

The vision of the
South Orange County Community College District
is to be an educational leader in a changing world.

AGENDA

Meeting of the Board of Trustees



Monday, September 24, 2007

Call to order: 5:00 p.m.

[Followed by Public Comments/Closed Session]

Reconvene Open Session: 6:30 p.m.

Auditorium, Room 145
Health Sciences/District Offices Building
Saddleback College
28000 Marguerite Parkway
Mission Viejo, CA 92692

Board of Trustees

David B. Lang – President, Donald P. Wagner – Vice President, Thomas A. Fuentes – Clerk
William O. Jay, Marcia Milchiker, Nancy M. Padberg, John S. Williams, Matthew Reynard – Student Trustee
Raghu P. Mathur, Ed.D. - Chancellor



Meeting of the Board of Trustees

September 24, 2007

CALL TO ORDER: 5:00 P.M.

1.0 PROCEDURAL MATTERS

1.1 Call To Order

1.2 Public Comments

*Members of the public may address the Board on items listed to be discussed in **closed session**. **Speakers are limited to two minutes each**.*

RECESS TO CLOSED SESSION FOR DISCUSSION OF THE FOLLOWING:

- A. Public Employee Appointment, Employment, Evaluation of Performance, Discipline, Dismissal, Release (GC 54957)
 - 1. Public Employee Appointment/Employment
 - 2. Public Employee Evaluation of Performance
 - a. Deputy Chancellor
 - b. Vice Chancellor, Technology and Learning Services
 - c. Vice Chancellor, Human Resources
 - d. President, Saddleback College
 - e. President, Irvine Valley College
 - f. Provost, Advanced Technology and Education Park
 - g. Vice President, Student Services, Saddleback College
 - h. Director, Information Technology, Program Analysis
 - i. Director, Research & Planning
 - j. Dean, Counseling Services & Special Programs, Saddleback College
 - k. Dean, Fine Arts, Saddleback College
 - l. Dean, Social & Behavioral Sciences, Saddleback College
 - m. Dean, Liberal Arts, and Learning Resources, Saddleback College
 - n. Dean, Bus. Sci., Workforce & Economic Dev., Saddleback College
 - o. Dean, Advanced Tech. & Applied Sciences, Saddleback College
 - p. Dean, Health & Human Svcs. & Emeritus Inst., Saddleback College
 - q. Dean, Math, Science & Engineering, Saddleback College
 - r. Dean, Career Tech. Educ. & Workforce Dev., Irvine Valley College
 - s. Dean of Business & Social Sciences, Irvine Valley College
 - t. Director, CACT
 - u. Director, Advanced Technology Center
 - v. Assistant Dean, Health Sciences, Human Services & Emeritus Institute, Saddleback College
 - 3. Public Employee Discipline/Dismissal/Release (3)

- B. Conference with Labor Negotiators (GC 54957.6)
 - 1. Negotiator – Dr. Raghu Mathur; SOCCCD Faculty Association
 - 2. Negotiator – Dr. Raghu Mathur; California School Employees Association (CSEA), Chapter 586

- C. Conference with Real Property Negotiators (GC 54956.8)
 - 1. Property – Use of Portion of Advanced Technology and Education Park (ATEP) Property at 15445 Lansdowne Road, Tustin, CA
 Agency Designated Representative – Dr. Raghu Mathur;
 Negotiating Parties (1) Camelot Entertainment; (2) CSU-Fullerton – biotech proposal; (3) CSU-Fullerton (entertainment arts/Irvine campus programs); (4) Young Americans; and (5) Chapman University/University College.
 Under Negotiation – Price and Terms of Payment
 - 2. Property – Use of Portion of Irvine Valley College at 5500 Irvine Center Drive, Irvine, CA
 Agency Designated Representative – Dr. Raghu Mathur;
 Negotiating Parties – Novaquatics
 Under Negotiation – Price and Terms of Payment

- D. Conference with Legal Counsel (GC 54956.9)
 - 1. Existing Litigation (GC 54956.9[a])
 - 2. Anticipated Litigation/Significant Exposure to Litigation (GC54956.9[b][1] and [3][A]) (3)
 - 3. Initiation of Litigation (GC 54956.9[c]) (2)

RECONVENE OPEN SESSION: 6:30 P.M.

2.0 PROCEDURAL MATTERS

2.1 Actions Taken in Closed Session

2.2 **Invocation**
 Led by Trustee Padberg

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

2.4 **Resolutions/Presentations/Introductions**
 Recognition: Technology Focus Award for “My Academic Plan”
 Presentation: Technological Support for Recording Board Meetings
 by *Granicus*

2.5 **Public Comments**
 Members of the public may address the Board on any item on the agenda at this time or during consideration of the item. Items not on the agenda that are within the subject matter jurisdiction of the Board may also be addressed at this time. ***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.**
- 3.2 **Board Reports**
- 3.3 **Chancellor's Report**
- 3.4 **Board Requests for Reports**

4.0 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.

- 4.1 **SOCCCD: Board of Trustees Meeting Minutes**
Approve of minutes of a special meeting on August 15, 2007 and a regular meeting on August 27, 2007.
- 4.2 **Irvine Valley College: 2007-08 Student Out of State Travel**
Approve out-of-state travel for Irvine Valley College students and their advisor(s) during the 2007-08 academic year in an amount not to exceed \$111,680.
- 4.3 **Irvine Valley College: Notice of Completion: Exterior Lighting**
Approve filing of notice of completion for exterior lighting at Irvine Valley College.
- 4.4 **Irvine Valley College: Change Order Requests: Performing Arts Center/Theater**
Approve change order with several trade contractors increasing the contract amount by \$33,891.52. The total revised contract amount is \$26,771,010.00.
- 4.5 **Irvine Valley College: Notice of Completion: Performing Arts Center/Theater**
Authorize the filing of notices of completion for three contracts.
- 4.6 **Irvine Valley College: Change Order Request No. 5: Police and Warehouse Facility**
Approve change order with Dumarc Corporation increasing the contract amount by \$11,675.35. The total revised contract amount is \$1,970,795.15.
- 4.7 **Saddleback College: Speakers**
Approve general fund honorarium and travel expenses for speakers at Saddleback College.
- 4.8 **Saddleback College: Early Childhood Mentor Program**
Approve participation in the Orange County Regional Early Childhood Mentor Program.

- 4.9 **Saddleback College: Spring 2008 Revised Fees**
Approve the proposed revisions to instructional, materials, laboratory and field studies fees.
- 4.10 **Saddleback College: Adopt Resolution No. 07-27: Declaration of Emergency Situation Regarding Saddleback College Gym Floor**
Approve adoption of declaration of emergency resolution regarding replacement of the Saddleback College Gym floor at a cost not to exceed \$193,800.00.
- 4.11 **ATEP: Change Order Request No. 6: Completion of Relocatable Classroom Buildings**
Approve change order request with ModSpace decreasing the contract amount by \$8,659.75. the total revised contract amount is \$3,390,617.09.
- 4.12 **SOCCCD: Update of Authorized Signature List of Board of Trustees' Designees to Approve Documents and Contracts**
Approve authorizing individuals as listed to reflect a change in personnel for the position of Director of Facilities Planning and Purchasing.
- 4.13 **SOCCCD: August/September 2007 Contracts**
Ratify contracts as listed.
- 4.14 **SOCCCD: Purchase Orders/Confirming Requisitions**
Approve purchase orders processed in accordance with the general priorities of the adopted budget and numbered P08-01160 through P08-01472 amounting to \$5,750,076.65. Approve confirming requisitions dated August 8, 2007 through September 4, 2007 totaling \$66,407.37.
- 4.15 **SOCCCD: Payment of Bills**
Approve Check Nos. 063115 through 063923, processed through the Orange County Department of Education, totaling \$6,677,324.31; Check Nos. 009024 through 009038, processed through Saddleback College Community Education, totaling \$70,923.95; and Check Nos. 008339 through 008350, processed through Irvine Valley College Community Education, totaling \$31,420.85.
- 4.16 **SOCCCD: Budget Amendment: Adopt Resolution No. 07-26 to amend 2007-08 Restricted Child Development Fund**
Adopt resolution.
- 4.17 **SOCCCD: Transfer of Budget Appropriations**
Approve transfers as detailed.
- 4.18 **SOCCCD: Gifts to the District and Foundations**
Accept various donated items.

5.0 GENERAL ACTION ITEMS

- 5.1 Saddleback College: Study Abroad Program to Salamanca, Spain**
Approve the Saddleback College study abroad program: Spanish Language Studies in Salamanca, Spain in the spring of 2008 and to direct the administration to execute the Educational Tour/Field Study Travel Contractor Agreement with the American Institute for Foreign Study for coordinating travel agreements.
- 5.2 Saddleback College: Study Abroad Program to Brazil**
Approve the Saddleback College study abroad program: Studies in Brazil in the fall of 2007 and to direct the administration to execute the Educational Tour/Field Study Travel Contractor Agreement with the American Institute for Foreign Study for coordinating travel agreements.
- 5.3 Saddleback College: Grant Acceptance, National Science Foundation**
Acceptance of award of \$3,951,965 from the National Science Foundation for the Saddleback College National Center for Rapid Prototyping and Additive Manufacturing Technologies project.
- 5.4 SOCCCD: Board Policy Revision: BP 4000.2 – Electronic Communication**
Accept for review and study.
- 5.5 SOCCCD: Adopt Resolution No. 07-28: Support of the Community College Governance, Funding Stabilization, and Student Fee Reduction Act**
Adopt resolution 07-28.
- 5.6 SOCCCD: Academic Personnel Actions**
Approve: Academic Temporary Part-Time/Substitute Staff; Equivalency; Additional Compensation: General Fund; Additional Compensation: Categorical/Non-General Fund; Leave of Absence; Reduced Contract; Resignation/Retirement/Conclusion of Employment.
- 5.7 SOCCCD: Classified Personnel Actions**
Approve New Personnel Appointments; Authorization to Eliminate Classified Position and/or Position Numbers; Authorization to Establish and Announce a Classified Position; Change of Status; Out of Class Assignments ; Leave of Absence; Resignation/Retirement/Conclusion of Employment; Volunteers.

6.0 DISCUSSION ITEM

- 6.1 SOCCCD: Enrollment Management**
Discussion regarding enrollment management strategies and successes at Saddleback College, Irvine Valley College, and the Advanced Technology and Education Park.

7.0 INFORMATION ITEMS

- 7.1 ATEP: Submittal of Short Range Plan to the City of Tustin**
Short range plan to be submitted to City of Tustin.
- 7.2 Saddleback College and Irvine Valley College: Accreditation Focused Midterm Reports**
Colleges accreditation mid-term reports due for submission to the Accrediting Commission by October 15, 2007. Additionally, approve inclusion of District/Board of Trustees' Response in the colleges' Accreditation Focused Midterm Reports.
- 7.3 Saddleback College, Irvine Valley College: 2006-07 Release Time and/or Stipends**
Actual expenditures for release time and stipends as identified in the 2006-07 budget.
- 7.4 SOCCCD: Basic Aid Report**
Projected receipts and approved projects
- 7.5 SOCCCD: Facilities Plan Status Report**
Status of current construction projects.
- 7.6 SOCCCD: Monthly Financial Status Report**
This report displays the adopted budget, revised budget and transactions through August 30, 2007.
- 7.7 SOCCCD: List of Board Requested Reports**
Information as requested.
- 7.8 SOCCCD: Quarterly Investment Report**
This report is for the quarter ending on June 30, 2007.

