who did not transfer to a two or four year institution and were found during one of the four quarters following the cohort year in an apprenticeship program, UI covered employment, the federal Government, or the military.

Source:

https://misweb.cccco.edu/perkins/Core_Indicator_Reports/Core_PerformanceTrendReport_College.aspx

<p><i>3.2 Improve alignment between workforce development offerings and regional job opportunities.</i></p>	<ul style="list-style-type: none">• CTE Outcome Survey (CTEOS)	<p>CTE Outcome Survey (CTEOS)</p> <p>IVC and Saddleback CTEOS data is currently too sparse to report out for individual programs. However the following highlights were discovered</p> <ul style="list-style-type: none">• Overall earnings increased by 38% (IVC) and 32% (Saddleback)• At IVC, 93% of students indicated being satisfied or very satisfied with program• At IVC, 52% reported that coursework had an impact on employment• At Saddleback, 75% of CTE Skills Builders reported being employed• Saddleback “Prepare me for a new job” was the highest ranked reason for enrolling in CTE
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Goal 4 Objectives, KPIs and Targets

Goal 4: SOCCCD will strengthen long-term financial health and institutional effectiveness through integrated planning and resource allocation.

Objectives	KPI	Target
4.1 Systematically assess the effectiveness of planning and resource allocation district-wide.	<p>Conduct a systematic/annual assessment of planning and resource allocation document timeline and assessment</p> <p>District-wide Climate Survey and Employee survey</p>	<p>Several actions have taken place:</p> <ol style="list-style-type: none"> 1. Reviewing annual district-wide committee self- assessments and discussions on overall assessments between committees and processes 2. Interim Chancellor Fitzsimons worked with the executive team at their CEC Planning Retreat to address this topic and will present an evaluation process. 3. DWPC created a draft of an inventory of district-wide and college level plans <p>Baseline from 2014</p> <p>Overall 2.62</p> <p>District Services 3.09</p> <p>Irvine Valley College 2.64</p> <p>Saddleback College 2.52</p>

<p>4.2 Improve processes and procedures for efficiency, effectiveness, and responsiveness district-wide.</p>	<p>Evaluation of Business Process Analysis (BPA) sessions and implementation into Workday</p> <ul style="list-style-type: none"> • 2014-2015: Begin implement of HCM and Fiscal BPAs into Workday. • 2015- 2016: Complete Initial Implementation of BPAs into Workday. • 2016-2017: Evaluate BPAs implementation in Workday and identify remaining needed BPAs. • 2017-2018: Continual evaluation and implementation of new and ongoing BPAs into Workday. <p>District-wide Climate Survey</p>	<p>100% of this objective should be completed by the end of 4 years.</p> <p>2014-2016: 50% Implemented HCM and Fiscal and completed initial implementation of BPAs into Workday BPAs into Workday. Currently using the consulting company, OneSource, to conduct an assessment on the BPA implementation into Workday and they will provide a report with recommendations.</p> <p>Baseline from 2014 Overall 2.30 District Services 2.61 Irvine Valley College 2.26 Saddleback College 2.28</p>
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<p>4.3 Develop and initiate multi-year financial planning</p>	<p>The District Resources Allocation Committee (DRAC) and Basic Aid Allocation Recommendation Committee (BAARC) will develop models for multi-year funding/planning</p> <ul style="list-style-type: none"> • 2014-2015: Develop model of multi-year resource allocation. • 2015-2016: Continue to develop the model and align with the development of the EFMP. • 2016-2017: Implement and/or pilot model in DRAC, BAARC, Capital Improvement Committee (CIC) and District-wide Technology Committee (DTC). • 2017-2018: Finalize implementation of models and evaluation. • 2018-2019 and 2019-2020: Continued evaluation and implementation of changes needed. 	<p>Interim Chancellor Fitzsimons has developed recommendations to CIC and DTC on conducting multi-year funding.</p> <ul style="list-style-type: none"> • CIC used a multi-year model this past funding cycle 16-17 to BAARC • DTC has been asked to use a similar type of plan for multi-year projects funding for 17-18. <p>Note for progress: Reference to minutes in Chancellor's Council, BAARC, CIC, DTC where Interim chancellor Fitzsimons spoke noted areas working on multi-year funding models.</p>
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ACTION STEPS HIGHLIGHTS BY EACH AREA FOR 2014-2017

DISTRICT SERVICES, IRVINE VALLEY COLLEGE AND SADDLEBACK COLLEGE

District Services Highlights from Action Steps

In our integrated planning model, District Services piloted using the District Services Administrative Unit Reviews to align how each unit in District Services is working towards fulfilling one or many of the district-wide objectives and supporting the goals of the strategic plan. Based on the units linking their AUR objectives and corresponding action steps to the district-wide plan, it was apparent in the data that many of the units felt their main objectives heavily supported Goals 1 and 4 of the District-wide Strategic Plan 2014-2020.

In 10 functional areas of District Services AURs, a total of 75 action steps are linked to show support for objectives 1.1 to 1.5 that outline work towards supporting an environment characterized by creativity, innovation, respectful interactions, and collaboration. For strategic objectives 4.1 to 4.2, a total of 50 action steps are linked to strengthening long-term financial health and institutional effectiveness through integrated planning and resource allocation. The following are highlights of progress in action steps in the District Services Administrative Unit Reviews:

Goal 1: SOCCCD will foster an environment characterized by creativity, innovation, respectful interactions and collaboration.

Chancellor's Office and Research & Planning

- Incorporated the 2014 District-wide Climate Survey results into the key performance indicators (KPIs) of the 2014-2020 Strategic Plan
- Completed update and revision of the District-wide Planning and Decision Making Manual 2015-2020
- Completed the update of the District-wide Function Map and also started to draft a new model for an alternative version of the district's function map based on evaluation and feedback of DWPC
- Completed District Services conflict resolution training and continued to discuss areas of customer support in departmental and district services meetings

Public and Government Affairs

- Provide written reports regarding state and legislative initiatives and advocacy efforts. Board members provided input on several legislative bills and passed resolutions to support major efforts related to financial aid reform initiatives

- Provided advocacy support to both colleges for federal grant opportunities with the Department of Education, Department of Labor, National Science Foundation and other federal entities that resulted in grant awards

Facilities Planning

- Held monthly meetings with District Services and college representatives were held quarterly to review facility issues
- Held meetings with college participatory governance groups to provide updates on planning and project milestones were conducted
- Conducted a review of a process for ensuring end user participation in facilities project design is underway
- Created a process manual for all phases of construction and design
- Created a shared drive for college and district facilities personnel to house and access information
- Created a uniform contracts template
- Provided training opportunities to facilities management on delivery methods, state regulatory changes and sustainability considerations
- Conducted regular meetings with Colleges' Executive team to review facilities issues
- Reviewed the process for ensuring end user participation in Capital Improvement Committee (CIC)

Human Resources

- Implemented Workday HCM to increase visibility, interaction, and understanding of HR processes and board policies. The following modules were implemented in 15-16:
 - Recruiting module
 - Manager Administrator Performance Evaluation
 - Pilot design of Academic Units

Information Technology

- Held regular meetings for the directors of the three technology organizations to discuss technology related issues which has resulted in less duplication of effort and greater cooperation. A delineation of functions document has been developed
- Developed a flowchart that defines process and departmental roles for the development or acquisition of software by the college and district IT areas

Goal 2: SOCCCD will promote students' success by enhancing the teaching and learning environment.

- Reviewed IT Annual Project Progress Report where numerous Basic Aid funded IT Projects that are part of Student Success initiatives

- Created a report in inFORM using MAP data to help more accurately report majors in MIS reporting as well as other areas such as Veteran's benefits
- Continued assessment of how the inFORM Data Warehouse supports the research needs of student success efforts
- Implemented Tableau desktop and server for district-wide data visualization project

Goal 4: SOCCCD will strengthen long-term financial health and institutional effectiveness through integrated planning and resource allocation.

Chancellor's Office and Research & Planning

- Approved Key Performance Indicators (KPIs) for the 2014-2020 Strategic Plan at the 2015 District-wide Planning Council Retreat.
- Completed update and revision of the District-wide Planning and Decision Making Manual 2015-2020
- Completed the update of the District-wide Function Map and drafted a new model of the district's function map based on evaluation and feedback of DWPC
- Created a draft integrated planning rubric for district-wide and college level plans
- Developed an evaluation process for resource allocation at the Chancellor's Executive Council Planning Retreat

Facilities Planning and Purchasing

- Created templates for uniformity among contracts
- Developed instruction and procedures for various contracts
- Held meetings with college participatory governance groups to provide updates on planning and project milestones.

Payroll and Benefits

- Improved accuracy of tracking employee benefits status in Workday has been established
- Completed system design for time tracking and attended training
- Completed testing and training for Time Tracking, Absence Reporting, and Benefits in Workday
- Worked with OSV to reconfigure benefit organizations and tested new configuration
- Scanned and uploaded files to the county system for storage
- Archived paper documents in electronic format

Risk Management

- Developing training calendar and focus on topics of need (i.e. pest and waste management, etc.)

Irvine Valley College Highlights from Action Steps

Goal 1: SOCCCD will foster an environment characterized by creativity, innovation, respectful interactions and collaboration.

- IVC completed the ACCJC Self-Report and hosted the Accreditation Site Visit. According to the site visit exit presentation, IVC received eight commendations, one recommendation, and one shared recommendation (with district).
- Increased collaboration between IVC and Saddleback: Foundation offices; English, Math and ESL departments (Common Assessment and Multiple Measures); and Online Education Groups
- Held Liberal Arts Building dedication on Oct 19, 2016.
- Held Laser Way Dedication on Apr 18, 2017 which offers one more entry point to IVC's campus.

Goal 2: SOCCCD will promote students' success by enhancing the teaching and learning environment.

- Newest Transfer Velocity Report has IVC as the #1 Community College in California in terms of transfer rates (Cohort 2009-2010).
- Attended four institutes as part of the AACC Pathways Project. Also participated in IEPI and CA Guided Pathways Initiative conferences and meetings related to guided pathways collaborations
- Opened new Adult ESL Program in Fall 2016 with 370 students, added one new certificate (Biotechnology), one new degree (Global Studies), and students can now complete 129 certificates and degrees through Distance Education (50% or more online)
- Adopted Canvas Learning Management system
- Implemented evidence based multiple measures in testing procedures at scale
- Administered Community College Survey of Student Engagement (CCSSE) to 670 students
- Hosted ASCCC Curriculum Committee Meeting and ASCCC Regional Curriculum Streamlining Workshop
- Developed a college-level co-requisite English remediation course

Goal 3: SOCCCD will advance economic and workforce development through regional partnerships with educational institutions and industry and by strengthening career technical education.

- Collaborated with other educational partners in the county to develop and report on CTE pathways that begin in high school and persist into community college and beyond into internship, employment, and/or transfer
- Held ATEP groundbreaking ceremony on Sep 16, 2016

Goal 4: SOCCCD will strengthen long-term financial health and institutional effectiveness through integrated planning and resource allocation.

- Adopted updated On-Line Education Strategic Plan, Technology Strategic Plan, and Workforce Development Strategic Plan
- For first time in IVC Foundation's history, endowment surpassed \$1 million mark
- Set record of awarding 640 scholarships totaling \$420,000 to IVC students

Saddleback College Highlights from Action Steps

The college has had a very successful planning year with continued momentum on its strategic plan. For 2016-2017, the goal has been to continue progress, with a new, but important, activity of adding more metrics into its strategic plan. At this time, three out of four planning areas have added KPIs. These metrics will enable the college to set targets across a variety of areas, including areas where categorical funds will be braided together for integrated planning. At the end of 2016-2017 the college also increased dialogue about using data to address the mission and has plans for updating the mission, vision and values in the coming year with a thorough data-driven approach.

Goal 1: SOCCCD will foster an environment characterized by creativity, innovation, respectful interactions and collaboration.

- Assessed the college's workplace environment including: job satisfaction, teaching environment, professional development, compensation and benefits, facilities, policies, resources and efficiencies, shared governance, respect, communication, appreciation, and collaboration through participating in the "Great Colleges to Work For" survey by the Chronicle of Higher Education
- Saddleback College was selected as a "Great College to Work For" in 2016-2017
- Chronicle survey was used for the college's strategic plan progress on Goal 1 for 2016-2017
- Performed a gap analysis of the 2014 SOCCCD Climate Survey and discussed results for improvements for collaboration
- Updated the college's governance manual for decision-making, planning, structure, roles and membership in 2016
- Started a work group for college committee processes and evaluations
- Began work to update Governance Manual for 2017
- Deployed Lynda.com for staff professional development and obtained the following in June 2016:
 - 452 active users
 - 275 hours of video
 - 3,807 video views
- Proposed a Saddleback College Innovation and Entrepreneurship Center

Goal 2: SOCCCD will promote students' success by enhancing the teaching and learning environment.

- Out-performed its six-year completion target (58.1%) by attaining a 58.7% completion rate for the 2014-2015 cohort; and additionally exceeded the target of 58.4% by attaining a 58.7% completion rate for the 2015-2016 completion cohort

- Conducted research on AVID sections and student outcomes
- Piloted and conducted analyses on several student success initiatives:
 - Acceleration courses (ENG 390) – 91.6% success rate in Fall 2016
 - Progress Report
 - Sherpa nudge system- expanding utilization
 - Online counseling platform
- Launched a survey on student engagement (CCSSE) to 70 on-ground course sections
 - Conducted deep-dive analyses of data integrity, demographics and predictive utility. Presented findings to Student Success Council.
- Convened a Professional Development Summit for faculty and administrators
- Held a “Completion, Persistence, Retention” retreat to discuss new models for student success aimed at increasing success rates of remedial courses
- Integrated Basic Skills Initiative into campus-wide strategies and discussions
- Wrote and adopted a college-wide Integrated Plan for SSSP, BSI, and SEP

Goal 3: SOCCCD will advance economic and workforce development through regional partnerships with educational institutions and industry and by strengthening career technical education.

- Created an Economic and Workforce Development Plan
- Procured several contract education partnerships in growing employment industries
- Streamlined the college’s program viability analysis for curriculum planning in CTE
- Developed the Entrepreneurship and Innovation Learning Center (IELC)
- Procured grants to help the pipeline of students in Advanced Manufacturing and Health Information Technology
- Hosted several Career Fairs and assessed outcomes with follow-up surveys

Goal 4: SOCCCD will strengthen long-term financial health and institutional effectiveness through integrated planning and resource allocation.

- Examined assessment, program review, and resource request tools and processes to understand better linkage between assessment and program review, resource requests, and results
- The college’s enrollment management plan is in place
- Adopted Tidemark for budgeting and participated in the design of a multi-year planning module
- Grew College Foundation assets from 8.3 MI to 11.4 MI from FY 13 to FY 17
- Participated in business process analyses (BPAs) as well as end-to-end business process analyses
- Analyzed campus-wide efficiencies

- Realized an ending balance of \$13+ MI to strengthen financial health and mitigate a potential future budget shortfall

Saddleback College also provides a detailed update on its progress, with linked evidence to address action steps on its annual **Saddleback College mid-year update**, which can be found online on the Office of Research, Planning and Accreditation website.

Acknowledgements

SOCCCD District-wide Planning Council 2016-2017

Member Name	Organization	Role	Represents
Debra Fitzsimons	District Services	Chair	Chancellor
Denice Inciong	District Services	Co-Chair	Research, Planning & Data Management
Grace Garcia	District Services	Contact	Mgr, Office of Chancellor & Trustee Services
C.M. Brahmbhatt	District Services		Interim Vice Chancellor, Business Services
Robert Bramucci	District Services		VC, Technology & Learning Services
David Bugay	District Services		VC, HR & Employer-Employee Relations
Tere Fluegeman	District Services		District Services Classified Manager
Nicole Ortega	District Services		Classified Representative
Linda Fontanilla	Irvine Valley College		VP Student Services
Cathleen Greiner	Irvine Valley College		Dean
Craig Hayward	Irvine Valley College		Research, Planning & Accreditation
Davit Khachatryan	Irvine Valley College		Fiscal Director
Roopa Mathur	Irvine Valley College		Faculty Representative
Christopher McDonald	Irvine Valley College		VP Instruction
Robert Melendez	Irvine Valley College		Faculty Representative
Seyed Mohammadi	Irvine Valley College		Student Representative
Glenn Roquemore	Irvine Valley College		President
Kathy Schmeidler	Irvine Valley College		Academic Senate President
Lisa Wang	Irvine Valley College		Classified Representative
Juan Avalos	Saddleback College		VP Student Services
Morgan Barrows	Saddleback College		Faculty Representative
Paul Bonkowski	Saddleback College		Classified Representative
Tod Burnett	Saddleback College		President
Kim d'Arcy	Saddleback College		Academic Senate President
Estella Garrison	Saddleback College		Dean (Alternate)
Bruce Gilman	Saddleback College		Faculty Representative
Carol Hilton	Saddleback College		VP College Administrative Services
John Jaramillo	Saddleback College		Dean
Lana Jones	Saddleback College		Student Representative
Jennifer Klein	Saddleback College		Research, Planning & Accreditation
Kathleen Werle	Saddleback College		VP Instruction

District-wide Integrated Planning Committee – 2016-2017

<i>Member Name</i>	<i>Organization</i>	<i>Role</i>
Denice Inciong	District Services	Chair
Mayra Arias	District Services	Contact
David Bugay	District Services	
Nicole Ortega	District Services	
Cathleen Greiner	Irvine Valley College	
Craig Hayward	Irvine Valley College	
Karen Martin	Irvine Valley College	
Roopa Mathur	Irvine Valley College	
Robert Melendez	Irvine Valley College	
Kathy Schmeidler	Irvine Valley College	
Morgan Barrows	Saddleback College	
Claire Cesareo	Saddleback College	
Bruce Gilman	Saddleback College	

TO: Board of Trustees**FROM:** Debra L. Fitzsimons, Interim Chancellor**RE:** SOCCCD, Saddleback College, Irvine Valley College and ATEP: Vision and Mission Statements**ACTION:** Information

BACKGROUND

The accreditation standards recommend periodic review of all mission statements. As recommended, SOCCCD, Saddleback College, Irvine Valley College (IVC), and Advanced Technology and Education Park (ATEP) annually review their vision and mission statements and report revisions to the Board of Trustees each academic year.

STATUS

The SOCCCD vision and mission statements are reviewed each year by the District-wide Planning Council (DWPC). On October 27, 2017, the DWPC met and reviewed the current SOCCCD vision and mission statements. No changes were recommended. Interim Chancellor Fitzsimons concurred with this recommendation.

Saddleback College's Consultation Council is responsible for reviewing the college vision and mission statements as part of the regular strategic planning process. As part of this process, the Consultation Council leads a broad ranging institutional discussion and analysis of all relevant data related to institutional effectiveness and direction. As this analysis needs broad stakeholder input and deliberate discussions, the Consultation Council has recommended to President Anderson that no changes be made to the college vision and mission statements at this time. President Anderson concurs with the Consultation Council's recommendation.

The Irvine Valley College vision and mission statements went through a thorough review by the Academic Senate and the college's strategic planning committees. As a result, the vision statement and revised mission statement received final approval by the Strategic Planning and Accreditation Council on October 11, 2017. President Roquemore concurred with their recommendation.

There are currently no changes to the ATEP vision and mission statements.

The current vision and mission statements for SOCCCD, Saddleback College, Irvine Valley College, and the Advanced Technology and Education Park are presented in Exhibit A and a redlined version detailing the revision to the Irvine Valley College mission statement is presented in Exhibit B.

Item submitted by: *Dr. Gregory Anderson and Dr. Glenn R. Roquemore, Presidents; and Dr. Robert Bramucci, Vice Chancellor, Technology & Learning Services*

South Orange County Community College District

VISION

To be an educational leader in a changing world.

MISSION

We provide a dynamic and innovative learning environment for diverse learners of all ages, backgrounds and abilities. We promote access, success and equity to meet each student's goals of skills development, certificate, associate degree, transfer or personal enrichment. We contribute to the economic vitality of the region.

Advanced Technology and Education Park

VISION

As the premier center of career-technical education in Orange County, ATEP will prepare students in current and emerging technological careers for a globally competitive economy.

MISSION

To offer applied education and training programs in current and emerging technological careers driven by innovative business, industry and education partnerships.

Saddleback College

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 certificates, transfer to four-year institutions, improvement of basic skills, and lifelong learning.

Irvine Valley College

VISION

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

MISSION

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

Irvine Valley College:

Current Mission and Vision

VISION

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

MISSION

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

Irvine Valley College:

Proposed changes to Mission (no changes to Vision)

MISSION: Proposed version (with track changes)

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

MISSION: Proposed version (clean)

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

TO: Board of Trustees

FROM: Debra L. Fitzsimons, Interim Chancellor

RE: Staff May Respond to Public Comments from the Previous Board Meeting

ACTION: None

BACKGROUND

Members of the public may address the Board on any item on the closed or open session agenda following "Procedural Matters" or during consideration of the item. Items not on the agenda that are within the subject matter jurisdiction of the Board may also be addressed at that time.

At the Board of Trustees organizational meeting on December 12, 2016, the Board requested that a standing monthly item be included on the agenda to allow for staff to respond to public comments from the previous board meeting.

STATUS

A public comment response from staff was not requested during last month's board meeting.

TO: Board of Trustees

FROM: Debra L. Fitzsimons, Interim Chancellor

RE: Saddleback College and Irvine Valley College: Speakers

ACTION: Information

BACKGROUND

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

STATUS

Administrative Regulation 6140 requires that the Board of Trustees be notified, at each board meeting, of speakers who have been invited to speak and/or who have spoken at the colleges since the last board meeting. Exhibit A lists invited speakers and other pertinent information.

Item Submitted By: *Dr. Gregory Anderson, Saddleback College President, and Dr. Glenn R. Roquemore, Irvine Valley College President*

SPEAKERS APPROVED BY CHANCELLOR/COLLEGE PRESIDENT

SADDLEBACK COLLEGE

<i>Presentation Date/Time</i>	<i>Location</i>	<i>Faculty Member</i>	<i>Course Title/Activity</i>	<i>Speaker</i>	<i>Topic</i>
10/12/17 9:50am	BGS 144	R. Farnsworth	Plant Materials	Gerry Kiefe	Computerized Plant Inventory
10/12/17 11:00am	BGS 132	B. Schierhold	Interior Design 111	House of Blinds, Inc. - Peter	Wall Treatments, Drapery, and Shades
10/18/17 5:30pm	BGS 254	J. Medling	Accounting Society Club Meeting	Robert Ennis	Finance and Accounting Job Prospects

IRVINE VALLEY COLLEGE

<i>Presentation Date/Time</i>	<i>Location</i>	<i>Faculty Member</i>	<i>Course Title/Activity</i>	<i>Speaker</i>	<i>Topic</i>
10/12/17 5:00pm	BSTIC 101	June McLaughlin	Paralegal Studies Alumni Presentation	Jennifer Evans	Paralegal Careers
10/18/17 7:00pm	BSTIC 119	Julie Hallsted	LGL 202 Computer Technology and Electronic Research	Marla Mohr	Paralegal E-Discovery
11/1/17 9:30am	BSTIC 119	Melanie Titterud	COUN 10 Introduction to College Study Skills	Shannon Workman	Money Management

TO: Board of Trustees
FROM: Debra L. Fitzsimons, Interim 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.

FACILITIES PLAN STATUS REPORT

November 13, 2017

CAPITAL IMPROVEMENT PLANNING

The decision to design and construct capital improvement projects begins with the Education and Facilities Master Planning (EFMP) process. The last EFMP cycle was complete December 2011 and that report includes an evaluation of education needs that measured planning for facilities to meet current and future needs. The 2011 EFMP report is available at the district website: http://www.socccd.edu/about/about_planning.html. The next EFMP process is scheduled for FY 2016-2017.

SADDLEBACK COLLEGE

1. STADIUM AND SITE IMPROVEMENT

Project Description: The existing stadium will be replaced with a new 8,000 seat multi-sport stadium with restrooms, team rooms, concession stand, ticket booth, storage, press box, scoreboard, synthetic turf and 9-lane running track. This project includes the southeast campus perimeter drainage control and campus storm water outfall on County of Orange property. The existing practice fields and thrower's park will be relocated to and replace the Golf Driving Range and expanded to include a soccer practice field.

Start Preliminary Plans	March 2014	Award Design/Build Contract	Aug 2016
Start Working Drawings	Sept 2016	Complete Construction	Feb 2019
Complete Working Drawings	<i>Nov 2017</i>	Advertise for FF&E	N/A
DSA Final Approval	Jan 2018	DSA Close Out	Pending

Budget Narrative: Budget reflects Board agenda action on 3/24/08, 6/23/14, 6/22/15. Several previously budgeted projects are integrated into a single project budget: Upper Quad (2008 - \$1M) Loop Road (2008 - \$3,442,000), Storm Drain Repairs (2013 - \$1,500,000) and Storm Drain, Parking, Practice Fields (2014 - \$7,638,000). On June 23, 2014, the Board approved \$950,000 and on June 22, 2015 the Board approved additional funds of \$7,945,000 and \$17,050,000. The Board approved Saddleback College's use of RDA and Promenade income of \$22,705,000.

	Original	Revision	Total
Project Budget:	\$14,530,000	\$47,700,000	\$62,230,000
District Funding Commitment	\$14,530,000	\$47,700,000	\$62,230,000
Anticipated State Match:	\$N/A	\$N/A	\$N/A
Basic Aid Allocation:	\$14,530,000	\$24,995,000	\$39,525,000
College Contribution:	\$0	\$22,705,000	\$22,705,000

Status: Design phase: Prepare DSA Submittal Packages

In Progress: *Submit project documents to DSA. Select Construction Management Services firm.*

Recently Completed: *Review 100% Construction Documents with stakeholders.*

Focus: Work through both schedule and cost impact related to the geotechnical report discovery and price college requested project changes for Board Change Order. Issue requests for proposals for DSA Inspector of Record and a 3rd Party Testing and Inspection Firm.

2. ATAS BUILDING PROJECT

Project Description: This project is a renovated two story building of 29,425 assignable square feet (ASF), 36,601 gross square feet (GSF). The Technology & Applied Sciences building was completed in 1991 and as early as 1992 there were reports of slab distress. This project will replace the first floor slab with a structural mat slab, upgrades the mechanical and electrical systems, replaces the exterior plaster and reinstalls mission roof tiles. The project includes instruction and support space renovation throughout including spaces for Architecture, Drafting, Environmental Studies, Electronics, Automotive, and Graphic Arts programs.