8.0 WRITTEN REPORTS

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

President, Saddleback College
President, Irvine Valley College
Provost, ATEP
Associated Student Government of SC
Associated Students of IVC
Saddleback College Academic Senate
Irvine Valley College Academic Senate
Faculty Association
California School Employees Association
Saddleback College Classified Senate
Irvine Valley College Classified Senate
District Services Classified Senate
Police Officers' Association

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

TO: Board of Trustees
FROM: Dr. Raghu P. Mathur, Chancellor
RE: SOCCCD: Minutes of the Board of Trustees Meeting
ACTION: Approval

Minutes from :
August 15, 2007 Special Meeting of the Board of Trustees (Exhibit A)
August 27, 2007 Meeting of the Board of Trustees (Exhibit B)
Are submitted to the Board for review and approval.

Item Submitted by: Dr. Raghu Mathur

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
AUDITORIUM, ROOM 145, HEALTH SCIENCES/DISTRICT OFFICES BLDG., SADDLEBACK COLLEGE

**MINUTES OF A SPECIAL MEETING OF
THE BOARD OF TRUSTEES
August 15, 2007**

CALL TO ORDER

The open session of the special meeting of the Board of Trustees was called to order by President Lang at 4:00 p.m.

PRESENT

Members of the Board of Trustees:

David B. Lang, President
Donald P. Wagner, Vice President
William O. Jay, Member
Marcia Milchiker, Member
Nancy M. Padberg, Member
John S. Williams, Member

ABSENT

Thomas A. Fuentes, Clerk
Matthew Reynard, Student Trustee

Administrators

Raghu P. Mathur, Ed.D., Chancellor
Gary Poertner, Deputy Chancellor
Andreea Serban, Vice Chancellor, Technology and Learning Services
Robert E. King, Vice Chancellor, Human Resources
Richard D. McCullough, President, Saddleback College
Glenn Roquemore, President, Irvine Valley College
Robert J. Kopecky, Provost, ATEP

There were no Public Comments.

2.0 INFORMATION ITEMS

- 2.1 ATEP: Instructional Programs
- 2.2 SOCCCD: Status of Short Term Plan: Shared with SOCCCD and City of Tustin

RECESS/RECONVENE

The open session was recessed to closed session at 4.20 p.m., with no Public Comments. The closed session reconvened to open session at 6:30 p.m.

ACTIONS TAKEN IN CLOSED SESSION

None

4.0 **ACTION ITEM**

- 4.1 SOCCCD: Exclusive Right to Negotiate Agreement – Second Amendment: Extensions of Periods 2 and 3 of ERNA: Camelot Entertainment Group

On a motion made by Trustee Jay and seconded by Trustee Williams the Board approved Extensions of Periods 2 and 3 of ERNA: Camelot Entertainment Group, on a 6-0 vote with Trustee Fuentes absent.

ADJOURNMENT

The meeting was adjourned at 6:33 p.m.

Raghu P. Mathur, Secretary

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
AUDITORIUM, ROOM 145, HEALTH SCIENCES/DISTRICT OFFICES BLDG., SADDLEBACK
COLLEGE

MINUTES OF THE BOARD OF TRUSTEES' MEETING
August 27, 2007

CALL TO ORDER: 5:00 P.M.

PRESENT

Members of the Board of Trustees:

David B. Lang, President
Donald P. Wagner, Vice President
Thomas A. Fuentes, Clerk
William O. Jay, Member
Marcia Milchiker, Member
Nancy M. Padberg, Member
John S. Williams, Member
Matthew Reynard, Student Member

Administrative Officers:

Raghu P. Mathur, Chancellor
Gary Poertner, Deputy Chancellor
Andreea Serban, Vice Chancellor, Technology and Learning Services
Rober E. King, Vice Chancellor, Human Resources
Richard D. McCullough, President, Saddleback College
Glenn Roquemore, President, Irvine Valey College
Robert J. Kopecky, Provost, ATEP

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. Speakers are limited to two minutes each.

RECESS TO CLOSED SESSION FOR DISCUSSION OF THE FOLLOWING:

A. Public Employee Appointment, Employment, Evaluation of Performance, Discipline, Dismissal, Release (GC 54957)

1. Public Employee Appointment/Employment

2. Public Employee Evaluation of Performance

3. Public Employee Discipline/Dismissal/Release (4)

B. Conference with Labor Negotiators (GC 54957.6)

- 1. Negotiator - Dr. Raghu Mathur; SOCCCD Faculty Association**
- 2. Negotiator - Dr. Raghu Mathur; California School Employees Association (CSEA), Chapter 586**

C. Conference with Real Property Negotiators (GC 54956.8)

- 1. Property - Use of Portion of Advanced Technology and Education Park (ATEP) Property at 15445 Lansdowne Road, Tustin, CA Agency Designated Representative - Dr. Raghu Mathur; Negotiating Parties (1) Camelot Entertainment; (2) CSU-Fullerton - biotech proposal; (3) CSU-Fullerton (entertainment arts/Irvine campus programs); (4) Young Americans; and (5) Chapman University/University College. Under Negotiation - Price and Terms of Payment**
- 2. Property - Use of Portion of Irvine Valley College at 5500 Irvine Center Drive, Irvine, CA Agency Designated Representative - Dr. Raghu Mathur; Negotiating Parties - Novaquatics Under Negotiation - Price and Terms of Payment**

D. Conference with Legal Counsel (GC 54956.9)

- 1. Existing Litigation (GC 54956.9[a])**
 - a. Crosby v. SOCCCD**
- 2. Anticipated Litigation/Significant Exposure to Litigation (GC54956.9[b][1] and [3] [A]) (3)**
- 3. Initiation of Litigation (GC 54956.9[c]) (3)**

RECONVENE OPEN SESSION: 6:00 P.M.

2.0 PROCEDURAL MATTERS**2.1 Actions Taken in Closed Session****2.2 Invocation Led by Trustee Jay****2.3 Pledge of Allegiance Led by Trustee Williams****2.4 Resolutions/Presentations/Introductions**

2.5 Public Comments Members of the public may address the Board on any item on the agenda at this time or during consideration of the item. Items not on the agenda that are within the subject matter jurisdiction of the Board may also be addressed at this time.

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.

3.2 Board Reports

Reports were given by Trustees Padberg, Wagner, Milchiker, Williams and Student Trustee Reynard.

3.3 Chancellor's Report

3.4 Board Requests for Reports

4.0 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.

4.4 SOCCCD: Computer Hardware to Support District-wide Email/Calendaring System Replacement Approve contract with Agilysys, Inc. for IBM hardware at a cost of \$134,020.97.

On a motion made by Trustee Padberg and seconded by Trustee Jay the Board approved on a 7-0 vote all items on the consent calendar except for items 4.9, 4.15, 4.16, 4.17 and 4.18 which were pulled.

4.1 SOCCCD: Board of Trustees Meeting Minutes Approve of minutes of a special meeting on July 19, 2007 and a regular meeting on July 23, 2007.

4.2 Saddleback College: Student Out of State Travel Approve out-of-state travel for up to four students to attend Collegiate Broadcasters/Associated Collegiate Press/College Media Advisers Conference in Washington D.C. at a cost not to exceed \$6,400 from the KSBR Foundation account budget.

4.3 Saddleback College: Speakers Approve general fund honorarium and travel expenses for speakers at the Saddleback College.

4.5 SOCCCD: Computer Equipment and Related Devices Approve contracting with Dell Marketing LP for the purchase of computer equipment and related devices pursuant to the Master Price Agreement No. A63307.

4.6 Irvine Valley College: Notices of Completion: Performing Arts Center/Theater Approve the filing of the notices of completion for the construction of the Performing Arts Center/Theater.

4.7 Irvine Valley College: Change Order Requests: Performing Arts Center/Theater Approve change order requests with several trade contractors increasing the project

amount by \$44,599.00. The total revised contract amount is \$26,741,010.00.

4.8 Irvine Valley College: Change Order Request No. 4: Police and Warehouse Facility Approve change order with Dumarc Corporation increasing the contract amount by \$25,618.79. The total revised contract amount is \$1,959,119.80.

4.9 Saddleback College: Change Order Request No. 1: BGS Building Remediation and Repair Approve change order with Harbor Construction Co., Inc. increasing the contract amount by \$218,198.00. The total revised contract amount is \$6,782,198.00.

This item was pulled from the agenda.

4.10 ATEP: Change Order Request No. 5: Site Improvements and Signage for the Launch Approve change order request with Los Angeles Engineering, Inc. increasing the contract amount by \$2,768.21. The total revised contract amount is \$2,234,055.92

4.11 SOCCCD: July/August 2007 Contracts Ratify contracts as listed.

4.13 SOCCCD: Payment of Bills Approve Check Nos. 061966 through 063114, processed through the Orange County Department of Education, totaling \$8,984,232.08; Check Nos. 008981 through 009023, processed through Saddleback College Community Education, totaling \$72,593.71; and Check Nos. 008311 through 008338, processed through Irvine Valley College Community Education, totaling \$21,286.78.

4.12 SOCCCD: Purchase Orders/Confirming Requisitions Approve purchase orders processed in accordance with the general priorities of the adopted budget and numbered P08-00488 through P08-01159 amounting to \$5,833,891.10. Approve confirming requisitions dated July 2, 2007 through August 7, 2007 totaling \$85,007.57.

4.14 SOCCCD: Gifts to the District and Foundations Accept various donated items.

4.15 SOCCCD: Authorization of Payment to Trustee Absent from Board Meeting Approve payment to Trustee unable to attend regular Board Meeting.

On a motion made and seconded the board approved this item on a 7-0 vote.

4.16 SOCCCD: Authorization of Payment to Trustee Absent from Board Meeting Approve payment to Trustee unable to attend special Board Meeting.

On a motion made and seconded the board approved this item on a 6-0 vote with Trustee Fuentes abstaining.

4.17 SOCCCD: Authorization of Payment to Student Trustee Absent from Board Meeting Approve payment to Student Trustee unable to attend special Board Meeting.

On a motion made by Trustee Williams and seconded by Trustee Wagner this item was approved on a 7-0 vote.

4.18 SOCCCD: Trustees Requests for Travel to Conferences
Approve/ratify requests for trustee travel and/or mileage.

On a motion made by Trustee Williams and seconded by Trustee Wagner this item was approved on a 7-0 vote.

5.0 GENERAL ACTION ITEMS

5.1 SOCCCD: Adoption of the Final Budget for 2007-2008 **Approve the budget as presented.**

On a motion made by Trustee Williams and seconded by Trustee Wagner this item was approved on a 7-0 vote.

5.2 SOCCCD: Board Policy Revision: BP 100: The South Orange County Community College District, BP 101: Mission, BP 102: Functions of the Governing Board, BP 103: Board Membership, BP 104: Student Member of the Board of Trustees, BP 105: Organization of the Governing Board, BP 106: Board Elections, BP 107: Board Policy and Administrative Regulation, BP 108: Vacancies of the Board, BP 109: Board Education, BP 112: Duties and Responsibilities of the Board of Trustees, BP 120: Regular Meetings of the Board, BP 122: Closed Sessions, BP 124: Special and Emergency Meetings, BP 126: Quorum and Voting, BP 128: Agendas, BP 130: Public Participation at Board Meetings, BP 132: Speakers, BP 134: Decorum, BP 136: Minutes, BP 138: Recording, BP 146: Chancellor Succession, BP 148: Evaluation of the Chancellor, BP 152: Presentation of Initial Collective Bargaining Proposals, BP 154: Conflict of Interest, BP 158: Political Activity, BP 160: Personal Use of Public Resources, BP 162: Communications Among Board Members, BP 164: Board Member Compensation, BP 166: Health Benefits, BP 168: Board Member Travel, BP 172: Board Self Evaluation
Approve Board Policies as presented.