Start Preliminary Plans	Oct 2017	Award Construction Contract	April 2018
Start Working Drawings	May 2018	Complete Construction	Oct 2020
Complete Working Drawings	Jan 2019	Advertise for FF&E	Pending
DSA Final Approval	Pending	DSA Close Out	Pending

Budget Narrative: Budget reflects Board agenda action on 2/28/11, 8/27/2012, 10/25/2013, 6/23/2014, and 8/22/2016. The original basic aid assignment of \$1,956,000 met design costs. The scope was revised to include both the North and South wing at \$14,733,000. On February 28, 2011, the Board approved \$6,799,055. On August 27, 2012, the Board approved \$5,977,945. On October 25, 2013, the Board approved reassignment of funds of \$8,523,000 for the Saddleback College Sciences Building. On June 23, 2014 the Board restored funding of \$8,523,000 and an additional \$2,702,000. On August 22, 2016, the Board approved an additional \$3,110,000. Outstanding funding will be requested during the 2018-2019 budget planning cycle.

	Original	Revision	Total
Project Budget:	\$8,755,055	\$32,419,945	\$47,175,000
District Funding Commitment:	\$8,755,055	\$11,789,945	\$20,545,000
Anticipated State Match:	\$0	\$0	\$0
Basic Aid Allocation:	\$1,956,000	\$18,589,000	\$20,545,000
Unallocated Amount			\$26,630,000

Status: Programming Phase.

In Progress: *Criteria programming meetings with the ATAS end user. Develop Design-Build Entity pre-qualification package. Update college technical specifications.*

Recently Completed: Investigate underground for the existing TAS Building, existing tennis courts and parking lot 7. Environmental report for the tennis courts and exterior restrooms.

Focus Issue: Complete Geotechnical investigation for all three phases, develop demolition scope for the existing TAS building and scope for rerouting underground utilities. Develop the design criteria for the new tennis courts.

3. GATEWAY PROJECT

Project Description: This proposed project will construct a new three story building of 52,156 assignable square feet (ASF), 77,985 gross square feet (GSF) and will provide a new highly integrated space for student services and consolidated and expanded interdisciplinary instructional space. This building, located west of the existing Health/Sciences building, will collocate and expand student services currently dispersed at opposite ends of the campus. In addition, this project will reduce/remove the need for portable buildings and set the stage for the Student Services building renovation.

Start Preliminary Plans	Pending	Award Construction Contract	Pending
Start Working Drawings	Pending	Complete Construction	Pending
Complete Working Drawings	Pending	Advertise for FF&E	Pending
DSA Final Approval	Pending	DSA Close Out	Pending

Budget Narrative: Budget reflects Board action on 6/17/2013, 6/23/2014 and 8/22/2016. On June 17, 2013, the Board approved \$1,545,115. On June 23, 2014, the Board approved a reduction of (\$655,115). On August 22, 2016, the Board approved \$1,936,817. The District revised the funding commitment from 30 to 50 percent of state supportable costs to increase project competitiveness for state funding.

	<u>Original</u>	<u>Revision</u>	<u>Total</u>
Project Budget:	\$42,867,000	\$7,626,000	\$50,493,000
District Funding Commitment:	\$12,814,000	\$ 10,374,000	\$28,253,500
Anticipated State Match:	\$30,053,000	\$(7,813,000)	\$22,240,000
Basic Aid Allocation:	\$ 1,545,115	\$18,113,705	\$19,658,820
Unallocated Amount:			\$31,834,180

Status: Voters approved a \$9 billion state school bond with \$2 billion allocated to community colleges in November's election.

In Progress: Community college projects were identified for the first and second year funding release. The State Chancellor's office recommended that these projects hold their positions until funding is released with the caveat that the projects meet the capacity load ratio requirements. The third and final year of funding is expected to resume the necessity to compete for funds.

Recently Completed: State Chancellor's office is reviewing projects qualified for second year funding. The list may include 14 remaining projects from first year projects which have not yet been funded. This possibility could drive SOCCCD projects, the Saddleback College Gateway project and the Irvine Valley College Fine Arts Complex project, into a third year consideration. District staff is working with a planning consultant to maximize all potential considerations.

Focus: Continue to follow activities in Sacramento to ensure maximum funding potential.

IRVINE VALLEY COLLEGE

1. LIFE SCIENCES PROJECT

Project Description: This project is a new two story building of 19,584 assignable square feet (ASF) and 30,267 gross square feet (GSF). The Life Science programs were relocated from the A-400 building. The vacated building was demolished to make way for a new facility that will house Liberal Arts programs. The Life Sciences building, located on the south east portion of the Sciences Quad, consist primarily of lab classrooms and support space with some lecture classroom space and offices.

Start Preliminary Plans	Nov 2008	Award Construction Contract	April 2011
Start Working Drawings	April 2010	Complete Construction	March 2014
Complete Working Drawings	June 2010	Advertise for FF&E	Sept 2013
DSA Final Approval	Dec 2010	DSA Close Out	May 2014

Budget Narrative: Budget reflects Board agenda action on 6/22/2004, 5/23/2005, 3/24/2008, 4/27/2009, 5/24/2010 and 6/17/2013. The original project budget totaled \$24,861,000. The project budget was reduced to \$20,490,000 when a lower-than-estimated bid was received and the state reduced their match to \$13,568,000. When the state indicated they may not have funds for their match, the Board allocated a portion of the state's short fall using basic aid funding for a funded total of \$17,410,000 with all overage returned to basic aid upon reimbursement.

	Original	Revision	Total
Project Budget:	\$24,861,000	\$ (4,371,000)	\$20,490,000
District Funding Commitment:	\$ 7,468,000	\$ (546,000)	\$ 6,922,000
Anticipated State Match:	\$17,393,000	\$ (3,825,000)	\$13,568,000
Basic Aid Allocation:	\$ 1,113,000	\$ 1,377,000	\$ 2,490,000

Status: Final "first year discovery" items to be completed.

In Progress: Recommendation for construction contract on this month's agenda.

Recently Completed: Development of work descriptions for bid. Bidding of project.

Focus: Completion of “first year discovery” items. Final closeout of project budget.

2. BARRANCA ENTRANCE (LASER WAY)

Project Description: This project creates a new signalized entrance with vehicular, bicycle and pedestrian access including landscaping and leading to the college perimeter road from Barranca Parkway.

Start Preliminary Plans	Feb 2010	Award Construction Contract	May 2016
Start Working Drawings	March 2011	Complete Construction	Apr 2017
Complete Working Drawings	March 2011	Advertise for FF&E	N/A
DSA Final Approval	Dec 2012	DSA Close Out	Pending

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.

	Original	Revision	Total
Project Budget:	\$2,850,000	\$0	\$2,850,000
District Funding Commitment:	\$2,850,000	\$0	\$2,850,000
Anticipated State Match:	\$0	\$0	\$0
Basic Aid Allocation:	\$2,850,000	\$0	\$2,850,000

Status: All necessary certification documents provided to DSA.

In Progress: Project close-out. Finalize landscaping easement with Southern California Edison.

Recently Completed: Final closeout documents provided to City of Irvine.

Focus: Close landscaping easement with Southern California Edison.

3. LIBERAL ARTS BUILDING PROJECT

Project Description: This project is a new two story building of 16,896 assignable square feet (ASF) and 27,787 gross square feet (GSF). The Social & Behavioral Science, Humanities & Languages, and Co-Curricular programs will be relocated from various campus locations. The Liberal Arts building, located at the northwest portion of the “A” quad, consist primarily of classrooms, a few labs and offices and gathering spaces at first and second floor lobby.

Start Preliminary Plans	May 2012	Award Construction Contract	July 2014
Start Working Drawings	Jan 2013	Complete Construction	Aug 2016
Complete Working Drawings	Dec 2013	Advertise for FF&E	Feb 2016
DSA Final Approval	June 2014	DSA Close Out	Pending

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 \$11,463,000 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.

	Original	Revision	Total
Project Budget:	\$ 3,004,951	\$10,008,949	\$13,013,000
District Funding Commitment:	\$ 3,004,951	\$10,008,949	\$13,013,000
Anticipated State Match:	\$ 0	\$ 0	\$ 0
Basic Aid Allocation:	\$ 1,000,000	\$12,013,000	\$13,013,000

Status: Contractor has requested final pay. *Awaiting final subcontractor release waivers for payment release.*

In Progress: Final Pay application review.

Recently Completed: *Labor compliance issues cleared.*

Focus: Final Pay application.

5. FINE ARTS PROJECT

Project Description: The proposed project will construct a new complex of three buildings totaling 40,155 assignable square feet (ASF), 57,560 gross square feet (GSF) and will consolidate and expand space for the Fine Arts department. Art, Art History, Music and Dance instruction will be relocated from laboratories currently housed across a number of different buildings on campus. The Fine Arts building, located south west of the existing Performing Arts Center, will include an assembly space, labs and classrooms with some offices. Following occupancy space will be vacated within the B-100, B-300 and A-300 buildings setting the stage for future renovation.

Start Preliminary Plans	Pending	Award Construction Contract	Pending
Start Working Drawings	Pending	Complete Construction	Pending
Complete Working Drawings	Pending	Advertise for Equipment	Pending
DSA Final Approval	Pending	DSA Close Out	Pending

Budget Narrative: Budget reflects Board action on 6/23/2014 and 8/22/2016. On June 23, 2014, the Board approved 795,000. On August 22, 2016, the Board approved \$1,659,739. The district revised the funding commitment from 30 to 50 percent of State supportable costs to increase project competitiveness for state funding. On June 26, 2017, the Board approved \$12,932,581

	<u>Original</u>	<u>Revision</u>	<u>Total</u>
Project Budget:	\$35,703,000	\$ 7,157,000	\$42,860,000

District Funding Commitment:	\$10,562,000	\$13,420,000	\$23,982,000
Anticipated State Match:	\$25,141,000	\$(6,263,000)	\$18,878,000
Basic Aid Allocation:	\$795,000	\$14,592,320	\$15,387,320
Unallocated Amount:	\$0	\$0	\$27,472,680

Status: Voters approved a \$9 billion state school bond with \$2 billion allocated to community colleges in November's election.

In Progress: Community college projects were identified for the first and second year funding release. The State Chancellor's office recommended that these projects hold their positions until funding is released with the caveat that the projects meet the capacity load ratio requirements. The third and final year of funding is expected to resume the necessity to compete for funds.

Recently Completed: State Chancellor's office is reviewing projects qualified for second year funding. The list may include 14 remaining projects from first year projects which have not yet been funded. This possibility could drive SOCCCD projects, the Saddleback College Gateway project and the Irvine Valley College Fine Arts Complex project, into a third year consideration. District staff is working with a planning consultant to maximize all potential considerations.

Focus: Continue to follow activities in Sacramento to ensure maximum funding potential.

6. PARKING LOT PHASE IA AND SOLAR SHADE PROJECT

Project Description: This project includes development of a 135,000 square feet of lighted parking lot creating 400 additional parking spaces. The project proposes to include photovoltaic panels supported on parking canopies designed to generate up to one megawatt of solar power. The Photovoltaic System is to be integrated with the campus electrical system and interconnected with the local utility grid.

Start Preliminary Plans	<i>Sep 2017</i>	Award Construction Contract	<i>Jul 2018</i>
Start Working Drawings	<i>Dec 2017</i>	Complete Construction	<i>Jan 2019</i>
Complete Working Drawings	<i>Mar 2018</i>	Advertise for FF&E	<i>Oct 2018</i>
DSA Final Approval	<i>May 2018</i>	DSA Close Out	<i>May 2019</i>

Budget Narrative: Budget reflects Board action on 6/23/2014, 6/22/2015 and 8/22/2016. On June 23, 2014, the Board approved \$3,010,000. On June 22, 2015, the Board approved \$90,000. On August 22, 2016, the Board approved \$3,655,000. On June 26, 2017 the Board approved \$733,000.

	Original	Revision	Total
Project Budget:	\$3,010,000	\$4,478,000	\$7,488,000
District Funding Commitment:	\$3,010,000	\$4,478,000	\$7,488,000
Anticipated State Match:	\$N/A	\$N/A	\$N/A
Basic Aid Allocation:	\$3,010,000	\$ 4,478,000	\$7,488,000

Status: Design Phase.

In Progress: Economic feasibility study to maximize return on solar power installation to include potential battery storage. Parking lot design underway.

Recently Completed: Award of parking lot design agreement.

Focus: Complete economic analysis and solar power distribution alternatives. Continue coordination with Southern California Edison to aggregate incoming electrical service. Design of parking lot and connection to new Laser Way entrance.

7. HEALTH CENTER/CONCESSION PROJECT

Project Description: This project is a new one story building of an estimated 2,553 assignable square feet (ASF), 3,730 gross square feet (GSF) dedicated to Health Center services, Sports Medicine, sports concession and toilet facilities. The Health Center will move from the existing Student Services building which will free space for renovation to meet the increased counseling requirements. The new Heath Center/ Concession building, located adjacent to athletics fields will consist of student support services, offices, restrooms and concessions. Additionally, bleacher seating for 300 seats will be constructed at the baseball field.