A motion was made by Trustee Padberg and seconded by Trustee Jay to separate the question. Motion passed on a 4-3 vote with Trustees Fuentes, Williams and Wagner opposing.

On a motion made by Trustee Jay and seconded by Trustee Milchiker, BP 100 was approved on a 7-0 vote.

On a motion made by Trustee Jay and seconded by Trustee Milchiker, BP 101 was approved on a 6-1 vote with Trustee Padberg opposing.

On a motion made by Trustee Williams and seconded by Trustee Jay, deletion of BP 102 was approved on a 7-0 vote.

On a motion made by Trustee Wagner and seconded by Trustee Williams, BP 103 was approved on a 5-2 vote with Trustees Padberg and Jay opposing.

On a motion made by Trustee Williams and seconded by Trustee Wagner, BP 104 was approved on a 6-1 vote with Trustee Padberg opposing.

On a motion made by Trustee Williams and seconded by Trustee Wagner, BP 105 was approved on a 7-0 vote.

On a motion made by Trustee Williams and seconded by Trustee Wagner, BP 106 was approved on a 6-1 vote with Trustee Padberg opposing.

On a motion made by Trustee Wagner and seconded by Trustee Williams, BP

107 was approved on a 7-0 vote.

On a motion made by Trustee Jay and seconded by Trustee Williams, BP 108 was approved on a 7-0 vote.

On a motion made by Trustee Jay and seconded by Trustee Williams, BP 109 was approved on a 7-0 vote.

On a motion made by Trustee Wagner and seconded by Trustee Milchiker, BP 112 was approved on a 7-0 vote.

On a motion made by Trustee Wagner and seconded by Trustee Williams, BP 120 was approved on a 7-0 vote.

On a motion made by Trustee Wagner and seconded by Trustee Williams, BP 122 was approved on a 7-0 vote.

On a motion made by Trustee Wagner and seconded by Trustee Williams, BP 124 was approved on a 7-0 vote.

On a motion made by Trustee Milchiker and seconded by Trustee Williams, BP 126 was approved on a 7-0 vote.

On a motion made by Trustee Williams and seconded by Trustee Wagner, BP 128 was approved on a 7-0 vote.

On a motion made by Trustee Williams and seconded by Trustee Wagner, BP 130 was approved on a 7-0 vote.

On a motion made by Trustee Williams and seconded by Trustee Jay, BP 132 was approved on a 7-0 vote.

On a motion made by Trustee Wagner and seconded by Trustee Fuentes, BP 134 was approved on a 7-0 vote.

On a motion made by Trustee Wagner and seconded by Trustee Jay, BP 136 was approved on a 7-0 vote.

On a motion made by Trustee Wagner and seconded by Trustee Fuentes, BP 138 was approved on a 5-2 vote with Trustees Jay and Padberg opposing.

On a motion made by Trustee Williams and seconded by Trustee Wagner, BP 146 was approved on a 4-3 vote, with Trustees Jay, Padberg and Milchiker opposing.

On a motion made by Trustee Wagner and seconded by Trustee Williams, BP 148 was approved on a 7-0 vote.

On a motion made by Trustee Wagner and seconded by Trustee Williams, BP 152 was approved on a 7-0 vote.

On a motion made by Trustee Milchiker and seconded by Trustee Wagner, BP 154 was approved on a 7-0 vote.

On a motion made by Trustee Wagner and seconded by Trustee Milchiker, BP 158 was approved on a 7-0 vote.

On a motion made by Trustee Williams and seconded by Trustee Milchiker, BP 160 was approved on a 7-0 vote.

On a motion made by Trustee Milchiker and seconded by Trustee Wagner, BP 162 was approved on a 7-0 vote.

On a motion made by Trustee Williams and seconded by Trustee Milchiker, BP 164 was approved on a 7-0 vote.

On a motion made by Trustee Williams and seconded by Trustee Wagner, BP

166 was approved on a 7-0 vote.

On a motion made by Trustee Jay and seconded by Trustee Milchiker, BP 168 was approved on a 7-0 vote.

On a motion made by Trustee Milchker and seconded by Trustee Wagner, BP 172 was approved on a 6-1 vote with Trustee Jay opposing.

5.3 SOCCCD: Academic Administrators and Classified Management Salary Schedule: COLA for 2007-2008, 2008-2009 and 2009-2010 Approve increase to the Academic Administrators and Classified Management salary schedules equal to the state funded COLA for fiscal years 2007-2008, 2008-2009 and 2009-2010.

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

5.4 SOCCCD: Academic Personnel Actions Approve New Personnel Appointments; Academic Temporary Part-Time/Substitute Staff; Additional Compensation: General Fund; Additional Compensation: Categorical/Non-General Fund; Resignation/Retirement/Conclusion of Employment.

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

5.5 SOCCCD: Classified Personnel Actions Approve New Personnel Appointments; Authorization to Eliminate Classified and Classified Management Positions and/or Position Numbers; Authorization to Establish and Announce a Classified Position; Authorization for Reclassification of a Police Officers Association Position; Reclassification; Change of Status; Out of Class Assignments ; Resignation/Retirement/Conclusion of Employment; Authorization to Revise the Salary Schedule for the Non-Bargaining Unit Professional Experts; Volunteers.

On a motion made by Trustee Williams and seconded by Trustee Fuentes this item was approved on a 7-0 vote.

6.0 DISCUSSION ITEM

6.1 ATEP: Development of Advanced Technology & Education Park Report on progress of the development of ATEP.

Provost Robert Kopecky and Dean Cathie Peterson presented a progress report on the development of ATEP.

7.0 INFORMATION ITEMS

7.1 Saddleback College and Irvine Valley College: Accreditation Focused Midterm Reports
Draft responses to the ACCJC Focused Midterm Reports.

7.2 Saddleback College, Irvine Valley College and ATEP: Campus Safety and Security

Cameras Progress report on safety and security measures and preliminary cost proposals for cameras.

On a motion made by Trustee Lang and seconded by Trustee Milchiker on a 4-3 vote with Trustees Fuentes, Wagner and Williams opposing the meeting was extended for seventeen minutes.

On a motion made by Trustee Padberg and seconded by Trustee Milchiker on a 4-3 vote with Trustees Fuentes, Wagner and Williams opposing the meeting was extended for a further fifteen minutes.

7.3 SOCCCD: Basic Aid Report Projected Receipts and Approved Projects

7.4 SOCCCD: Facilities Plan Status Report Status of Current Construction Projects.

7.5 SOCCCD: Monthly Financial Status Report
This report displays the adopted budget, revised budget and transactions through June 30, 2007.

7.6 SOCCCD: Quarterly Financial Status Report California Community Colleges Financial Status Report, as of June 30, 2007.

7.7 SOCCCD: Transfer of Appropriations at Close of Fiscal Year 2006/07
Budgetary transfers made by OCDE for fiscal year 2006/07.

7.8 SOCCCD: List of Board Requested Reports
Information as requested.

8.0 WRITTEN REPORTS

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

On a motion made by Trustee Williams, seconded by Trustee Wagner, the meeting was adjourned at 9:37 p.m. on a 4-3 vote with Trustees Milchiker, Padberg and Jay opposing.

Raghu P. Mathur, Secretary

TO: Board of Trustees
FROM: Dr. Raghu P. Mathur, Chancellor
RE: Irvine Valley College: 2007-08 Out-Of-State Travel
ACTION: Approval

BACKGROUND

The Board of Trustees has supported student programs to promote leadership and scholarship through student organizations such as the Administration of Justice, Honor Society (Phi Theta Kappa), Wind Symphony, Geology Association, Psi Beta Honor Society, and Model United Nations. Participation in national conferences and/or competitions provides invaluable learning experiences for students and brings recognition to Irvine Valley College. Travel to conferences and/or competitions held out-of-state requires approval of the Board of Trustees.

STATUS

Associated Students of Irvine Valley College (ASIVC) seeks approval for participation in conferences and/or competitions during the 2007-2008 academic year. Each conference and/or competition will incur registration fees, meal expenses, travel and lodging costs for the students and their advisor(s) as described in Exhibit A. Funds for the out-of-state travel are included in the 2007-2008 ASIVC Budget. There is no impact on the general fund.

RECOMMENDATION

The Chancellor recommends that the Board of Trustees approve the 2007-2008 Out-of-State Travel request for Irvine Valley College students and their advisor(s) for a total cost not to exceed \$111,680.

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

2007-2008
IRVINE VALLEY COLLEGE OUT-OF-STATE STUDENT TRAVEL

DATES	CONFERENCE/ COMPETITION	LOCATION	PARTICIPANTS	TOTAL COST	COLLEGE GROUP
11/4-7/07	2007 Psychology Synergy Conference	Plano, TX	18 Students 2 Advisors	*\$15,318	Psi Beta
11/8-11/07	Administration of Justice Association, Regional Conference Competition	Portland, OR	15 Students 2 Advisors	*\$10,459	Administration of Justice (AOJ)
11/16-18/07	AM West Model United Nations	Las Vegas, NV	20 Students 1 Advisor	\$6,720	Model United Nations (MUN)
3/18-26/08	2007 National Model United Nations (NMUN) Conference	New York, NY	13 Students 1 Advisor	*\$13,075	Model United Nations (MUN)
4/6-12/08	National Chi Tau Epsilon Conference	Kansas City, MO	15 Students 2 Advisors	*\$21,300	Administration of Justice (AOJ)
3/16-21/08	American College Dance Festival Association (ACDFA) Northwest Regional Conference	Salt Lake City, UT	10-15 Students 2 Advisors	\$12,000	Dance Department
3/18-23/08	College Band Directors National Association Conference (CBDNA)	Reno, NV	1-3 Students 1 Advisor	\$5,000	Wind Symphony
4/11-13/08	Phi Theta Kappa International Convention	Philadelphia, PA	11 Students 2 Advisors	\$11,355	Phi Theta Kappa (PTK)
5/3-6/07	Western Psychological Association Conference	Vancouver, Canada	16 Students 2 Advisors	*\$16,453	Psi Beta
Not to exceed \$111,680					

Note:

*Co-Curricular programs supplement the ASIVC funds with fund raising activities.

TO: Board of Trustees
FROM: Dr. Raghu P. Mathur, Chancellor
RE: Irvine Valley College: Notice of Completion: Exterior Lighting
ACTION: Approval

BACKGROUND

On April 23, 2007, the Board of Trustees approved a contract with Gilbert & Stearns, Inc., to replace exterior light fixtures at Irvine Valley College which were deteriorated, not working, or missing, for the amount of \$148,500.00.

STATUS

Replacement of exterior light fixtures was successfully completed on August 20, 2007, as described in the Notice of Completion, Exhibit A.

RECOMMENDATION

The Chancellor recommends that the Board of Trustees authorize the filing of the Notice of Completion for Exterior Lighting at Irvine Valley College, as presented in Exhibit A, and further authorize the release of the retention thirty-five (35) days after the date of filing.