Start Preliminary Plans	May 2017	Award Construction Contract	May 2018
Start Working Drawings	Jul 2017	Complete Construction	Apr 2019
Complete Working Drawings	Nov 2017	Advertise for Equipment	Dec 2018
DSA Final Approval	Feb 2018	DSA Close Out	Pending

Budget Narrative: Budget reflects Board action on 6/22/2015. On June 22, 2016, the Board approved 5,338,000. On June 26, 2017, the Board approved 402,000.

	Original	Revision	Total
Project Budget:	\$5,200,000	\$ 538,000	\$6,140,000
District Funding Commitment:	\$5,200,000	\$ 538,000	\$6,140,000
Anticipated State Match:	\$0	\$0	\$0
Basic Aid Allocation:	\$ 400,000	\$5,740,000	\$6,140,000

Status: *Construction Documents Phase.*

In Progress: *Construction Documents.*

Recently Completed: *Completion of Design Development.*

Focus: *Complete Construction Documents.*

ATEP

1. ATEP DEMOLITION

Project Description: This project is for demolition of the facilities and infrastructure of the former Tustin Marine Corps Air Station is required to facilitate the development of the ATEP site. This project was undertaken in a number of phases, six are complete, with one additional required after the land exchange between the County and SOCCCD is complete. The schedule below reflects the most recently completed phase.

Start Preliminary Plans	Jul 2013	Award Construction Contract	Nov 2014
Start Working Drawings	Jul 2013	Complete Construction	Jul 2015
Complete Working Drawings	Apr 2014	Advertise for Equipment	N/A
DSA Final Approval	N/A	DSA Close Out	N/A

Budget Narrative: Budget reflects Board action on 4/22/2004 and 6/17/2013.

	Original	Revision	Total
Project Budget:	\$ 7,000,000	\$ 6,700,000	\$13,700,000
District Funding Commitment:	\$ 7,000,000	\$ 6,700,000	\$13,700,000
Anticipated State Match:	\$0	\$0	\$0
Basic Aid Allocation:	\$ 7,000,000	\$ 6,700,000	\$13,700,000

Status: Between demolition phases: Six demolition projects, which include removal of all ATEP building foundations, roads, parking lots and utility infrastructure are complete.

In Progress: Negotiations with the City and the Navy to transfer county land to district so the last phase of demolition can be completed.

Recently Completed: Land exchange between District and the County of Orange.

Focus: Adhere to various regulatory requirements specific to maintain the ATEP site.

2. ATEP - IVC FIRST BUILDING

Project Description: This project is a new two-story 20,249 assignable square feet (ASF), 30,000 gross square feet (GSF) building dedicated to technical and applied sciences and economic development. The automation (HAAS), subtractive and additive 3-D sculpting labs, design model prototyping, electronics, photonics, electrical, engineering computer labs, alternative robotics classes, and the testing center will be located from the existing ATEP classrooms and from the IVC campus with some spaces representing expansion. The space vacated at the ATEP campus will terminate the temporary lease with the City of Tustin. The space vacated at the IVC campus at the A300 and B300 building will become available to meet additional curriculum needs. The new ATEP IVC First Building, located in the north east portion of the ATEP campus, will consist of primarily lab classrooms and support spaces, with some lecture classroom space, offices and student support services.

The project includes 50kV of solar electric power and will be a LEED Gold Equivalent building.

Start Preliminary Plans	Oct 2014	Award Design-Build Contract	June 2015
Start Working Drawings	July 2015	Complete Construction	Dec 2017
Complete Working Drawings	March 2016	Advertise for FF&E	Aug 2017
DSA Final Approval	Sept 2016	DSA Close Out	Pending

Budget Narrative: Budget reflects Board action on 2/28/2011, 6/23/2014, 6/22/15 and 8/22/2016. On February 28, 2011, \$12,500,000 was originally allocated to the Phase 3A project budget and transferred to the IVC ATEP First Building with \$8,950,000 additional funds approved on 6/23/14. On June 22, 2015 the Board approved additional funds of \$3,250,000 for associated parking. On August 22, 2016, the Board approved the FF&E budget of \$1,600,000. The College has elected to use Irvine Valley College RDA equaling \$1, 250,000. On June 26, 2017, the Board approved \$1,100,000.

	Original	Revision	Total
Project Budget:	\$23,000,000	\$ 5,950,000	\$28,650,000
District Funding Commitment:	\$23,000,000	\$ 5,950,000	\$28,650,000
Anticipated State Match:	\$0	\$0	\$0
Basic Aid Allocation:	\$21,450,000	\$ 5,950,000	\$27,400,000
College Contribution:	\$0	\$ 1,250,000	\$ 1,250,000

Status: Construction phase: 75% complete.

In Progress: Exterior and interior painting, exterior hardscape, *irrigation systems, carpet installation*, building mechanical, electrical and plumbing *finishes*. Purchase of IT equipment. Contract negotiation for integrated battery storage system.

Recently Completed: *Glazing installation, curtain wall and storefront systems. Casework installation, exterior wall erection, building mechanical, electrical and plumbing rough-in. Furniture order.*

Focus: Photovoltaic interconnect agreement with utility agency. *Finalize cost impacts related to change in access control, building surveillance and main computer room equipment. Develop alternate action plans for start-up and testing due to delay in receiving power from Southern California Edison and gas from the Gas Company. Health Department inspection of dual-plumbed building and State elevator inspection upon permanent power.*

3. ATEP – UTILITIES AND INFRASTRUCTURE

Project Description: This project is a utilities and infrastructure project required to support construction of the ATEP IVC First Building as well as support future development. Utility and infrastructure construction will be phased with phase 1 including the site utility infrastructure, utility laterals to offsite points of connection and development of vehicular,

bicycle and pedestrian circulation. This phase 1 utility and infrastructure project will address improvements at the north east and a small central portion of the ATEP campus.

Start Preliminary Plans	Oct 2015	Award Construction Contract	Oct 2016
Start Working Drawings	Nov 2015	Complete Construction	Dec 2017
Complete Working Drawings	Mar 2016	Advertise for FF&E	N/A
DSA Final Approval	Jun 2016	DSA Close Out	Jan 2018

Budget Narrative: Budget reflects Board action on 6/22/2015. On August 22, 2016, the Board of Trustees approved \$2,475,000.

	Original	Revision	Total
Project Budget:	\$7,000,000	\$2,475,000	\$9,475,000
District Funding Commitment:	\$7,000,000	\$2,475,000	\$9,475,000
Anticipated State Match:	\$0	\$0	\$0
Basic Aid Allocation:	\$7,000,000	\$2,475,000	\$9,475,000

Status: Construction phase: 50% complete

In Progress: Coordinate installation services for electrical, telecommunications and natural gas utilities, curb and gutter, irrigation and grading.

Recently Completed: *Partial backfill of utility trenches. Work with building contractor on reclaimed and domestic water valves placement.*

Focus: Utility connection coordination between Infrastructure, IVC First Building and City of Tustin Victory Road contractors. *Resolve cost and time impacts arising from Public Utility Agencies delays. Evaluate contractor's progress related to scope of contracted scope.*

DISTRICT WIDE

1. SUSTAINABILITY/ ENERGY PLAN

Project Description: This project develops a Sustainability/Energy Plan to support the colleges' plans for future sustainability/energy projects and to assist with the development of the ATEP site. Additionally, the plan will advise the campuses on best practices, help take advantage of programs such as, Savings by Design, and recommend procurement methods for various sustainability projects. The project is broken into two phases, the first to focus on development of building design and construction guidelines and the second to focus on campus organizational policies and procedures. This information anticipates the upcoming Education and Facilities Master Plan process.

Kick Off	Jan 2017	Start Plan Development	Feb 2017
Start Research/Analysis	Jan 2017	Complete Plan	May 2017

Complete Research/Analysis	Feb 2017	Final Plan	Nov 2017
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Budget Narrative: Budget reflects Board action on 6/22/2015. On August 22, 2016, the Board approved \$40,000. On June 26, 2017, the Board approved \$200,000.

	Original	Revision	Total
Project Budget:	\$200,000	\$240,000	\$440,000
District Funding Commitment:	\$200,000	\$240,000	\$440,000
Anticipated State Match:	\$N/A	\$N/A	\$N/A
Basic Aid Allocation:	\$200,000	\$240,000	\$440,000

Status: Plan Development: *Complete.*

In Progress: *Presentation to Board of Trustees*

Recently Completed: *Presentation and review by Saddleback participatory governance groups.*

Focus: Coordinate presentation and review by District-Wide Planning Council.

2. ADA TRANSITION PLAN

Project Description: This project includes site accessibility compliance audits to provide the basis for identification, prioritizing, budgeting and implementation of plans to assist the District in developing Americans with Disabilities Act (ADA) Transition Plans. The project includes assessment of barriers to access, summary of costs for remediation, implementation schedules with prioritization and standard drawings for remediation methods. This information anticipates the upcoming Education and Facilities Master Plan process.

Kick Off	Mar 2016	Start Report Development	May 2016
Start Research/Analysis	Mar 2016	Complete Report Development	Sep 2016
Complete Research/Analysis	Jul 2016	Final Report	Oct 2016

Budget Narrative: On June 22, 2015, the Board approved \$400,000. On June 27, 2016, the Board approved \$440,000. On June 26, 2017, the Board approved 400,000.

	Original	Revision	Total
Project Budget:	\$400,000	\$840,000	\$1,240,000
District Funding Commitment:	\$400,000	\$840,000	\$1,240,000
Anticipated State Match:	\$N/A	\$N/A	\$N/A
Basic Aid Allocation:	\$400,000	\$840,000	\$1,240,000

Status: *Phase I work complete. Initiating Phase II work.*

In Progress: *RFQ&P for self-evaluation of services, policies and practices.*

Recently Completed: *RFQ&P for self-evaluation of services, policies and practices issued.*

Focus: *Receipt and evaluation of submissions from ADA Self-Evaluation consultants.*

3. TECHNOLOGY CONSULTANT FOR CAPITAL CONSTRUCTION

Project Description: This project develops districtwide technology and building access standards for capital construction projects. The standards will assist current and future design teams in developing construction documents and will establish design guidelines for telecommunications / network infrastructure and associated equipment.

Kick Off	July 2017	Start Report Development	Oct 2017
Start Research/Analysis	July 2017	Complete Report	Dec 2017
Complete Research/Analysis	Sept 2017	Final Report	Jan 2018

Budget Narrative: Budget reflects Board action on 8/22/2016. On June 26, 2017, the Board approved \$100,000.

	Original	Revision	Total
Project Budget:	\$460,000	\$100,000	\$560,000
District Funding Commitment:	\$460,000	\$100,000	\$560,000
Anticipated State Match:	\$N/A	\$N/A	\$N/A
Basic Aid Allocation:	\$460,000	\$100,000	\$560,000

Status: Recommendations phase.

In Progress: Develop preliminary standards and procurement processes for cable infrastructure, audio visual, access control and wireless.

Recently Completed: *Committee review of draft audio visual standards.*

Focus: *Continue with Recommendations phase, committee review of draft standards.*

4. MAPPING AND CONDITION ASSESSMENT

Project Description: This project accurately and comprehensively documents the horizontal and vertical positions of underground utilities, i.e. electrical, natural gas, storm drain, sanitary sewer, telecommunication, fiber optic, non-potable irrigation, and domestic/ fire water. The existing condition of each will be assessed. Accurate utility information assists design teams when developing construction documents preventing construction delays, claims, and major utilities conflicts.

Kick Off	Jan 2018	Start Report Development	June 2018
Start Research/Analysis	Jan 2018	Final Report	Sept 2018

Budget Narrative: Budget reflects Board action on 8/22/2016. On June 26, 2017, the Board approved \$500,000.

	Original	Revision	Total
Project Budget:	\$400,000	\$500,000	\$900,000
District Funding Commitment:	\$400,000	\$500,000	\$900,000
Anticipated State Match:	\$N/A	\$N/A	\$N/A
Basic Aid Allocation:	\$400,000	\$500,000	\$900,000

Status: Request of Qualifications & Proposals (RFQ & P) Phase.

In Progress: *Proposals review by evaluation committee.*

Recently Completed: *Received proposals from interested firms.*

Focus: *Complete evaluation process, interviews and contract negotiation.*

Project updates for active projects may be viewed at:

<http://www.socccd.edu/businessservices/ProjectUpdates2014.html>

Notes

- Schedule Table: Bold dates in the schedule table indicate actuals. Items that are not bold indicate anticipated dates.
- Budget Table:
 - When state matches are identified, the project budgets reflect the allocated state match as reported in FUSION for the latest planning year. (FUSION is the State Chancellor's Office database for Capital Outlay.)
 - The "Revisions" column for the State Match category includes changes due to escalation and changes that may have occurred to the state's percentage (i.e. going from an 80% match down to a 70% match and so on as the economy changes) from the original project approvals to current date. The "Revisions" column for the Basic Aid Allocation will show a total variation to date taking into account both increased and decreased basic aid allocations.
 - The Unassigned category identifies an underfunded budget.
- The Budget Narrative paragraph for each project discusses the history of change to all category amounts over the life of the project.

TO: Board of Trustees

FROM: Debra L. Fitzsimons, Interim 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, 2017 (Exhibit A). A review of current revenues and expenditures for FY 2017-2018 show they are in line with the budget.

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
General Fund Income and Expenditure Summary
As of October, 2017

REVENUES, EXPENDITURES AND CHANGE IN FUND BALANCE		Adopted Budget	Revised Budget	Actual Beg Bal & Receipts/ Expenditures	% Actual to Revised
SOURCES OF FUNDS					
BEGINNING FUND BALANCE:		\$ 65,655,901	65,655,901	65,655,901	100.00%
REVENUES:					
Federal Sources	8100-8199	\$ 3,321,902	3,319,995	485,459	14.62%
State Sources	8600-8699	57,606,503	58,453,266	24,035,340	41.12%
Local Sources	8800-8899	240,729,776	240,729,026	26,336,453	10.94%
Other Financing Sources	8900-8912	0	0	0	
Total Revenue		301,658,181	302,502,287	50,857,252	16.81%
FISCAL AGENT PASS THROUGH	8970-8979	4,350,212	4,350,212	1,087,553	25.00%
INCOMING TRANSFERS	8980-8989	3,143,842	3,143,842	0	0.00%
TOTAL SOURCES OF FUNDS		\$ 374,808,136	375,652,242	117,600,706	31.31%
USES OF FUNDS					
EXPENDITURES:					
Academic Salaries	1000-1999	\$ 90,295,240	90,065,291	26,392,418	29.30%
Other Staff Salaries	2000-2999	57,339,922	57,252,617	12,964,738	22.64%
Employee Benefits	3000-3999	57,255,869	57,284,183	16,643,494	29.05%
Supplies & Materials	4000-4999	8,101,817	8,377,727	1,256,379	15.00%
Services & Other Operating	5000-5999	35,297,872	35,359,214	7,431,466	21.02%
Capital Outlay	6000-6999	18,863,380	18,795,210	1,544,486	8.22%
Payments to Students	7500-7699	1,347,658	2,257,796	1,015,156	44.96%
Total Expenditures		\$ 268,501,758	269,392,038	67,248,137	24.96%
OTHER FINANCING USES:					
Debt Service	7100-7199	0	0	0	
Inter Fund Transfers Out	7300-7399	\$ 1,225,000	1,225,000	625,000	51.02%
Basic Aid Transfers Out	7300-7399	67,231,257	67,231,257	0	0.00%
Intra Fund Transfers Out	7400-7499	4,350,212	4,350,212	0	0.00%
Total Other Uses		72,806,469	72,806,469	625,000	0.86%
TOTAL USES OF FUNDS		341,308,227	342,198,507	67,873,137	19.83%
ENDING FUND BALANCE		\$ 33,499,909	33,453,735	49,727,569	
RESERVES					
Reserve for Unrealized Tax Collections (Basic Aid)		\$ 17,446,051	17,446,051		
Reserve for Economic Uncertainties		13,260,177	13,260,177		
College Reserves for Economic Uncertainties		2,793,681	2,747,507		
TOTAL RESERVES		\$ 33,499,909	33,453,735		

NOTE: As of October 31, 2016 actual revenues to date were **27.28%** and actual expenditures to date were **20.70%** of the revised budget to date.

SADDLEBACK COLLEGE

General Fund Income and Expenditure Summary
As of October, 2017

REVENUES, EXPENDITURES AND CHANGE IN FUND BALANCE		Adopted Budget	Revised Budget	Beg Bal & Receipts/ Expenditures	% Actual to Revised
SOURCES OF FUNDS					
LOCATION BEGINNING BALANCE		\$ 19,766,282	19,766,282	19,766,282	100.00%
REVENUES:					
Unrestricted Budget Allocation		\$ 99,419,252	99,419,252	9,046,991	9.10%
Restricted Budget Allocation		39,218,878	39,296,623	19,287,626	49.08%
Total Revenue		138,638,130	138,715,875	28,334,617	20.43%
INCOMING TRANSFERS	8980-8989	1,333,842	1,333,842	0	0.00%
TOTAL SOURCES OF FUNDS		\$ 159,738,254	159,815,999	48,100,899	30.10%
USES OF FUNDS					
EXPENDITURES:					
Academic Salaries	1000-1999	\$ 56,488,724	56,367,160	15,761,898	27.96%
Other Staff Salaries	2000-2999	29,015,126	29,075,612	6,339,762	21.80%
Employee Benefits	3000-3999	32,308,544	32,342,109	9,273,666	28.67%
Supplies & Materials	4000-4999	6,042,772	6,208,564	806,267	12.99%
Services & Other Operating	5000-5999	18,661,369	18,567,261	3,124,403	16.83%
Capital Outlay	6000-6999	13,150,367	13,000,941	711,372	5.47%
Payments to Students	7500-7699	946,352	1,129,352	517,309	45.81%
Total Expenditures		\$ 156,613,254	156,690,999	36,534,677	23.32%
OTHER FINANCING SOURCES/(USES):					
Debt Service	7100-7199	0	0	0	
Transfers Out	7300-7399	\$ 625,000	625,000	625,000	100.00%
Other Transfers	7400-7499	0	0	0	
Total Other Uses		625,000	625,000	625,000	100.00%
TOTAL USES OF FUNDS		157,238,254	157,315,999	37,159,677	23.62%
LOCATION OPERATING BALANCE		\$ 2,500,000	2,500,000	10,941,222	
RESERVES					
Reserve for Economic Uncertainties		\$ 2,500,000	2,500,000		

NOTE: As of October 31, 2016 actual revenues to date were **23.64%** and actual expenditures to date were **24.48%** of the revised budget to date.

IRVINE VALLEY COLLEGE

General Fund Income and Expenditure Summary
As of October, 2017

REVENUES, EXPENDITURES AND CHANGE IN FUND BALANCE		Adopted Budget	Revised Budget	Beg Bal & Receipts/ Expenditures	% Actual to Revised
SOURCES OF FUNDS					
LOCATION BEGINNING BALANCE		4,337,276	4,337,276	4,337,276	100.00%
REVENUES:					
Unrestricted Budget Allocation		\$ 62,394,259	62,394,259	7,987,771	12.80%
Restricted Budget Allocation		18,301,263	19,067,624	7,932,105	41.60%
Total Revenue		80,695,522	81,461,883	15,919,876	19.54%
INCOMING TRANSFERS	8980-8989	1,400,000	1,400,000	0	0.00%
TOTAL SOURCES OF FUNDS		86,432,798	87,199,159	20,257,152	23.23%
USES OF FUNDS					
EXPENDITURES:					
Academic Salaries	1000-1999	32,169,473	32,061,088	9,685,072	30.21%
Other Staff Salaries	2000-2999	18,233,934	18,086,143	4,251,896	23.51%
Employee Benefits	3000-3999	19,195,669	19,190,418	5,924,655	30.87%
Supplies & Materials	4000-4999	1,933,800	2,043,918	424,177	20.75%
Services & Other Operating	5000-5999	8,397,432	8,552,882	1,753,577	20.50%
Capital Outlay	6000-6999	5,557,503	5,638,759	777,377	13.79%
Payments to Students	7500-7699	401,306	1,128,444	497,848	44.12%
Total Expenditures		85,889,117	86,701,652	23,314,602	26.89%
OTHER FINANCING SOURCES/(USES):					
Debt Service	7100-7199	0	0	0	
Transfers Out	7300-7399	250,000	250,000	0	
Other Transfers	7400-7499	0	0	0	
Total Other Uses		250,000	250,000	0	
TOTAL USES OF FUNDS		86,139,117	86,951,652	23,314,602	26.81%
LOCATION OPERATING BALANCE		293,681	247,507	(3,057,450)	
RESERVES					
Reserve for Economic Uncertainties		293,681	247,507		

NOTE: As of October 31, 2016 actual revenues to date were **21.46%** and actual expenditures to date were **27.10%** of the revised budget to date.

TO: Board of Trustees

FROM: Debra L. Fitzsimons, Interim 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, 2017, our cash balances were \$268,293,935.21 in the Orange County Investment Pool (OCIP), and the OCIP investment pool is yielding an average of 1.11% compared to prior quarter of 1.02%.

The cash balances for the Local Agency Investment Fund (LAIF) Pooled Investment were \$26,393,551.51, and the LAIF investment pool is yielding an average of 1.07% compared to prior quarter of 0.92%.

Both pools are highly liquid, with overnight wire transfers available upon request.

TO: Board of Trustees
FROM: Debra L. Fitzsimons, Interim Chancellor
RE: SOCCCD: Pension Stabilization Trust Fund
ACTION: Information

BACKGROUND

In March, 2016 the SOCCCD Board of Trustees authorized the District to join the California Public Entity Pension Stabilization Trust to set aside funds to offset the cost increases related to the STRS and PERS retirement systems pension liabilities. The trust was established with the Benefit Trust Company and Morgan Stanley as the registered investment advisor.

STATUS

This report is for the period ending September 30, 2017 (Exhibit A). The portfolio is entirely invested in fixed income mutual funds. The portfolio's performance for the quarter increased 1.30%, ending with a fair market value of \$26,439,611. The annualized return since inception is 3.76%. In this quarter, \$576,098 was withdrawn and transferred to the colleges and district services to offset increased pension costs.

October 12, 2017

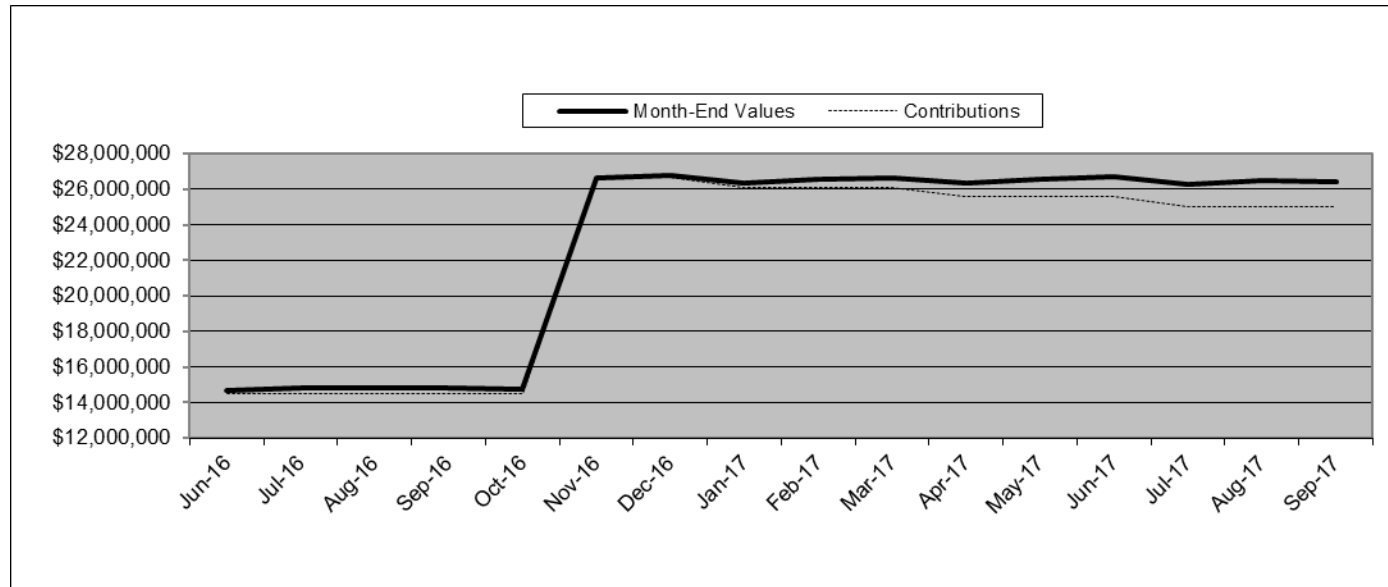
South Orange County Community College District
28000 Marguerite Parkway
Mission Viejo, CA 92692

Re: South Orange County CCD Pension Stabilization Irrevocable Trust

With a fair market value on September 30th of \$26,439,610.77 your portfolio's performance was up 1.30% for the quarter and up 3.76% on an annualized basis since the June 16, 2016 inception date net of program fees.

Your portfolio is invested entirely in fixed income mutual funds. It was designed to be invested over a short time frame. Deposits include the initial contribution of \$14,500,000 on June 16, 2016, and a follow-up contribution of \$12,600,000 on November 11, 2016, while \$2,083,489 has been withdrawn to fund pension contributions. Below is the performance of your portfolio for various time frames since inception.

<u>Performance</u>	<u>3rd Quarter 2017</u>	<u>Year-To-Date</u>	<u>Annualized Since Inception</u>
South Orange CCCD PST	1.30%	5.26%	3.76% annualized return
Barclays Aggregate	0.85%	3.14%	0.43% (Domestic Bonds)
Barclays Global	1.76%	6.26%	-0.36% (Global Bonds)



Very truly yours,

Scott W. Rankin
Senior Vice President

Month - Year	Contributions	Contribution Total	Withdrawals	Ending Value
June-2016	14,500,000	14,500,000	-	14,633,971
September-2016	-	14,500,000	-	14,817,905
December-2016	12,600,000	27,100,000	407,038	26,758,346
March-2017	-	27,100,000	623,771	26,627,198
June-2017	-	27,100,000	476,582	26,672,038
September-2017	-	27,100,000	576,098	26,439,611

TO: Board of Trustees
FROM: Debra L. Fitzsimons, Interim Chancellor
RE: SOCCCD: Retiree (OPEB) Trust Fund
ACTION: Information

BACKGROUND

In April 2008 the SOCCCD Board of Trustees authorized the establishment of an irrevocable trust to comply with GASB No. 43 (Financial Reporting for Postemployment Benefit Plans Other Than Pensions) and GASB No. 45 (Accounting and Financial Reporting by Employers for Postemployment Benefits other than Pensions). The trust was established with the Benefit Trust Company and is administered through the Futuris Public Entity Trust Program.