Recording Requested
By and Mail to:

Exhibit A
Page 1 of 1

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

EXEMPT PER GOVERNMENT CODE 6103

NOTICE OF COMPLETION

NOTICE IS HEREBY GIVEN, that the SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT of Orange County, California, is Owner of the property hereinafter described, caused improvements to be made to said property to wit: EXTERIOR LIGHTING AT IRVINE VALLEY COLLEGE, BID NO. 288, the contract for the doing of which was heretofore entered into on the 24th day of APRIL, 2007, which contract was made with GILBERT & STEARNS, INC. as Contractor; that said improvements were completed on the 20th day of AUGUST 2007, and accepted by formal action of the governing board of said District on the 24th day of SEPTEMBER, 2007 that title to said property is vested in the SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT of Orange County, California; that the surety for the above-named Contractor is the INSURANCE COMPANY OF THE WEST; that the property hereinafter referred to and on which said improvements were made is described as follows:

IRVINE VALLEY COLLEGE
5500 IRVINE CENTER DRIVE
IRVINE, CA 92618

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
OF ORANGE COUNTY

By _____ Dated _____
RAGHU P. MATHUR, Ed.D.
Chancellor

STATE OF CALIFORNIA)

) ss.

COUNTY OF ORANGE)

DR. RAGHU P. MATHUR, Chancellor, being first duly sworn, deposes and says:

That he is Secretary of the Board of Trustees of the SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT of the County of Orange;

That the SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT of Orange County, California, is the owner of said property described in the foregoing notice;

That he has read the foregoing notice and knows the contents thereof and that the facts stated therein are true.

By _____ Dated _____
RAGHU P. MATHUR, Ed.D.
Chancellor

SUBSCRIBED AND SWORN TO BEFORE ME
this _____ day of _____, 20 ____.

State of California

County of _____ } ss.

Signature of Notary Public

TO: Board of Trustees

FROM: Dr. Raghu P. Mathur, Chancellor

RE: Irvine Valley College: Change Order Requests: Performing Arts Center/ Theater

ACTION: Approval

BACKGROUND

On April 28, 2003, the Board of Trustees hired C. W. Driver for the management of multiple prime contracts for the construction of the Performing Arts Center/Theater and adjacent parking lot at Irvine Valley College. Twenty five trade contracts have been awarded to this date for a total combined amount of \$26,077,680.00. Previously approved change orders increased that amount by \$663,330.00.

STATUS

Exhibit A describes the required modifications contained in Change Order Requests (COR) numbers 141 and 151. Approval of this COR will result in an increase of \$33,891.52.00 in the total project cost and the individual trade contractors will be impacted as shown in EXHIBIT B.

Approval of these COR's will bring the total amount of all COR's to \$693,330.00 and the revised total contract amount to \$26,771,010.00

The total changes equal 2.66% of the original contract amount and the changes to each of the trade contracts do not exceed the limit as allowed by Public Contract Code.

Funds are available from the approved project budget which is \$31,652,000.00.

RECOMMENDATION

The Chancellor recommends that the Board of Trustees approve Change Order Request's numbers 141 and 151 for the Performing Arts Center/Theater project at Irvine Valley College as described in EXHIBIT A and B and authorize staff to execute the corresponding change orders with each of the trade contractors involved which will result in an increase of \$33,891.52 in the total project cost.

**PERFORMING ARTS CENTER/ THEATER
AT
IRVINE VALLEY COLLEGE
September 24, 2007**

EXHIBIT A
Page 1 of 1

COR No.	Date	Description	Requested	Status	Amount
141	8/30/2007	Settlement for overtime claim	Contractor	PP	\$30,000.00
151	8/28/2007	Relocate electrical at Partier wall	District	ATP	\$3,891.52
TOTAL THIS CHANGE ORDER REQUESTS					\$33,891.52

ATP = Authorized to Proceed
NCP = No Change in Price
PP = Price Proposal
CP = Credit Proposal
T M = Time and Material

UPDATED BID SUMMARY (8/27/2007)

BID PKG. #	BID PACKAGE DESCRIPTION	CONTRACTOR	CONTRACT AMOUNT	Previously Approved COR's	COR #141	COR #151	REVISED CONTRACT AMOUNT
02-1	Earthwork, Grading, Site Demolition	Zusser	\$755,714	\$33,506			\$789,220
02-2	Site Utilities	Sandoval & Johnson	\$534,125	\$37,753			\$571,878
02-3	AC Paving, Pavement Markings	Western Paving	\$445,000	\$10,882			\$455,882
02-4	Site Concrete	T.B. Hayward	\$980,000	\$51,694			\$1,031,694
02-5	Landscaping & Irrigation	Marina Landscape	\$269,100	\$1,210			\$270,310
03-1	Building Concrete, Rebar, CMU	Prizio Construction	\$3,072,902	\$144,201			\$3,217,103
05-1	Structural Steel	McMahon Steel	\$3,550,000	\$227,501	\$30,000		\$3,807,501
06-1	Millwork	K & Z Cabinet Co,	\$402,470	\$22,484			\$424,954
07-1	Roofing, Waterproofing, Sheet Metal, Roof Hatches	Letner Roofing	\$759,999	\$6,542			\$766,541
08-1	Overhead Coiling Doors & Counter Doors	Cookson Door	\$55,000	\$0			\$55,000
08-2	Glass & Glazing, Insulated Metal Panel System	Moonlight Glass	\$981,000	\$7,651			\$988,651
09-1	Fireproofing, Drywall, Lath & Plaster, Acoustical Clgs.	Standard Drywall	\$5,591,830	-\$31,357			\$5,560,473
09-2	Ceramic Tile	Inland Pacific Tile	\$37,000	\$3,029			\$40,029
09-3	Carpet & Floor Coverings	SCS Flooring	\$106,000				\$106,000
09-4	Painting, Intumescent Coatings	Borbon, Inc.	\$371,025	-\$16,214			\$354,811
10-1	Miscellaneous Specialties	Inland Empire Arch. Specialties	\$81,500	-\$194			\$81,306
10-2	Toilet Furnishings	Stumbaugh & Asso.	\$20,858	\$4,983			\$25,841
11-1	Theater & Stage Equipment	LVH Entertainment	\$596,964	\$17,808			\$614,772
11-2	Theater Audio Visual	Audio Associates	\$717,048	\$31,585			\$748,633
12-1	Theater Seating	Herk Edwards, Inc	\$111,453				\$111,453
14-1	Elevators	Mitsubishi Elevators	\$119,900	\$2,174			\$122,074
15-1	Fire Protection	Daart Engineering	\$529,792	-\$71,406			\$458,386
15-2	Plumbing	So Cal Plumbing dba A2Z Contractors	\$593,000	\$57,012			\$650,012
15-3	HVAC	Couts Heating & Air	\$2,133,000	\$54,062			\$2,187,062
16-1	Electrical	Baker Electric	\$3,263,000	\$68,424		\$3,892	\$3,331,424
TOTAL			\$26,077,680	\$663,330	\$30,000	\$3,892	\$26,771,010

TO: Board of Trustees
FROM: Dr. Raghu P. Mathur, Chancellor
RE: Irvine Valley College: Notices of Completion: Performing Arts Center/Theater
ACTION: Approval

BACKGROUND

On April 28, 2003, the Board of Trustees hired C. W. Driver for the management of multiple prime contracts for the construction of the Performing Arts Center/Theater at Irvine Valley College. All contractors have completed their contract work with some punch list items outstanding.

STATUS

The Construction Manager recommends that Notices of Completion be filed for the following contracts:

Package 02-1: **Demolition, Earthwork** Exhibit A
Package 05-1: **Structural & Misc. Steel, Metal Deck**, Exhibit B
Package 16-1: **Electrical**, Exhibit C

RECOMMENDATION

The Chancellor recommends that the Board of Trustees authorize the filing of the Notices of Completion attached as EXHIBITS A, B, and C, for three contracts for the construction of the Performing Arts Center/Theater at Irvine Valley College. It is also recommended that the Board authorize the release of retention 35 days after filing.

Recording Requested
By and Mail to:

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

EXEMPT PER GOVERNMENT CODE 6103

NOTICE OF COMPLETION

NOTICE IS HEREBY GIVEN, that the SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT of Orange County, California, is Owner of the property hereinafter described, caused improvements to be made to said property to wit: EARTHWORK, GRADING, & SITE DEMOLITION AT IRVINE VALLEY COLLEGE, BID NO. 270, Package 02-1, the contract for the doing of which was heretofore entered into the 16th day of DECEMBER, 2005, which contract was made with ZUSSER COMPANY, INC. as Contractor; that said improvements were completed on the 22nd day of MAY 2007, and accepted by formal action of the governing board of said District on the 24th day of SEPTEMBER, 2007, that title to said property is vested in the SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT of Orange County, California; that the surety for the above named Contractor is the WESTERN SURETY COMPANY; that the property hereinafter referred to and on which said improvements were made is described as follows:

IRVINE VALLEY COLLEGE
5500 IRVINE CENTER DRIVE
IRVINE, CALIFORNIA 92618

OF ORANGE COUNTY

By _____ Dated _____
RAGHU P. MATHUR, Ed.D.
Chancellor

STATE OF CALIFORNIA] ss.
COUNTY OF ORANGE]

DR. RAGHU P. MATHUR, being first duly sworn, deposes and says:

That he is Secretary of the Board of Trustees of the SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT of the County of Orange;

That the SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT of Orange County, California, is the owner of said property described in the foregoing notice;

That he has read the foregoing notice and knows the contents thereof and that the facts stated therein are true.

RAGHU P. MATHUR, Ed.D.

SUBSCRIBED AND SWORN TO BEFORE ME
this _____ day of _____, 20____.

Notary Public in and for said County and State

Recording Requested
By and Mail to:

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

EXEMPT PER GOVERNMENT CODE 6103

NOTICE OF COMPLETION

NOTICE IS HEREBY GIVEN, that the SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT of Orange County, California, is Owner of the property hereinafter described, caused improvements to be made to said property to wit: STRUCTURAL STEEL AT IRVINE VALLEY COLLEGE, BID NO. 270, Package 05-1, the contract for the doing of which was heretofore entered into the 16th day of DECEMBER, 2005, which contract was made with McMAHON STEEL COMPANY, INC. as Contractor; that said improvements were completed on the 13th day of SEPTEMBER 2007, and accepted by formal action of the governing board of said District on the 24th day of SEPTEMBER, 2007, that title to said property is vested in the SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT of Orange County, California; that the surety for the above named Contractor is the ARCH INSURANCE COMPANY; that the property hereinafter referred to and on which said improvements were made is described as follows:

IRVINE VALLEY COLLEGE
5500 IRVINE CENTER DRIVE
IRVINE, CALIFORNIA 92618

OF ORANGE COUNTY

By _____ Dated _____
RAGHU P. MATHUR, Ed.D.
Chancellor

STATE OF CALIFORNIA] ss.
COUNTY OF ORANGE]

DR. RAGHU P. MATHUR, being first duly sworn, deposes and says:

That he is Secretary of the Board of Trustees of the SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT of the County of Orange;

That the SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT of Orange County, California, is the owner of said property described in the foregoing notice;

That he has read the foregoing notice and knows the contents thereof and that the facts stated therein are true.

RAGHU P. MATHUR, Ed.D.

SUBSCRIBED AND SWORN TO BEFORE ME
this _____ day of _____, 20____.

Notary Public in and for said County and State

Recording Requested
By and Mail to:

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

EXEMPT PER GOVERNMENT CODE 6103

NOTICE OF COMPLETION

NOTICE IS HEREBY GIVEN, that the SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT of Orange County, California, is Owner of the property hereinafter described, caused improvements to be made to said property to wit: ELECTRICAL AT IRVINE VALLEY COLLEGE, BID NO. 270, Package 16-1, the contract for the doing of which was heretofore entered into the 2nd day of FEBRUARY, 2006, which contract was made with BAKER ELECTRIC, INC. as Contractor; that said improvements were completed on the 23rd day of SEPTEMBER 2007, and accepted by formal action of the governing board of said District on the 24th day of SEPTEMBER, 2007, that title to said property is vested in the SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT of Orange County, California; that the surety for the above named Contractor is the FIDELITY & DEPOSIT COMPANY OF MARYLAND; that the property hereinafter referred to and on which said improvements were made is described as follows:

IRVINE VALLEY COLLEGE
5500 IRVINE CENTER DRIVE
IRVINE, CALIFORNIA 92618

OF ORANGE COUNTY

By _____

RAGHU P. MATHUR, Ed.D.
Chancellor

Dated

STATE OF CALIFORNIA] ss.
COUNTY OF ORANGE]

DR. RAGHU P. MATHUR, being first duly sworn, deposes and says:

That he is Secretary of the Board of Trustees of the SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT of the County of Orange;

That the SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT of Orange County, California, is the owner of said property described in the foregoing notice;

That he has read the foregoing notice and knows the contents thereof and that the facts stated therein are true.

RAGHU P. MATHUR, Ed.D.

SUBSCRIBED AND SWORN TO BEFORE ME
this _____ day of _____, 20____.

Notary Public in and for said County and State

TO: Board of Trustees

FROM: Dr. Raghu P. Mathur, Chancellor

RE: Irvine Valley College: Change Order Request No. 5: Police and Warehouse Facility

ACTION: Approval

BACKGROUND

On January 16, 2007, the Board of Trustees approved a contract with Dumarc Corporation for construction of the Police and Warehouse Facility at Irvine Valley College for the amount of \$1,908,700.00. Four change orders were subsequently approved increasing the contract amount to \$1,959,119.80 and extending the contract completion time to 214 days. This project is the second phase of a larger project that includes the already completed Maintenance compound.

STATUS

EXHIBIT A describes the modifications contained in Change Order Request No. 5 for the Police and Warehouse Facility project at Irvine Valley College. Approval of this change order will result in an increase of \$11,675.35 to the contract cost and extend the construction time by 9 calendar days. The revised contract amount will be \$1,970,795.15 and the revised contract time 223 days.

Total change orders are at 2.64% of the contract.

Funds are available in the approved project budget which is \$4,575,000.00, including the already completed Phase I for Maintenance.

RECOMMENDATION

The Chancellor recommends that the Board of Trustees approve Change Order Request No. 5 for the Police and Warehouse Facility project at Irvine Valley College increasing the amount of the contract with Dumarc Corporation by \$11,675.35 and extending the contract time by 9 calendar days.

**POLICE AND WAREHOUSE FACILITY
AT
IRVINE VALLEY COLLEGE**

EXHIBIT A

CHANGE ORDER No. 5

September 24, 2007

No.	Date	Description	Requested	Status	Days	Amount
21	8/8/2007	Provide conduit for future security at doors	Architect	ATP	2	\$785.00
22	8/17/2007	Provide conduit for intercom/phone at exterior	Architect	PP	1	\$454.02
23	8/22/2007	Provide additional electrical/data to address future campus security monitoring	District	ATP	3	\$6,827.66
24	8/27/2007	Provide power at overhead door	Architect	PP	1	\$897.68
27	8/27/2007	Parking bumpers @ North cart park	District	PP	1	\$650.44
28	8/27/2007	Provide shim @ overhead door track	District	PP	0	\$1,851.63
30	8/31/2007	Trim packages at light fixtures to convert to down lights	Architect	ATP	1	\$208.92

TOTAL THIS CHANGE ORDER

ORIGINAL CONTRACT AND PRIOR BOARD APPROVED CHANGE ORDERS

REVISED CONTRACT

9	\$11,675.35
214	\$1,959,119.80
223	\$1,970,795.15

ATP = Authorized to Proceed
NCP = No Change in Price
PP = Price Proposal
CP = Credit Proposal
T M = Time and Material

TO: Board of Trustees
FROM: Dr. Raghu P. Mathur, Chancellor
RE: Saddleback 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 any college or center since the last board meeting. In addition, all travel expenses and/or honorarium must be recommended by the College President or Chancellor 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 honorarium and travel expenses as shown in Exhibit A.

Item Submitted by: Dr. Richard McCullough, President

SPEAKERS APPROVED BY COLLEGE PRESIDENT/CHANCELLOR/PROVOST

SADDLEBACK COLLEGE

Date of Presentation	Speaker Name	Topic	Brief Biography	General Fund Cost (Honorarium/Travel)
9/27/07	Mark Gallagher	Avoiding Malpractice Legal and Ethical Concerns related to helping professions	Attorney at Law, works with mental health, probation and law	.00
10/16/07	Marissa Presley	Teen Dating Violence	Prevention Education Specialist, Laura's House	.00
10/23/07	Alia Burdick	Public Policy & Reproductive Justice	Public Affairs Advocacy Coordinator, Planned Parenthood Orange & San Bernardino Counties	.00
11/30/07	Linda J. Caputi	Teaching & Learning in Nursing Education	Professor of Nursing, College of DuPage	\$3,500 Foundation

TO: Board of Trustees
FROM: Dr. Raghu P. Mathur, Chancellor
RE: Saddleback College: Early Childhood Mentor Program
ACTION: Approval

BACKGROUND

During the past eleven years, Saddleback College has participated in the California Early Childhood Mentor Program, funded by the California Department of Education and administered through San Francisco Community College District. This grant is delivered by more than seventy community colleges through regional programs. The purpose of the grant is to recruit and select experienced early childhood educators and directors to be mentors to student teachers and novice directors.

STATUS

Saddleback College has been asked to participate in this grant again as a member of the Orange County Regional Early Childhood Mentor Program for the period of September 1, 2007 through June 30, 2008. The grant requires individual contracts between all colleges in the regional program and the San Francisco Community College District as shown in Exhibit A. Participation in this program will have no fiscal impact on the Saddleback College general fund budget.

RECOMMENDATION

The Chancellor recommends that the Board of Trustees approve the participation of Saddleback College in the Orange County Regional Early Childhood Mentor Program as shown in Exhibit A.

SAN FRANCISCO COMMUNITY COLLEGE DISTRICT

AGREEMENT

CALIFORNIA EARLY CHILDHOOD MENTOR PROGRAM

This Agreement, dated for reference purposes only, September 1, 2007, is entered into by and between: the San Francisco Community College District (SFCCD), hereinafter known as the "District," on behalf of its California Early Childhood Mentor Program, hereinafter known as the "Mentor Program," and Saddleback College/South Orange County Community College District, hereinafter known as "Contractor".

This agreement is entered into pursuant to San Francisco Community College District Board of Trustees Resolution No. 070426-B9.

Appropriation or Grant Number 93:575

RECITALS:

Whereas, the San Francisco Community College District has applied for and has received a grant from the California State Department of Education (Resolution 070467-B9) for the purposes of operating a Mentor Program; and

Whereas, the SFCCD has received authorization from its Board of Trustees to enter into agreements with California community colleges to provide such services as: coordinating and offering an adult supervision course and seminars for mentors and directors; coordinating and developing mentoring programs; offering honoraria for faculty working with the college mentoring program; providing books and other instructional materials for mentors; and printing and copying mentor materials.

Now, Therefore, the parties agree as follows:

1. **TERM:** The term of this Agreement shall commence on September 1, 2007 and terminate June 30, 2008 except as otherwise set forth in this agreement.
2. **SERVICES TO BE RENDERED BY CONTRACTOR:** The services to be rendered are incorporated by reference as in attachment A. If any terms of the attachment and this Agreement are in conflict, this Agreement shall prevail.
3. **PAYMENT:** Invoice to be submitted and payment as a stipend to be made by District to Contractor shall be as set forth in Attachment A.
4. **INDEPENDENT CONTRACTOR:** The parties agree that with regard to this Agreement, Contractor is an independent contractor and not an employee of the District.

Any terms in this Agreement or its attachments referring to direction from the District shall be construed as providing for direction as to policy and the result of work only, and not as to the means by which such a result is obtained.

5. **EXPENSES FOR EQUIPMENT, TOOLS, MATERIALS OR SUPPLIES:** Contractor shall supply, at no cost or charge to District, all equipment, tools, materials, and/or supplies to accomplish the services agreed to be performed unless otherwise provided in this agreement; District shall not be liable to Contractor for any expenses paid or incurred by Contractor not provided for in this agreement unless otherwise agreed to in advance in writing.
6. **ASSIGNMENT:** Contractor shall not assign this Agreement nor the consideration payable under this Agreement without the written consent of the District.

7. **TERMINATION**: District may terminate this Agreement for District's convenience and without cause at any time by giving the other parties written notice of such termination. The notice shall specify the date upon which the termination becomes effective. In the event of such termination, Contractor shall be paid for his/her services that have been performed to the satisfaction of the District under this Agreement, up to the date of termination. Any payment by District shall be conditioned on Contractor providing to the District any and all materials required by District related to the services rendered.

8. **WRITTEN NOTICE**: All notices required or permitted to be given by this Agreement shall be deemed given when personally delivered to the recipient thereof or two (2) days after it has been mailed by certified mail, return receipt requested, postage prepaid, and addressed to the parties.

Any party by a written notice to the other parties may change the address of notice or the names of the persons or parties to receive written notice.

9. **GOVERNING LAW**: This Agreement shall be construed in accordance with and governed by the laws of the State of California. Venue for all litigation relative to the formation, interpretation, and performance of the Agreement shall be in San Francisco.

10. **SEVERABILITY**: If any term, provision, covenant, or condition of the Agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the rest of the Agreement shall remain in full force and effect and in no way shall be affected, impaired, or invalidated.

11. **NON-WAIVER**: The failure of any party to exercise any of its rights under this Agreement for a breach thereof shall not be deemed to be a waiver of such rights or a waiver of any subsequent breach.

12. **NO AUTHORITY TO BIND DISTRICT**: Contractor has no authority to enter into contracts or agreements on behalf of District. This Agreement does not create the relationship of agent, servant, employee, partnership or joint venture with the District.

13. **AMENDMENTS**: No amendment to this Agreement shall be effective unless it is in writing and signed by all parties.

14. **CONFLICT OF INTEREST**: Contractor states that it is familiar with provisions of Section 87100 et seq. of the Government Code and certifies that it does not know of any facts which constitute a violation of said provisions. In the event contractor receives any information subsequent to execution of this Agreement which might constitute a violation of said provisions, Contractor agrees it shall notify District of such information.

15. **DAMAGES**: Contractor shall be responsible for any and all damages resulting in whole or in part from Contractor's acts or omissions.

16. **INDEMNIFICATION**: Contractor shall defend and indemnify and hold harmless the District, its officers, and/or its employees from any and all claims, loss, damage, injury and liability of every kind, nature and description including those from or on behalf of employees of the Contractor, arising directly or indirectly from Contractor's performance of this Agreement, including but not limited to, the use of facilities or equipment provided by District or others, regardless of the active or passive negligence of, and regardless of whether liability without fault is imposed or sought to be imposed on District, its officers, and/or its employees except to the extent that such indemnity is void or otherwise unenforceable under applicable law in effect on or validly retroactive to the date of this Agreement and except where such claim, loss, damage, injury or liability is the result of the sole negligence or sole willful misconduct of District, its officers, and/or its employees.