STATUS

This report is for the period ending September 30, 2017 (Exhibit A).

For September, the portfolio was comprised of 48.6% Fixed Funds (Bonds) and 51.4% Common Stocks (Domestic and International). The portfolio's performance increased 1.01%, ending with a fair market value of \$113,277,751 and an annualized return of 5.90%.

October 12, 2017

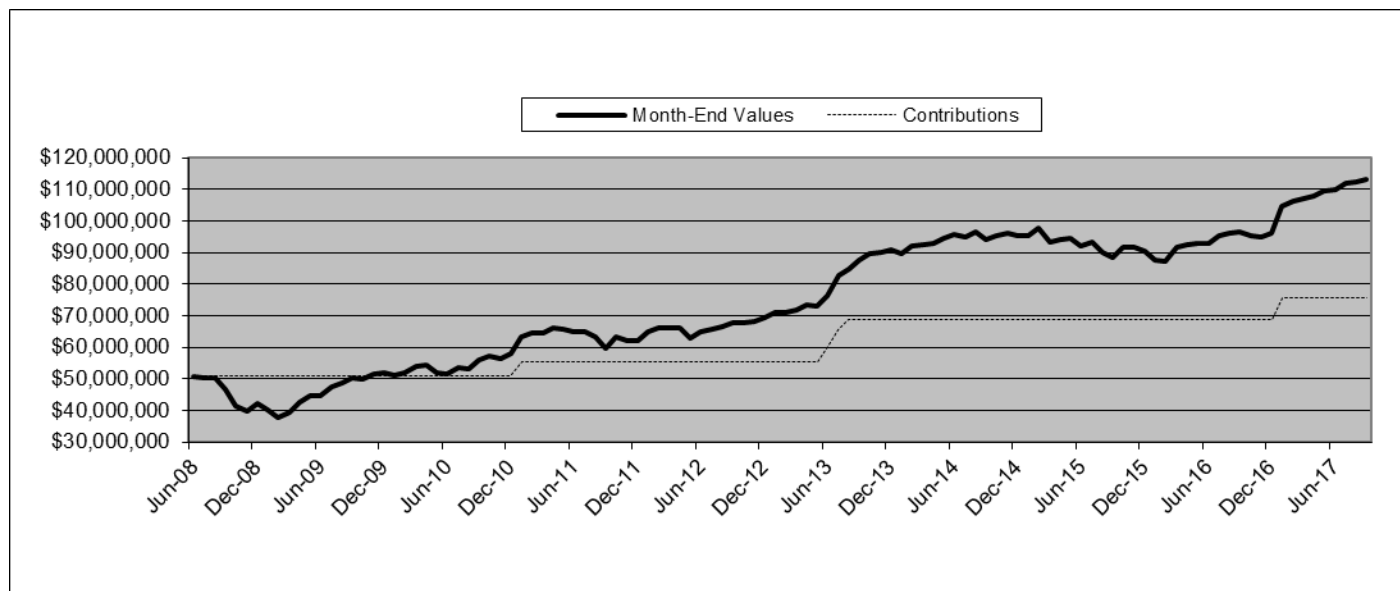
South Orange County Community College District
28000 Marguerite Parkway
Mission Viejo, CA 92692

Re: South Orange County CCD Retiree (OPEB) Irrevocable Trust

With a fair market value on September 30th of \$113,277,751.34 your portfolio's performance was up 1.01% for the month and up 5.90% on an annualized basis since the June 24th, 2008 inception date net of program fees.

Your portfolio ended the month as a diversified mix of equity funds (51.4%) and fixed income funds (48.6%). It was designed to be invested over a long time frame. Deposits included the initial contribution of \$50,791,103 in June 2008, and additional contributions of \$4,618,708 on January 10, 2011, \$5,000,000 on June 17, 2013, \$5,000,000 on July 31, 2013 and \$3,389,912.76 on August 20, 2013, and \$6,876,877.96 on January 20, 2017 for a total of \$75,676,601.70. \$4,000,000 was withdrawn from the trust on March 19, 2015. Below is the performance of your portfolio for various time frames since inception.

<u>Performance</u>	<u>September 2017</u>	<u>Year-To-Date</u>	<u>Annualized Since Inception</u>
South Orange CCCD	1.01%	10.10%	5.90% annualized return
S&P 500	2.06%	14.25%	9.96% (Domestic Stocks)
MSCI EAFE	2.49%	19.96%	2.93% (International stocks)
Barclays Aggregate	-0.48%	3.14%	4.18% (Domestic Bonds)
Barclays Global	-0.90%	6.26%	2.83% (Global Bonds)



Very truly yours,

Scott W. Rankin
Senior Vice President

Month - Year	Contributions	Contribution Balance	Month-End Investment Values
June-08	\$ 50,791,103	\$ 50,791,103	\$ 50,589,708
June-09	\$ -	\$ 50,791,103	\$ 44,706,214
June-10	\$ -	\$ 50,791,103	\$ 51,342,419
June-11	\$ 4,618,708	\$ 55,409,811	\$ 65,060,898
June-12	\$ -	\$ 55,409,811	\$ 64,788,984
June-13	\$ 5,000,000	\$ 60,409,811	\$ 76,038,439
June-14	\$ 8,389,913	\$ 68,799,724	\$ 95,689,395
June-15	\$ (4,000,000)	\$ 64,799,724	\$ 92,222,506
June-16	\$ -	\$ 64,799,724	\$ 92,851,363
July-16	\$ -	\$ 64,799,724	\$ 95,377,249
August-16	\$ -	\$ 64,799,724	\$ 95,929,958
September-16	\$ -	\$ 64,799,724	\$ 96,320,870
October-16	\$ -	\$ 64,799,724	\$ 95,230,338
November-16	\$ -	\$ 64,799,724	\$ 94,958,568
December-16	\$ -	\$ 64,799,724	\$ 96,106,489
January-17	\$ 6,876,878	\$ 71,676,602	\$ 104,516,816
February-17	\$ -	\$ 71,676,602	\$ 106,178,127
March-17	\$ -	\$ 71,676,602	\$ 106,889,989
April-17	\$ -	\$ 71,676,602	\$ 107,981,028
May-17	\$ -	\$ 71,676,602	\$ 109,311,569
June-17	\$ -	\$ 71,676,602	\$ 110,063,884
July-17	\$ -	\$ 71,676,602	\$ 111,728,835
August-17	\$ -	\$ 71,676,602	\$ 112,145,520
September-17	\$ -	\$ 71,676,602	\$ 113,277,751
	\$ 71,676,602		

TO: Board of Trustees

FROM: Debra L. Fitzsimons, Interim Chancellor

RE: SOCCCD: District-wide Sustainability/Energy Plan

ACTION: Information

BACKGROUND

On June 22, 2015, the Board of Trustees allocated basic aid funding for a district-wide sustainability/energy plan. On November 14, 2016, the Board of Trustees approved the district-wide Sustainability/Energy Plan Consultant Services agreement.

The California Community College Board of Governors developed the Energy and Sustainability Policy and associated guidebook to establish goals and provide a roadmap toward energy conservation, sustainable buildings, and physical plant management best practices.

STATUS

This evening, district and college representatives will present the district-wide Sustainability/Energy Plan. They will discuss plan development, the plan's measurement and tracking tools and implementation measures for both colleges.

An executive summary of the District-wide Sustainability/Energy plan is presented in Exhibit A. a PowerPoint presentation is presented in Exhibit B.

South Orange County Community College District Sustainability & Energy Plan - Executive Summary

The California Community College Board of Governors is committed to a goal of 100% participation in long-term sustainability planning, greenhouse gas reduction strategies and programs to prepare students for careers in the Green Economy.

Irvine Valley College and Saddleback College have made significant progress towards this goal through minimizing waste, water conservation, energy efficiency and energy conservation. Example projects include light emitting diode (LED) lighting and control retrofits, Heating Ventilation and Air Conditioning (HVAC) retrofits, energy management control projects, monitor-based commissioning and retro commissioning, installation of drought tolerant landscaping, and capture and treatment of rainwater. These projects showcase efforts to reduce the college's impact from everyday operations and activities on natural resources and help the college serve as a living laboratory.

The Sustainability & Energy Plan Steering Committee (SEPSC) is comprised of representative faculty, students, staff and administrators established to provide guidance and manage the work of SOCCCD's Sustainability & Energy Plan (the Plan). SEPSC was charged with developing the Plan which identifies goals and strategies, and provides mechanisms for tracking progress. The SEPSC utilized the Sustainability Template Guidebook which is a toolkit developed in collaboration between the State Chancellor's Office and Citrus College, and was funded by the California Energy Commission and Investor-Owned Utilities. The template provides a comprehensive framework addressing energy, transportation, solid waste, water, purchasing and curriculum with recommendations for Climate Action Planning.

Through the work of the SEPSC, five focus areas for sustainable practices were identified:

- Governance & Policies
- Teaching, Learning & Outreach
- Waste Reduction, Reuse & Recycling
- Green Buildings & Sustainable Operations
- Sustainable Transportation

These focus areas provide a consistent framework for both colleges to develop sustainability goals and strategies that follow a consistent direction while also providing flexibility to plan and complete projects that respond to specific campus needs.

The Plan is designed to be a living document subject to ongoing evaluation and improvement. It identifies progress that has been made to date and develops a holistic framework for going forward. It is expected the Plan will evolve with changing circumstances including implementing the articulated sustainability goals and will inform the next phase of strategic planning including the Education & Facilities Master Plan.

Members of SEPSC will provide a presentation at the November Board meeting.

SUSTAINABILITY & ENERGY PLAN

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

November 13, 2017

HED



MOVING TOWARDS EVER GREATER SUSTAINABILITY

“meeting the needs of the present without compromising the ability of future generations to meet their own needs.”

➤ “Triple Bottom Line”

- Meeting basic human health and comfort needs
- Recognizing ecological and economic limits
- Achieving social equity

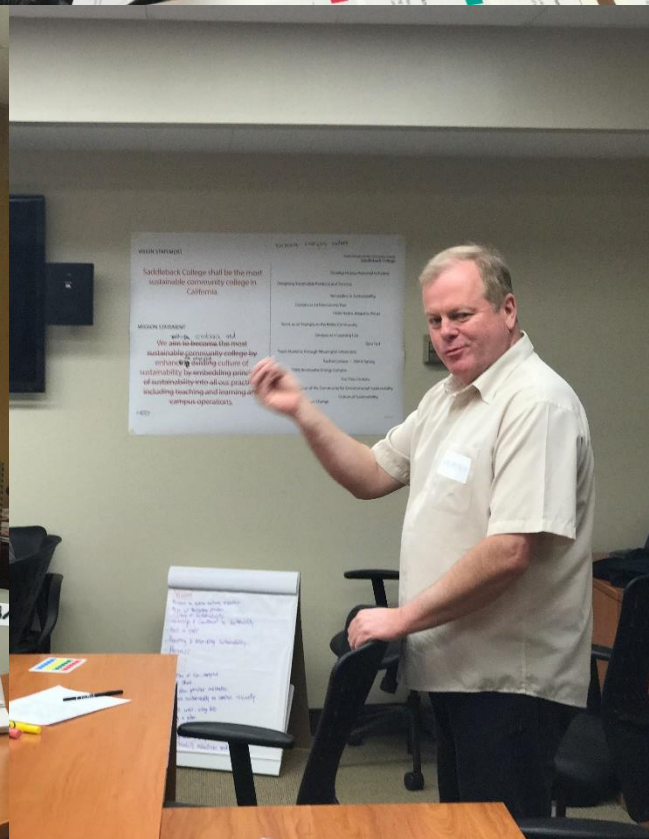




The Sustainability & Energy Plan is a *dynamic document* that maps out the strategies and actions proposed by each college for achieving their goals.



The Sustainability & Energy Plan Steering Committee (SEPSC)



DESIGN SESSIONS WITH SEPSC

- ❖ Review existing sustainability programs
- ❖ Establish the sustainability Vision and Mission Statements
- ❖ Prioritize 12 categories and develop 5 key focus areas
- ❖ Develop and classify sustainability goals
- ❖ Identify potential strategies for action plans
- ❖ Establish implementation timeline



SADDLEBACK COLLEGE SUSTAINABILITY TIMELINE



Reclaimed Water Usage



Landscape Design



Reduced Turf Areas



Central Plant Upgrade

SCIENCES BUILDING: LEED Gold



Sustainable Measures:

- Water Efficient Landscape with Reclaimed Water
- Low Flow Toilet Fixtures
- Drought Tolerant / Native Plants
- Passive Design (Daylighting, Insulation, etc.)
- Building Management System
- Energy Efficient HVAC & Lighting System
- Lighting Control

1995

2003

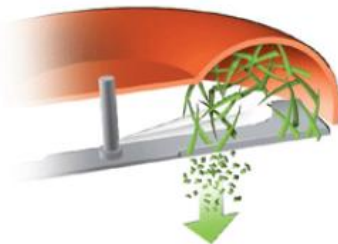
2015

2016

2017



Smart Irrigation
Timers



Mulching Mowers



1.5 MW Central Cogeneration Plant
Annual savings: \$480,000

Parking Lot Lighting Retrofit



On-Site Rainwater
Treatment



FINE ARTS BUILDING:
HVAC Renovation
LED Lighting Retrofit
Building EMS Upgrade
Annual saving: \$350,000

VISION STATEMENT



Saddleback College shall strive to be among the most sustainable community colleges in California.