Contractor specifically acknowledges and agrees that it has an independent obligation to defend the District, its officers, and/or its employees from any claim which actually or potentially falls within this indemnification provision even if such claim is or may be groundless, fraudulent or false.

Contractor's obligations under this section 16 shall survive the termination of this Agreement.

17. **COMPLIANCE WITH LAWS AND REGULATIONS:** Contractor shall keep informed of all laws and governmental regulations that may affect its obligations. It shall observe and comply with, and shall cause all its agents, employees, consultants, and subcontractors to observe and comply with all said laws and regulations, including obtaining business permits and licenses that may be required to carry out the work to be performed under this Agreement.

18. **LIABILITY OF DISTRICT:** District's obligations under this Agreement shall be limited to the payment of the compensation as provided for in Section 3 of this Agreement but shall also include activities as provided for in Attachment A. Notwithstanding any other provision of this Agreement, in no event shall District be liable, regardless of whether any claim is based on contract or tort, for any special, consequential, indirect or incidental damages, including, but not limited to, lost profits, arising out of or in connection with this Agreement or the services performed in connection with this Agreement.

19. **NON-DISCRIMINATION CLAUSE:** During the performance of this Agreement, District and Contractor shall not unlawfully discriminate, harass or allow harassment against any employee or applicant for employment because of sex, race, color, ancestry, religious creed, national origin, disability (including HIV and AIDS), medical condition (cancer), age, marital status, denial of family and medical care leave and denial of pregnancy disability leave. District and Contractor shall insure that the evaluation and treatment of their employees and applicants for employment are free from such discrimination and harassment. District and Contractor shall comply with the provisions of the Fair Employment and Housing Act (Government Code Section 12900 et seq.) and the applicable regulations promulgated thereunder (California Code of Regulations, Title 2, Section 7285.0 et seq.). The applicable regulations of the Fair Employment and Housing Commission implementing Government Code Section 12990 (a-f) set forth in Chapter 5 of Division 4 of Title 2 of the California Code of Regulations are incorporated into this contract by reference and made a part hereof as it set forth in full. District and Contractor shall give written notice of their obligations under this clause to labor organizations with which they have a collective bargaining or other agreement.

20. **ENTIRE AGREEMENT/MODIFICATION:** This writing sets forth the entire Agreement between the parties, and supersedes all other oral or written provisions. This Agreement may be modified only by a written document executed and approved in the same manner as this Agreement.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement in triplicate on the date specified immediately adjacent to their signatures below.

"District"

"Contractor"

By: Stephen J. Herman
Signature of SFCCD person authorized to execute agreement

By: _____
Signature

Print Name: Stephen J. Herman

Print Name: _____

Title: Chief Administrative Services Officer

Title: _____

Date: September 1, 2007

Address: _____

Date: _____

Recommended By:

Signature: Linda Olivenbaum

Print Name: Linda Olivenbaum

Title: Director, California Early Childhood Mentor Program

Address: 50 Phelan Avenue

San Francisco, CA 94112

Date: September 1, 2007

Approved as to Form by: Ronald Lee, General Counsel



Attachment A
Saddleback College/South Orange County Community College
District
September 1, 2007 – June 30, 2008

Santa Ana College will take the lead in the Orange Regional Early Childhood Mentor Program. In addition to Santa Ana College, the Orange Regional Early Childhood Mentor Program includes four colleges: Fullerton, Irvine, Orange Coast and Saddleback. The Regional Program requires individual contracts between all five colleges and the San Francisco Community College District.

A. San Francisco Community College District on behalf of the California Early Childhood Mentor Program shall provide the following resources for implementation of the Contractor's program, subject to the District's approval:

1. Updated materials and assistance to facilitate implementation of the program including a *Program Manual*, an In-Service Training Resource Guide, reporting forms and one-on-one technical assistance.
2. Travel expenses for the Contractor's Local, Regional and College Coordinators to attend two statewide meetings to discuss program elements, the status of implementation and materials. Travel expenses must be within state guidelines and limits as specified in the *Program Manual* and as may reasonably be revised by the District.
3. \$500 for the Contractor's College Coordinator. The Contractor's Coordinator may be paid directly by the San Francisco Community College District in the sole discretion of the District. The District reserves the right to withhold and/or reduce the Coordinator payment if responsibilities listed in Section B are not fulfilled in a timely manner.
4. \$150 for printing and copying costs for program implementation or Mentor materials. The Contractor's Coordinator may be reimbursed directly by the San Francisco Community College District in the sole discretion of the District.

B. Contractor as a college agrees to designate a Regional Coordinator. The Coordinator shall be responsible for the following activities:

Selection and Re-Certification

1. Promoting the program on campus and in the community.
2. Enrolling teachers and providers in the Mentor Teacher/Adult Supervision Course, based on the syllabus provided in the *Program Manual* and as may reasonably be revised by the District. The Contractor as a college agrees to enroll students and to issue credit. The Contractor also agrees that it will accrue no ADA when instructional costs are reimbursed. Students pay tuition if they are receiving credit.
3. Recruiting qualified child care providers and directors from the community who may be interested in becoming Mentors.

4. Modifying and distributing Mentor and Director Mentor applications and establishing appropriate application deadlines as currently described in the *Program Manual* and as may reasonably be revised by the District.
5. Assuring compliance with selection criteria for Mentor Teachers and Director Mentors as set forth in Sections D and E below.
6. Adhering to the Policy on the Mentor Option in Campus Labs as currently described in the *Program Manual* and as may reasonably be revised by the District.
7. Modifying and distributing Mentor and Director Mentor Re-Certification applications, and establishing appropriate application deadlines as currently described in the *Program Manual* and as may reasonably be revised by the District.
8. Appointing a Selection Committee of up to 10 members. The Selection Committee shall include community college instructors, center directors, teachers and other child care practitioners who represent all sectors of the regional child development community (e.g., Head Start, preschool, subsidized, non-profit).
9. Training Selection Committee Members in the use of the Harms and Clifford Scales: the Early Childhood Environment Rating Scale-Revised (ECERS-R), the Infant/Toddler Environment Rating Scale-Revised (ITERS-R), the School-Age Care Environment Rating Scale (SACERS), and Family Child Care Environment Rating Scale-Revised (FCCERS-R). Training Selection Committee Members in the use of the Program Administration Scale (PAS).
10. Serving as a Selection Committee Member as currently described in the *Program Manual* and as may reasonably be revised by the District. Such service is *optional* for local college or Regional Coordinators but *mandatory* for college Coordinators in a Region.
11. Scheduling meetings for the Selection Committee to review Mentor applications, evaluate applicants' centers or classroom sites, and to make final selections by **June 1, 2008**.
12. Notifying all New and Re-Certification applicants to inform them of final decisions as soon as possible after the final Selection Committee meeting.
13. Petitioning the District in writing that Mentor pool size be increased in an academic year. In such cases, determination will be made by Mentor Program staff based on current statewide allocations and student placement rates at the local college.
14. Maintaining eligibility requirements for Mentor Teachers in accordance with program policy as currently described in the *Program Manual* and as may reasonably be revised by the District.
15. Maintaining eligibility requirements for Director Mentors in accordance with program policy as currently described in the *Program Manual* and as may reasonably be revised by the District.

Professional Growth

16. Facilitating or arranging for facilitation of a 1-2 unit credit-optional monthly Seminar for Mentors to combine informal discussion of issues they confront in supervising student teachers with further study of supervision issues, leadership and mentoring skills.

17. Facilitating or arranging for facilitation of a 1-2 unit credit-optional monthly Seminar or continuing course for directors to study administrative issues, quality improvement strategies, leadership development and mentoring issues.
18. Providing Mentor and Director Seminar Instructors with the *In-Service Training Resource Guide* and other necessary instructional materials as supplied by the District.
19. Ensuring that instructors for the Mentor and Director Seminars are regularly evaluated in accordance with college policies.
20. Supporting Mentor In-Service Training activities with Mentor materials and other appropriate funding where available.
21. Approving In-Service Training Contracts for annual Professional Development activities for Mentor Teachers as currently described in the *Program Manual* and as may reasonably be revised by the District.

Placements and Stipend Activities

22. Working within the college's administrative procedures to institutionalize the Mentor Program. This includes seeking curriculum committee approval for courses, including program information in the college catalog and course schedule, and establishing load credit for practicum instructors who support placements with Mentors.
23. Providing the District with official course outlines for all courses in which students may be placed with Mentors.
24. Placing students with Mentors, acting as intermediary between the student and Mentor, and monitoring the Mentors' work. The college agrees to offer the placement with a Mentor as an alternative to the existing practicum course(s).
25. Overseeing student placements with Mentors to ensure only one student will be in the Mentor's classroom at a time.
26. Approving individual Mentor-protégé contracts for Post-Practicum placements as currently described in the *Program Manual* and as may reasonably be revised by the District.
27. Approving Mentor-TANF-CDC student contracts for Individual Student Mentoring as currently described in the *Program Manual* subject to the guidelines on Mentor Usage Limitation as set forth by the TANF-CDC Program and as may reasonably be revised by the District.
28. Approving hourly Mentoring Record stipends for short-term mentoring services for TANF-CDC students as currently described in the *Program Manual* subject to the guidelines on Mentor Usage Limitation as set forth by the TANF-CDC Program and as may reasonably be revised by the District.
29. Approving individual Director Mentor-protégé director contracts for Director placements as currently described in the *Program Manual* and as may reasonably be revised by the District.
30. Approving hourly Director Mentoring Record stipends for short-term mentoring services as currently described in the *Program Manual* and as may reasonably be revised by the District.
31. Serving, if requested and willing, as a Field Trainer as currently described in the *Program Manual* and as may reasonably be revised by the District.

Payments

32. Maintaining records of all costs and disbursements and reporting these monthly to the District in a timely and accurate manner.
33. Submitting authorizations to pay all stipends within 30 days following the end of the placement.
34. Submitting all fiscal reporting and requests for reimbursement to the District no later than **June 15, 2008**.
35. Acknowledging that the Coordinator's payment may be withheld and/or reduced if reporting is not accomplished in a timely manner.
36. Applying for and utilizing Supplemental Support Funding for Large Area Programs if appropriate.
37. Providing full reporting on the use of any Supplemental Support Funding as currently described in the *Program Manual* and as may reasonably be revised by the District.
38. Providing full reporting on the use of any additional funding granted for use in the provision of local Director Mentor Institutes.

Evaluations

39. Facilitating program evaluation.
40. Encouraging completion of Student Evaluation of Mentor Teacher, Director Mentor Evaluation of Protégé, Protégé Evaluation of Director Mentor and Director Seminar Evaluation Forms by program participants.

Agreements and Reports

41. Completing and submitting to the District Quarterly Reports as follows:
 - First Quarter: August 1 to October 15, due **October 15, 2007**
 - Second Quarter: October 16 to January 15, due **January 15, 2008**
 - Third Quarter: January 16, to April 15, due **April 15, 2008**
42. Completing and submitting to the District all Annual Reporting materials on or before **June 15, 2008**.