MISSION STATEMENT

We embrace and enhance the emerging culture of sustainability.





Cultivate leadership among faculty, staff, administrators, and students in environmental sustainability.

A conceptual image showing a small, vibrant green tree with a thin brown trunk growing out of the center of an open, thick book. The book's pages are yellowed with age and feature faint, illegible text. The background is a soft, out-of-focus gradient of light beige and cream. A semi-transparent yellow rectangular box is positioned on the right side of the image, containing white text.

Integrate sustainability into student learning outcomes for general education courses.



Promote sustainable modes
of transportation to campus.

IRVINE VALLEY COLLEGE SUSTAINABILITY TIMELINE

Mechanical & Electrical Equipment Retrofit



Sustainable Measures:

- Water Efficient Landscape with Reclaimed Water
- Low Flow Toilet Fixtures with Reclaimed Water
- Motion Sensed Faucets
- Building Management System
- Energy Efficient HVAC & Lighting System
- Lighting Control & Daylighting Maximization
- Occupancy Sensors

LIFE SCIENCES BUILDING: LEED Gold



HVAC Retrofit Total savings in kWh/Year: \$55,140

Parking Lot & Solar Canopies



Health Services- Concession Building: LEED Gold Equivalent

2004

2008

2014

2017

2018



Hart Gymnasium: 60kW Photovoltaic Panels

Water Resource Conservation Plan

Sustainable Measures:

Drought Tolerant / Native Plants
Irrigation with Reclaimed Water
Non-Essential Water Use Elimination



- Remote Waste Management
- Student Installed Recycling Stations
- Campus Farming
- Sustainability Curriculum



Campus-Wide Exterior Lighting Retrofit Total savings in kWh/Year: 465,081 (53% reduction)

Winner of 2015 California Community
Colleges Board of Governors Energy
and Sustainability Honorable Mention
Award



LIBERAL ARTS BUILDING: LEED Gold Equivalent

Sustainable Measures:

- Water Efficient Landscape
- Reclaimed Water Irrigation
- Low Flow Toilet Fixtures with Reclaimed Water

VISION STATEMENT



Irvine Valley College is committed to leadership of sustainability innovation and promoting a culture of sustainability throughout the college community.

MISSION STATEMENT

To promote a deeper understanding of sustainability by utilizing the campus as a living-lab that creates the interdisciplinary connections between campus operations, the academic experience of students, and the broader community.



California Community Colleges Sustainability Template



California Community Colleges Sustainability Plan Guidebook



Prepared by:
Newcomb | Anderson | McCormick

July 2012





- ❖ A toolkit to provide a comprehensive framework to address energy, transportation, solid waste, water, purchasing and curriculum for California community colleges

12 FOCUS AREAS — California Community Colleges Sustainability Template



5 FUNCTIONAL GROUPS — SOCCCD Sustainability & Energy Plan

1. Governance & Policies

-  *Management and Organizational Structure*
-  *Create Climate Action Plan*
-  *Sustainability & Energy Plan*
-  *Green Purchasing*

2. Teaching, Learning & Outcome

-  *Campus and Community Outreach & Awareness*
-  *Student and Curriculum Development*






3. Sustainable Transportation Planning

-  *Transportation, Commuting and Campus Fleet and Travel*

4. Waste Reduction, Reuse & Recycle

-  *Solid Waste Reduction and Management*

5. Sustainable Strategies

-  *Sustainable Building Practices*
-  *On-Site Generation and Renewable Energy*
-  *Energy Efficiency*
-  *Water, Wastewater, and Sustainable Landscaping*
-  *Facilities Operation*

❖ Data collected from Break-out Sessions

GOALS & PROPOSED STRATEGIES CHECKLIST

Saddleback College Sustainability & Energy Plan				
Goals & Proposed Strategies Checklist				
Focus Area 1: Governance & Policies				
	GOAL NO.	PROPOSED STRATEGY NO.	DESCRIPTION	TIMEFRAME
<input type="checkbox"/>	1	Establish an inclusive oversight framework to implement the Sustainability & Energy Plan in response to SOCCCD Board Policy #3006.		Short term: 1 to 3 years
		1.1	Identify the responsibilities of the Sustainability & Energy Plan Steering Committee (SEPSC).	
		1.2	Develop a process map for engaging Stakeholders & Constituent Working Groups.	
		1.3	Engage the District-wide Planning Council.	
		1.4	Present to Board of Trustees, Chancellor’s Executive Council, and College Presidents and Vice Presidents at appropriate milestones.	
		1.5	Develop a communication and reporting protocol for SEPSC.	
<input type="checkbox"/>	2	Develop a Climate Action Plan.		Short term: 1 to 3 years
		2.1	Create a Climate Action Plan subcommittee.	
		2.2	Determine measurable Greenhouse Gas (GHG) reduction goals.	
		2.3	Identify short term and long term GHG reduction measures.	
		2.4	Integrate planning with Capital Improvement Committee planning.	
		2.5	Update GHG inventory annually.	
Summary S&E Plan Area 1 S&E Plan Area 2 S&E Plan Area 3 S&E Plan Area 4 S&E Plan Area 5 ... Ⓡ ⋮ ⏪				

**IRVINE VALLEY COLLEGE
LIFE SCIENCES BUILDING**
LEED Gold

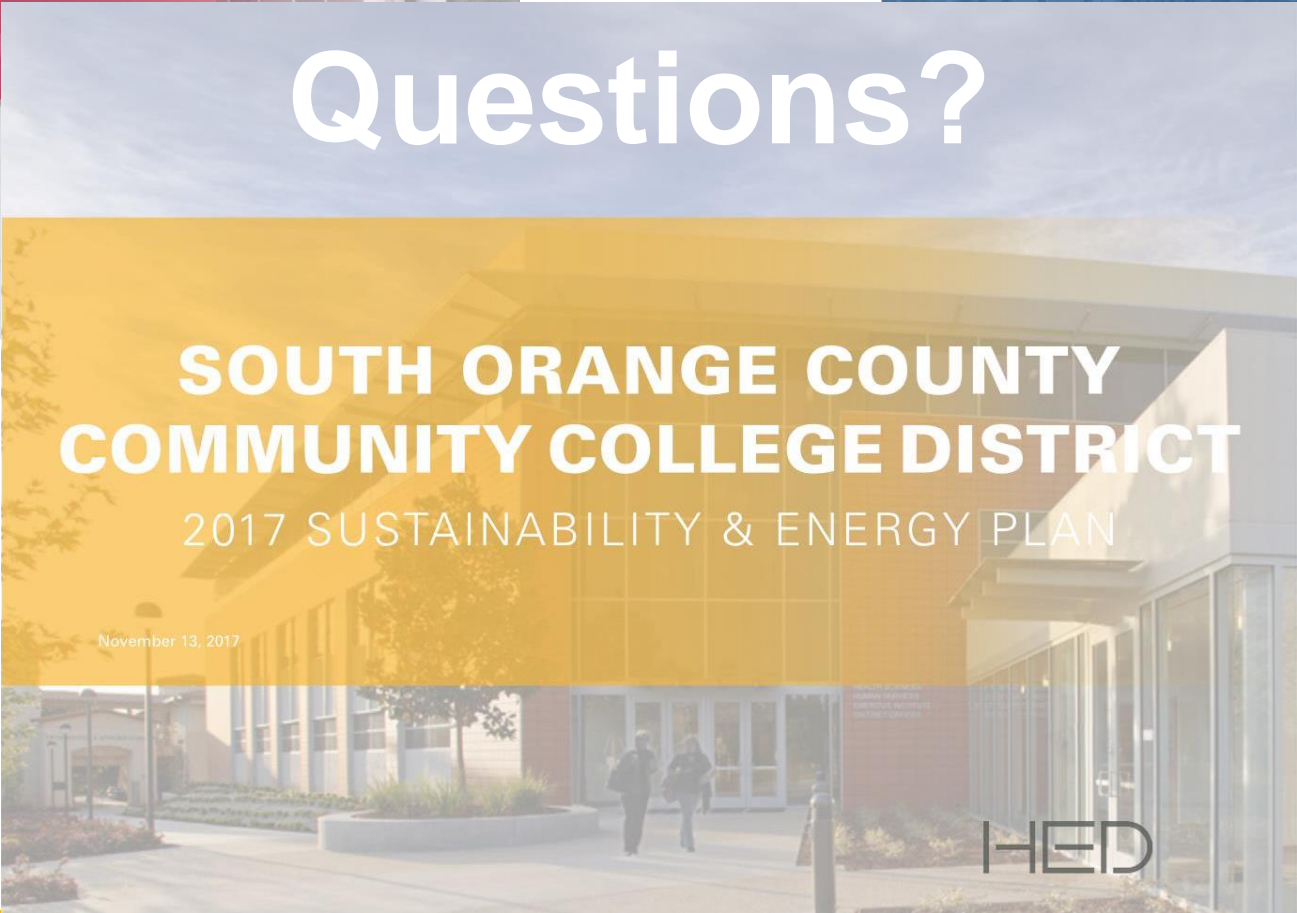
**Implement comprehensive
sustainable building design for
all new construction and
renovation projects.**



**SADDLEBACK COLLEGE
SCIENCES BUILDING**
LEED Gold



SUSTAINABILITY & ENERGY PLAN





TO: Members of the Board of Trustees
FROM: Debra L. Fitzsimons, Interim Chancellor
SUBJECT: District Services Report for November 13, 2017 Board of Trustees Meeting

Farewell to Dr. Fitzsimons!

A reception was held on October 30 to congratulate Dr. Debra Fitzsimons on her retirement from the district. Dr. Fitzsimons has served as interim chancellor since July 1, 2016, and she previously held the position of vice chancellor of business services since 2011, in which she successfully oversaw the district's business and financial operations and managed a budget of over \$800 million and multiple business related projects and initiatives.

Professors Recognized at Orange County Teachers of the Year Celebration

Professors of the Year Michael Cassens (Irvine Valley College) and Basil Smith (Saddleback College) were recognized at the annual Orange County Teachers of the Year Celebration at the Disneyland Hotel on October 24.

ATEP Development Featured in *Orange County Business Journal*

An article in the October 30 issue of the Orange County Business Journal highlighted the Advanced Technology and Education Park and the plans for the development of the site. Details about Irvine Valley College's new building and Saddleback College's Center for Innovation and Healthcare Education, and Interim Chancellor Debra Fitzsimons was quoted throughout the article, stating that ATEP is a new model for the region's schools, and that the facility will be a place where educators and businesses can collaborate on curriculum, equipment, and common standards so that students are immediately effective in the workplace.

Human Resources Update

We welcomed our new vice chancellor of human resources, Dr. Cindy Vyskocil, on November 3.

Recruitment efforts have begun for the chancellor and vice chancellor of business services positions.

Training on EEO laws and best practices in hiring recently took place with very positive attendance at both campuses. All district-wide employees were encouraged to attend this interesting and very informative training as provided by EEOC.

AR4011.3 training is underway for classified hiring. We have had good turn outs and great response to the workshops.

Mandatory sexual harassment prevention training is currently ongoing for all supervisors.

The academic unit has been working diligently with the Saddleback College accreditation liaison to coordinate an effective process for ensuring that part-time faculty evaluations are appropriately tracked and recorded. Teamwork, collaboration, and communication are alive and well!

Public Affairs Update

Advocacy Efforts - Over the past month, the district's public and government affairs office has been working with students from both colleges to advocate for the Deferred Action for Childhood Arrivals (DACA) program before the Administration phases out DACA's protections. The solution now relies with Congress, and students have had opportunities on and off campus to advocate for a legislative solution.

On October 31, students met with Congresswoman Mimi Walters' office and asked Congress to pass a clean DREAM Act, codify DACA into federal law, and provide a permanent pathway to citizenship. Additional efforts included letter and postcard writing with other colleges in the area. The board passed a resolution in support of codifying DACA into federal law at the board meeting on October 30.

Free Speech on Campus Presentation - The department participated with Vice Chancellor of Human Resources Cindy Vyskocil in a presentation entitled, "Managing Free Speech on Campus – is Your College Ready?" at the Association of Chief Human Resource Officers (ACHRO) conference on October 18.



IRVINE VALLEY COLLEGE

5500 Irvine Center Drive, Irvine, CA 92618 | T 949-451-5100 | www.ivc.edu

TO: Debra L. Fitzsimons, EdD, Interim Chancellor, and Members of the Board of Trustees

FROM: Glenn R. Roquemore, PhD, President *GR*

DATE: November 2, 2017

SUBJECT: **President's Report for the November 13, 2017 Board of Trustees Meeting**

Paralegal Studies Program Hosts Alumni Event

On October 12, the Irvine Valley College (IVC) Paralegal Studies Program held its first ever alumni event. Thirty alumni attended, along with adjunct faculty, School of Business Sciences Department Chair Roopa Mathur, PhD, and Dean of Counseling Elizabeth Cipres, EdD. Jennifer Evans, legal recruiter presented on using LinkedIn for career management.