Mentor Program Meetings

43. Attending all required Coordinator meetings and/or being responsible for acquiring and understanding the information and materials presented at these meetings.
44. Selecting eligible participants for the annual Mentor Institute.
45. If the college is participating in the TANF-CDC Program, collaborating with the Child Development Training Consortium Campus Coordinator, TANF-CDC Program Facilitator, and TANF-CDC CalWORKs Liaison two times per semester.

Maintaining Records

46. Keeping records on each Mentor's placement history, student evaluations of the Mentor, the Mentor's application and re-certification, and stipend amounts. Keeping comparable records for each Director Mentor.
47. Maintaining program data and records in archives for seven years.

- C. Contractor will designate a College Coordinator to perform the following functions:
1. Placing students with Mentors, acting as intermediary between the student and Mentor, and monitoring the Mentors' work. The college agrees to offer the placement with a Mentor as an alternative to the existing practicum course(s).
 2. Collecting student evaluations of Mentors and providing the Regional Coordinator—in a timely and accurate manner—with any data necessary for the monthly, quarterly or annual reports.
 3. Serving on the regional Selection Committee.
 4. Facilitating the evaluation of the statewide program by assisting with the scheduling of observations and follow up.
 5. If the college is participating in the Temporary Assistance for Needy Families Child Development Careers Program (TANF-CDC), collaborate with the Child Development Training Consortium Campus Coordinator, TANF-CDC Program Facilitator, and TANF-CDC CalWORKs Liaison two times per semester.
- D. Contractor shall insure that Classroom Mentor applicants shall complete the following requirements in order to be considered for selection:
1. A college level Early Childhood training program that included an Early Childhood practicum supervised by a college instructor for credit. Candidates must submit a transcript proving completion of this requirement.
 2. The two-unit Mentor Teacher/Adult Supervision Course, as described in Sections B.2 and C in this Attachment.
 3. Two years of experience as a classroom teacher or family child care provider.
 4. Eligibility for the Master Teacher Level, or higher, of the California Child Development Permit.
 5. The Mentor Application (see *Program Manual*) which includes information on the applicant's educational background and experience, a personal statement, a transcript proving completion of the practicum as part of her/his Early Childhood education and the Harms and Clifford rating sheet from her/his self-review. The Application also includes a "supervisor's agreement" to support the candidate's application and participation as a Mentor. As public elementary school teachers have their own mentoring program, they are not eligible to participate in the California Early Childhood Mentor Program.
 6. A site review of the center's National Association for the Education of Young Children (NAEYC) accreditation status by members of the Mentor Selection Committee and direct observation of teaching practices, or completion of a site review and self study using the appropriate Harms and Clifford Scale (ECERS-R, ITERS-R, SACERS or FCCERS-R).
- E. Contractor shall ensure that Director Mentor applicants shall complete the following requirements in order to be considered for selection:
1. Current or prior employment as a director or site supervisor in a child development program.
 2. Three years of experience as a director or site supervisor.

3. Successful completion of a two-day Director Mentor Institute as currently described in the *Program Manual* and as may be reasonably revised by the District.
 4. The Director Mentor Application (see *Program Manual*) which includes information on the applicant's educational background, experience, statement of program philosophy, selection of items for Program Administration Scale (PAS) review, and references.
 5. A site review of the center's National Association for the Education of Young Children (NAEYC) accreditation status and completion of a site review by members of the Mentor Selection Committee using the Program Administration Scale (PAS) interview.
- F. Contractor agrees to provide the following resources for implementation of the program:
1. Facilities for the Mentor Teacher/Adult Supervision Course, Selection Committee training and meetings, the Mentor Seminar and the Director Seminar as currently described in the *Program Manual* and as may be reasonably revised by the District.
 2. Funds for program costs in excess of amounts provided in Section A of this agreement.
- G. Contractor agrees that in cases where active Mentors from other Regional or Local Mentor Programs wish to apply to this college's program, acceptance and selection will be at the discretion of this college's Selection Committee based on space availability and other selection criteria.

TO: Board of Trustees
FROM: Dr. Raghu P. Mathur, Chancellor
RE: Saddleback College: Spring 2008 Revised Fees
ACTION: Approval

BACKGROUND

The Board of Trustees annually approves changes in instructional, materials, laboratory, and field studies fees. Such fees are charged in compliance with the California Education Code and state regulations to support the cost of specialized materials, supplies, and activities. Proceeds from the fees are utilized to support the instructional costs for which they are collected.

STATUS

Saddleback College proposes to revise fees as outlined in Exhibit A.

RECOMMENDATION

The Chancellor recommends that the Board of Trustees approve the proposed revisions to fees as presented in Exhibit A.

South Orange County Community College District

SADDLEBACK COLLEGE
Spring 2008 Revised Laboratory Fees

Course	Cat. I.D.	Title	Fee	Fee	Purpose
<u>ADVANCED TECHNOLOGY AND APPLIED SCIENCE</u>					
			Current	Proposed	
ET 110	428939.00	Linear Circuits	10.00	Remove	
FASH 31	162240.05	Textiles	20.00	25.00	tape, swatches, textile testing supplies
FASH 101	429545.00	Intro to Fashion Careers	10.00	15.00	magazines, poster boards, glue, tape
FASH 112	162010.10	Fashion Sewing Adv	15.00	20.00	thread, interfacing, notions, fabrics
FASH 113	162010.25	Couture Sewing	15.00	20.00	thread, interfacing, notions, fabrics
FASH 120	162170.05	Tailoring	15.00	20.00	thread, interfacing, notions, fabrics
FASH 124	162210.00	Wearable Art	15.00	20.00	thread, interfacing, notions, fabrics
FASH 136	162260.00	Apparel Design	10.00	15.00	poster board, paint, art paper, transfer paper
FASH 140	162270.00	Fashion Image	10.00	15.00	Art Portfolio, fashion magazines
FASH 141	429273.00	Apparel Selection		10.00	Art Portfolio, fashion magazines
FASH 143	162300.05	Buying/Merchandising	5.00	10.00	foam core boards, glue sticks
FASH 147	162330.05	Special Events	10.00	15.00	colored paper, foam/poster board, CD-RW
FASH 148	428948.00	Visual Merchandising	15.00	20.00	magazines, art portfolios, display cubes
HORT 106	430837.00	Landscape CAD	5.00	Remove	
IS 1	433939.00	Adv Dye procedures	40.00	Remove	
MFG 200	433650.00	RP Technology – CAD Model Making		55.00	RP Powder, ABS Plastic, Resin
MFG 201	433766.00	Adv CAD Model Making and Tooling		70.00	RP Powder, ABS Plastic, Resin
MST 206	432557.00	Aquatic System Design	8.00	5.00	Aquarium & piping supplies

BUSINESS SCIENCE, VOCATIONAL EDUCATION & ECONOMIC DEVELOPMENT

No changes

FINE ARTS

No changes

HEALTH SCIENCES & HUMAN SERVICES & EMERITUS INSTITUTE

HSC 240	386560.00	Phlebotomy/Lab Asst Procedures	55.00	50.00	Materials/medical supplies
N 172	639110.00	Med-Surg Nursing lab	156.25	156.00	Materials/medical supplies

EMERITUS INSTITUTE

No changes

KINESIOLOGY & ATHLETICS

KNES 47	Lifeguard Training	8.00	5.00	Red Cross Card
KNES 48	ARC WSI/ICT	4.00	5.00	Red Cross Card
REC 104	Camping and Outdoor Education	Varies	30.00	Park entrance fees, food

LIBERAL ARTS & LEARNING RESOURCES

No changes

MATHEMATICS, SCIENCE & ENGINEERING

BIO 3C	429218.00	Biochem/Molecular Bio	10.00	25.00	film, lab supplies
BIO 3C	429218.15	Biochem/Molecular Bio	10.00	25.00	film, lab supplies
GEOL 5	512010.00	Marine Geology	3.00	25.00	field trips

SOCIAL & BEHAVIORAL SCIENCES

GEOG 102	430497.00	Geography Field Study	10.00	65.00	food, supplies, gas, and toll fees
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TO: Board of Trustees

FROM: Dr. Raghu P. Mathur, Chancellor

RE: Saddleback College: Adopt Resolution No. 07-27: Declaration of
Emergency Situation Regarding Saddleback College Gym Floor

ACTION: Approval

BACKGROUND

On August 18, 2007, the Gymnasium floor for Saddleback College sustained flood damage. According to Public Contract Code 20654, in an emergency when repairs are necessary to permit the continuance of existing college classes or to avoid danger to life or property, the board may by unanimous vote, with the approval of the county superintendent of schools enter into a contract for these repairs without advertising for or inviting bids. The damage to the gym floor presents a safety hazard and is interfering with the continuance of existing classes

STATUS

Classes and practices have been relocated to alternate, and in some cases, off-site facilities. The insurance adjusters have reviewed the damage, determined a need to replace the entire floor and identified a total loss reserve of \$200,000. A quote has been received by Johnson Flooring, Inc. to remove and replace the entire gym floor by November 5, 2007, for \$193,800.00.

RECOMMENDATION

The Chancellor recommends that the Board of Trustees adopt Resolution No. 07-27, EXHIBIT A, Declaration of Emergency Resolution Regarding the Saddleback College Gym Floor at a cost not to exceed \$193,800.00.

Resolution No. 07-27
RESOLUTION OF THE BOARD OF TRUSTEES OF THE
SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
INDICATING DECLARATION OF EMERGENCY SITUATION REGARDING
SADDLEBACK COLLEGE GYM FLOOR

SEPTEMBER 24, 2007

WHEREAS, the South Orange County Community College District requires repair of the Saddleback College Gymnasium floor; and

WHEREAS, Saddleback College and the District have worked with the insurance adjuster to evaluate the need for repair at the floor with a determination that the floor in its entirety must be replaced; and

WHEREAS, in order to quickly correct safety hazards and the interference of class scheduling and pursuant to Public Contract Code Section 20654 it is necessary that the Board of Trustees unanimously approve repairs and approve the emergency request sent to the Orange County Department of Education; and

NOW THEREFORE, the Board of Trustees does hereby determine that an emergency situation exists regarding the Saddleback College gym floor.

Adopted by the Board of Trustees of the South Orange County Community College District, Orange County, State of California, this 24th day of September, 2007.

President

Member

Vice President

Member

Clerk

Member

Member

Resolution No. 07-27
RESOLUTION OF THE BOARD OF TRUSTEES OF THE
SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
INDICATING DECLARATION OF EMERGENCY SITUATION REGARDING
SADDLEBACK COLLEGE GYM FLOOR

SEPTEMBER 24, 2007

STATE OF CALIFORNIA)
)
COUNTY OF ORANGE)

I, Dr. Raghu P. Mathur, Secretary to the Board of Trustees of the South Orange County Community College District of Orange County, California, hereby certify that the above and foregoing Resolution was duly and regularly adopted by said Board at a regular meeting held on the 24th day of September, 2007.

IN WITNESS WHEREOF, I have hereunto set my hand and seal this 25th day of September, 2007.

Raghu P. Mathur, Ed.D.
Secretary to the Board of Trustees

Resolution No. 07-27

TO: Board of Trustees

FROM: Dr. Raghu P. Mathur, Chancellor

RE: ATEP: Change Order Request No. 6: Completion of Relocatable Classroom Buildings

ACTION: Approval

BACKGROUND

On March 27, 2006, the Board of Trustees approved a contract with Resun Leasing, Inc., later renamed ModSpace, for the completion of Relocatable Classroom Buildings at ATEP for the amount of \$3,292,302.84. Previously approved change orders increased the contract amount by \$106,974.00 for a revised total of \$3,399,276.84 and added 47 days to the contract completion time.