IVC Welcomes Qingdao University of Science and Technology

On October 27, IVC welcomed a delegation from China's Qingdao University of Science and Technology (QUST). The delegation came to sign a Memorandum of Understanding (MOU), establishing a working relationship between the two colleges in the recruitment of qualified international students to Irvine Valley College. QUST, located in China's Shandong Province, is a multi-disciplinary university and offers courses in engineering, science, economics, computer science, and business. QUST has full recognition by the Ministry of Education and welcomes over 28,000 students annually. Such partnerships are key to the development of our international student program.

IVC Hosts Walk of Hope for Suicide Awareness and Prevention

On November 3, IVC hosted the Walk of Hope for Suicide Awareness and Prevention. Students, faculty, staff, and community members participated in the 1.4-mile walk around the campus perimeter to promote education and awareness about suicide prevention, and also energize efforts to save the lives of our young population of students and military veterans.

Veteran's Day Commemoration Event

On November 7, IVC held its annual Veteran's Day Commemoration Event. Students, faculty, staff, and guests gathered to honor those who have served our country. Veteran student Mike Decker, US Air Force led the pledge of allegiance. LTC Troy V. Alexander, US Army, and Vice President for Student Services and US Air Force veteran Linda Fontanilla, EdD, spoke about their service.

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

BOARD OF TRUSTEES: Barbara J. Jay, Timothy Jernai, David B. Lang, Marcia Milchaker, T. J. Prendergast III, Terri Whitt, James R. Wright
Debra L. Fitzsimons, EdD, Interim Chancellor • Glenn R. Roquemore, PhD, President, Irvine Valley College

An Equal Opportunity Institution

PTK Fall Leadership Conference

On October 20, President Roquemore welcomed Phi Theta Kappa (PTK) students at the 2017 Nevada-California Phi Theta Kappa Fall Leadership Conference at Cal Poly Pomona. The Saddleback and IVC PTK chapters, their officer teams and respective advisors, Alannah Rosenberg, Jodi Titus, and Kurt Meyer, co-hosted the event.

IVC Participates in California Guided Pathways Advisory Committee

On October 24, President Roquemore attended the California Guided Pathways Advisory Committee Convening at the Los Angeles Airport (LAX) Marriott. The event, funded by the College Futures Foundation, was hosted by Bakersfield College. California Community Colleges Chancellor Eloy Oakley was also in attendance. The Advisory Committee met to discuss the future of Guided Pathways, technology integration, California State University transfer connections, and next steps of the California Guided Pathways.

IVC Attends UCI Student Success Conference

On October 23, President Roquemore provided remarks at the Gateway Courses and Student Success: Foundational Issues in Educational Equity and Social Justice Conference held University of California, Irvine (UCI). The conference addressed the crisis of high failure rates in gateway courses, that correlate with attrition and reduced opportunities for equity and social justice. Representatives from all sectors of California higher education were invited to consider what is and what could be done to improve student performance in these gateway courses.

IVC Celebrates Teacher of the Year Nominee at OC Teacher of the Year Banquet

On October 24, President Roquemore attended the 2018 Orange County Department of Education (OCDE) Teacher of the Year banquet to honor Michael Cassens, IVC's Teacher of the Year nominee. Chancellor Fitzsimons also attended to commend Michael Cassens and the Saddleback nominee. Michael Cassens was recognized for his dedication to IVC students.

IVC Holds Fall Forum

On October 16, IVC held the Fall Open Forum from 9 to 10 am in the Performing Arts Center (PAC) ASIVC Lounge. President Roquemore offered brief opening comments. Additional comments were offered by each of the Vice Presidents including: Christopher McDonald, EdD, Vice President for Instruction; Linda Fontanilla, EdD, Vice President for Student Services; and Davit Khachatryan, Vice President for Administrative Services. Also on the panel were June McLaughlin, IVC Academic Senate President; Maria Nunez, IVC Classified Senate President; and Chris Cordes, ASG of IVC Vice President of Budget and Finance.



SADDLEBACK COLLEGE

28000 Marguerite Parkway • Mission Viejo, CA 92692
949.582.4500 • www.saddleback.edu

TO: Members of the Board of Trustees
Dr. Debra L. Fitzsimons, Interim Chancellor

FROM: Dr. Gregory Anderson, President

SUBJECT: Report for November 13, 2017 Board of Trustees Meeting

Chinese Delegation Visits Saddleback

A delegation from Yunnan Education Bureau visited Saddleback College on October 27 and 30. The delegation included 12 presidents, vice presidents and directors from technical colleges in the Yunnan province of China. The two-day visit was organized by Kari Irwin, assistant dean of Career Technical Education (CTE), and Israel Dominguez, director of Economic & Workforce Development, welcomed by President Dr. Gregory Anderson, facilitated by Grant Project Manager Katlin Choi, and translation services provided by Angela Yang, director of International Student Program.

The delegation participated in tours of Horticulture and Landscape Design, Automotive Technology, Advanced Manufacturing, and the Faculty Center for Student Success, led by Ken Lee, co-chair of Horticulture and Landscape Design; Raj Dhillon, senior lab technician for Automotive Technology; Glen Stevenson, chair of Advanced Manufacturing; Marina Aminy, dean of Online Education and Learning Resources; and Vivian Nguyen, application specialist for the Faculty Center for Student Success.

The delegation learned about components of successful CTE programs and advisory committees; best practices in industry partnership development, and identifying and addressing the needs of priority and emerging sectors; Saddleback's process for accreditation and assessment; strategies for effective distance education; and education pathways for international students.

Delegation members were excited to take their new knowledge back to their home institutions and look forward to creating a partnership with Saddleback for student and faculty exchanges, and study abroad programs among other possibilities.

Students receive \$13,000 in scholarships

Five Saddleback College students received scholarships from the Orange County Post of the Society of American Military Engineers (SAME) totaling \$13,000. Kamyar Feiz, Walter Castillo, Tony Bautista, and Chris Turner were awarded general scholarships of \$2,500 each. Susan Cihelka was the recipient of a \$3,000 JT Miles Memorial Scholarship. The scholarship recipients were recognized at a luncheon hosted by the OC Post of SAME on October 26 at the Naval Weapon Station's Golf Course in Seal Beach. Each

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT BOARD OF TRUSTEES

Barbara J. Jay, Timothy Jemal, David B. Lang, Marcia Milchiker, T.J. Prendergast, III, Terri Whitt, James R. Wright • Dr. Debra L. Fitzsimons, Interim Chancellor

SADDLEBACK COLLEGE: Dr. Gregory Anderson, President

An Equal Opportunity Employer

student will be paired up with a senior engineer member from the OC Post for mentorship in academic, personal and professional areas.

While 22 students applied from Saddleback College and UCI, only six scholarships were awarded based on merit, need, participation in student engineering associations, work experience, community involvement, and participation in a SAME student chapter or SAME OC post activity.

Since 2014, Saddleback College's Division of Math, Science, and Engineering has sponsored a student chapter of SAME, the only community college student chapter out of over 50 nationwide. Saddleback College students have received \$40,500 in total from the SAME OC Post.

Foundation Executive Director Honored

At the October 26 Saddleback College Foundation Board of Directors meeting, the board honored retiring Executive Director Donald Rickner, PhD. Board President Anthony Ferry presented Don with a certificate of appreciation for his years of service in support of the college and its students.

Arizona State University Transfer Partnership

More than 500 Saddleback College students were admitted to Arizona State University over the past five years thanks to the partner agreement and the Guaranteed Program for Admission (GPA). Saddleback College was one of the first colleges to enter into the GPA partnership, which guarantees admission to students who earn an associate degree, IGETC certification or CSU GE certification and meet grade point average minimums. The Arizona State University Vice Provost for Academic Partnerships Dr. Maria Hesse visited Saddleback College on October 24 to provide an update to campus leadership.

UC Transfer Admission Guarantee

Saddleback College students had a record breaking year for participation in the UC Transfer Admission Guarantee (TAG), with 293 students completing the process to ensure a guaranteed admission to one of six participating campuses: Davis, Merced, Riverside, Santa Barbara, Santa Cruz, and Irvine. Fall 2016 transfers were at 267 with Fall 2017 transfers at 277. The students met grade point average requirements, completed their math and English classes early, and met required major preparation for their desired UC campuses.

Teacher of the Year Celebration

President Gregory Anderson joined several South Orange County Community College Trustees in honoring 62 area educators at the 2018 Orange County Teachers of the Year ceremony organized by the Orange County Department of Education. The October 24 dinner at the Disneyland Hotel in Anaheim celebrated "Compassion, Kindness and Character." Saddleback College's nominee was Basil Smith from the Philosophy Department. The Dr. James Hines Foundation presented cash awards to each of the nominees to honor the important work they do to promote the success of all students by instilling pride,

hope and respect in academically stimulating environments. Since 1992, the foundation has contributed more than \$3 million to the Orange County Teachers of the Year program.

SHERYL CROW Concert Benefits The New 88.5 FM

President Anderson attended Sheryl Crow's October 23 concert benefitting The New 88.5 FM radio station, a partnership between California State University, Northridge and Saddleback College. The station launched September 12, ballooning its broadcast reach from 3 million to 11.5 million people in the Los Angeles and Orange County areas. Former Chancellor Debra Fitzsimons, former President Dr. Tod A. Burnett, former Vice Chancellor CM Brahmabhatt and former KSBR General Manager Terry Wedel all contributed to this project. Former Dean of Fine Arts and Media Technology Bart McHenry played an active role and currently serves on the station's oversight board.

Clean Energy Commission Visits Automotive Technology

On October 17, members of the California Energy Commission (CEC) and members of The Clean Energy and Transportation Initiative (CETI) visited the Automotive Technology program facility to review the results of their partnership with Saddleback College. CETI provided grant funding to promote and improve the AutoTech alternative fuel program. Industry experts expect the auto industry to migrate to alternative fuel technology within the next 10-15 years, requiring the college to train future workers in the new technologies. Faculty and staff demonstrated new equipment and curriculum to the visiting team specifically highlighting the instructional pedagogy that were supported by the CEC investment. The visiting team members were impressed with the efforts performed to date and looked forward to future projects with Saddleback College.

VETS Program

- The VETS Program hosted Vanguard University, California State University, Fullerton, Easter Seals Veterans Employment Initiative, and VetNet in the Wednesday Lunch Briefs.
- The number of veterans counseling appointment and drop ins sessions attended from August to Mid-October has increased 96% from 2015 to 2017, based on data from SARS reports, with no report of a decrease in quality of counseling provided, while maintaining high ratings of satisfaction in our student surveys.

Year	Counseling Contacts
2015 (August 1- Oct 19)	371
2016 (August 1- Oct 19)	590
2017 (August 1- Oct 19)	728

- On October 17, four student veteran leaders and the VETS Program coordinator joined others at Mount San Antonio College in Walnut, Calif., for a briefing from Governor Brown and State Senator Josh Newman on categorical funding for veterans services. Senator Newman announced that \$12 million will be allocated this year for student veterans and while doing so recognized Saddleback College and program coordinator Terence Nelson for his leadership of the program. The student veterans were able to meet and dialog with the state senator about the transition process.
- Veterans Counselor Kolin Williams was selected to represent California Community Colleges at the California Department of Veterans Affairs CalTAP pilot event and briefing at Camp Pendleton.
- Terence Nelson presented best practices in teaching and supporting student veterans at the CAPED and NAVPA annual conferences.
- The Student Veteran Council and the VETS Program hosted a series of events for Veterans Week from November 6 -9, including:
 - A day to celebrate each branch
 - An experience for general students to experience physical training similar to that of our military
 - Its ninth annual field of flags memorial

Dean Wolzinger Participates in Data Exchange

Dean of Career Pathways and Dual Enrollment Renah Wolzinger participated in a national study showing large wage gains for students who complete an industry credential. Companies value these credentials because they demonstrate that students have mastered skills related to an occupation.

The final report from the Certification Data Exchange Project, is available online at http://www.acteonline.org/uploadedFiles/Policy_and_Advocacy/Key_Issues/CDEP-Final-Report.pdf.

To learn how industry certification impacts student education and workforce outcomes, the project has tested data-sharing processes between state education and workforce data systems and industry certifiers, created standardized tools and processes, and raised awareness about the importance of industry certification data.

This final report presents the goals, results to date and lessons learned as well as recommendations for future data-sharing and data-matching efforts.

Counselor Symposium

Counseling Services contributed to the success of the Counselor Symposium, sponsored by the Orange County Department of Education and the California Community College Strong Workforce Program. The October 6 event for K-12, adult education and community college counselors, and administrators focused on topics such as academics, and social, emotional and career development. Saddleback College Counseling served on the steering committee to support regional partnership among the K-12 counselors and community colleges. Consultant Steven Glyer and Counselor Jennifer Rachman presented "Powerful Tools and Strategies: Working Together Between K-12, Community College and

Beyond.” Nine community colleges and adult education programs were represented with outreach tables and each college was highlighted in a panel breakout session.