STATUS

EXHIBIT A describes the modifications to the contract with ModSpace contained in Change Order Request No. 6. The change order decreases the present contract amount by \$8,659.75. The revised total contract amount is \$3,390,617.09 with 6 additional days added to the completion time.

The total change orders are at 2.99% of the original contract amount.

Funds are available in the approved project budget which is \$8,160,983.00.

RECOMMENDATION

The Chancellor recommends that the Board of Trustees approve Change Order Request No. 6 for the Completion of Relocatable Classroom Buildings at ATEP, EXHIBIT A, decreasing the amount of the contract with ModSpace by \$8,659.75

CHANGE ORDER No. 6

September 24, 2007

EXHIBIT A

Page 1 of 1

**FOR
THE LAUNCH OF ATEP**

No.	Date	Description	Requested	Status	Days	Amount
	7/9/2007	Delete furnish and install sheet metal cover for address in monument sign	Architect	ATP	0	-\$2,260.00
	9/6/2007	Repair damage to eye wash station during equipment move-in	District	ATP	1	\$644.00
	9/6/2007	Provide concrete stain at Building C	District	ATP	5	\$2,300.00
	9/6/2007	Paint sprinkler pipes at Building C	District	ATP	1	\$776.25
	9/6/2007	Intall base in electrical and storage rooms	District	ATP	1	\$690.00
	9/6/2007	Obtain credit for blinds	District	ATP	-2	-\$10,810.00
TOTAL THIS CHANGE ORDER					6	-\$8,659.75

ORIGINAL CONTRACT & PRIOR BOARD APPROVED CHANGE ORDERS
REVISED CONTRACT

287	\$3,399,276.84
293	\$3,390,617.09

ATP = Authorized to Proceed
NCP = No Change in Price
PP = Price Proposal
CP = Credit Proposal
T M = Time and Material

TO: Board of Trustees

FROM: Dr. Raghu P. Mathur, Chancellor

RE: SOCCCD: Update of Authorized Signature List of Board of Trustees' Designees to Approve Documents and Contracts

ACTION: Approval

BACKGROUND

On June 25, 2007, the Board of Trustees authorized a list of positions with authority to sign documents and contracts in accordance with Section 81655, 81656 and 85232 of the Education Code, Public Contract Code Section 20651 and Board Policy 2100. The Orange County Department of Education requires a current updated list of authorized signatures.

STATUS

EXHIBIT B details all authorized designees by position to execute documents and contracts including a brief description of those items. The position of Director of Facilities Planning and Purchasing has been revised to reflect a change in personnel.

RECOMMENDATION

The Chancellor recommends that the Board of Trustees approve (EXHIBIT A) authorizing individuals occupying the position listed on EXHIBIT B to be approved as presented.

AUTHORIZATION OF SIGNATURES**SOUTH ORANGE COUNTY COMMUNITY COLLEGE SCHOOL DISTRICT**

Date: September 25, 2007

I, Raghu P. Mathur, Secretary, of the governing Board of the above named School District of Orange County, California, hereby certify that the said Board at a regular/special meeting thereof, held on the 24th day of September, 2007 adopted by a majority vote of said Board, a board action/resolution that the following named persons be authorized to sign necessary documents related to Payroll, Vendor Order for Payment, Purchase Orders, Contracts, and Travel Reimbursement Requisitions, as indicated, and that all previous authorization of signatures are rescinded. This board action/resolution further states that the authorization is subject to the following provisions:

NAME TYPED	SPECIMEN SIGNATURE	AUTHORIZATION TO SIGN				
		Payroll Documents	Vendor Payment Orders	Purchase Orders	Contracts	Travel Reimbursements
Raghu Mathur		X	X	X	X	X
Gary Poertner		X	X	X	X	X
Andreea Serban						X
Robert King					X	X
Beth Mueller		X	X	X	X	X
Brandye D'Lena			X	X	X	X

Pursuant to provisions of Education Code sections 42630-34/85230-34

IN WITNESS WHEREOF, I have hereunto set my hand this ____ day of _____, 2 ____.

Secretary _____
Raghu P. Mathur

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEE'S DESIGNEES TO
EXECUTE DOCUMENTS AND CONTRACTS

POSITION

Chancellor	Advertise for Bids, Checks, Check Registers, Claim Settlements, Construction Contracts/Change Orders, General Contracts, Employment Contracts, Collective Bargaining Agreements, Notices of Employment/Changes of Status, Purchase Orders, Travel Authorization/Expense Claims and Payroll Documents (E.C. 81655, 81656 & 85232, Public Contract code 20651)
Deputy Chancellor	Advertise for Bids, Checks, Check Registers, Claim Settlements, Construction Contracts/Change Orders, General Contracts, Employment Contracts, Collective Bargaining Agreements, Notices of Employment/Changes of Status, Purchase Orders, Travel Authorization/Expense Claims and Payroll Documents (E.C. 81655, 81656 & 85232, Public Contract code 20651)
Vice Chancellor, Technology & Learning Resources	Application for Funds and Grants, Travel Reimbursements and Checks
Vice Chancellor, Human Resources	Employment Contracts, Collective Bargaining Agreements, Employment Claim Settlements, Notices of Employment/Change of Status, Travel Reimbursements and Checks
District Director of Fiscal Services	Checks, Claim Settlements, General Contracts, Purchase Orders, Payroll Documents and Travel Reimbursements
Director of Facilities, Planning & Purchasing	Advertise for Bids, Contracts for Supplies and Services within Bid Limits, Purchase Orders and Travel Reimbursements
College and District Classified Management Staff and Academic Administrative Staff	Travel Reimbursements

TO: Board of Trustees
FROM: Dr. Raghu P. Mathur, Chancellor
RE: SOCCCD: August/September 2007 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: for contracts involving bid limits the Chancellor/designee shall be limited to less than \$15,000 for public works projects and \$65,000 for equipment, supplies and maintenance projects. During August/September 2007, the following contracts were reviewed and approved by the Deputy Chancellor, in consultation with the Chancellor, following review by legal counsel, when appropriate.

CONTRACTOR NAME**CONTRACT AMOUNT**

Incentra Solutions of California, Inc. Agreement to design, college, analyze and formalize the Exchange 2007 Deployment and provide customer training Plan.	\$ 38,890.00
Wallace Walrod, OCBC Consultant Agreement to provide research expertise and in-depth Analysis of the economic, business and workplace climate with a Focus on SOCCCD service territory.	\$ 10,000.00
Suzanne Roady-Ross Contractor Agreement to provide training for Vocational English As a Second Language.	\$ 3,000.00
Irvine Barclay Theatre Facility License Agreement for the Irvine Valley College Symphony and Orchestra performance.	\$ 1,500.00
The College Board Agreement addendum to provide and assist with applications for financial aid.	\$ 1,000.00
Children's Hospital of Orange County Clinical Training Affiliation agreement, both with and without On-site school instructor, to provide the health sciences and Human services students clinical/internship experience.	\$ 0

RECOMMENDATION

The Chancellor recommends that the Board of Trustees ratify the contracts as shown above.

TO: Board of Trustees
FROM: Dr. Raghu P. Mathur, Chancellor
RE: SOCCCD: Purchase Orders/Confirming Requisitions
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/confirming requisitions, and purchase order change order listings are submitted for approval of the Board of Trustees.

STATUS

Purchase orders processed in accordance with the general priorities of the adopted budget and numbered P08-01160 through P08-01472 amounting to \$5,750,076.65 are submitted to the Board of Trustees for approval. Confirming requisitions dated August 8, 2007 through September 4, 2007 totaling \$66,407.37 are also submitted.

RECOMMENDATION

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

BOARD OF TRUSTEES PURCHASE ORDER LISTING

v4.2

Purchase Order Numbers P08-01160 Through P08-01472

PO #	Vendor Name	Purchase Order Description	Total Cost
P08-01160	KNORR SYSTEMS, INC.	POOL SUPPLIES	\$7,274.97
P08-01161	PAYAM-E-ASHENA	ADVERTISING	\$2,400.00
P08-01162	EMI NETWORK	ADVERTISING	\$5,700.00
P08-01163	IRVINE CHAMBER OF COMMERCE	ADVERTISING	\$1,200.00
P08-01164	REDFEARN ROOFING dba	ROOF REPAIRS	\$8,950.00
P08-01165	BURKE, SUSAN	Panel Presentation	\$50.00
P08-01166	VWR INTERNATIONAL, INC.	BIOLOGY GLASSWARE	\$1,497.51
P08-01167	SPECTRUM LABORATORY PRODUCTS	BIOLOGY SUPPLIES	\$1,078.44
P08-01168	SARGENT-WELCH	BIOCHEMISTRY SUPPLIES	\$87.61
P08-01169	MODERN BIOLOGY	BIOCHEMISTRY SUPPLIES	\$1,019.88
P08-01170	BROWN, MIKE GRANDSTANDS	BASEBALL BLEACHER SEATING	\$4,800.00
P08-01171	LINCOLN EQUIPMENT, INC.	POOL SUPPLIES	\$376.19
P08-01172	WATERLINE TECHNOLOGIES	POOL SUPPLIES	\$269.85
P08-01173	PURETEC	SUPPLIES	\$7,000.00
P08-01174	OCPC MAGAZINE	OCPC June through Nov. ad order2007	\$3,738.00
P08-01175	TOMARK SPORTS EQUIPMENT	Bat Rack for Softball	\$325.91
P08-01176	FISHER SCIENTIFIC	BIOCHEMISTRY SUPPLIES	\$199.05
P08-01177	EDUCAUSE	Educause Annual Membership	\$2,487.50
P08-01178	QUEST DIAGNOSTICS INC.	Blanket for Quest	\$6,000.00
P08-01179	COUNCIL OF COMMUNITY CLINICS	Blanket Council of Community Clinics	\$700.00
P08-01180	HOGSTEDT, CHRIS	Blanket for Chris Hogstedt	\$1,000.00
P08-01181	SARS SOFTWARE PRODUCTS, INC.	Software Support	\$4,320.00
P08-01182	RIDDELL/ALL AMERICAN	Football Helmets	\$404.80
P08-01183	COMMUNITY COLLEGE LEAGUE OF CA	Pay for online subscription.	\$1,282.00
P08-01184	WARD'S NATURAL SCIENCE	BIOCHEMISTRY SUPPLIES	\$196.25
P08-01185	ZAMPI AND ASSOCIATES	Investigative Svs. for HR	\$3,000.00
P08-01186	SEHI PROCOMP COMPUTER PRODUCTS	Laptop for Marcia Milchiker	\$2,214.72
P08-01187	XAP CORPORATION	CCCApply Renewal for Colleges	\$5,304.50
P08-01188	XEROX CORPORATION	Maintenance Agreement for XEROX	\$439.92
P08-01189	DIVERSIFIED COMPUTER SYSTEMS	Annual Maintenance Renewal for E-Term32	\$1,425.00
P08-01190	CA POWER PARTNERS, INC	CONTRACT SERVICES	\$800.00
P08-01191	ATKINSON, ANDELSON, LOYA, RUND	Attorney Services FY 2007/2008	\$150,000.00
P08-01192	LIEBERT CASSIDY WHITMORE	Attorney Services FY 2007/2008	\$105,000.00
P08-01193	MELISSA DATA CORPORATION	Software Renewal-Data Quality COM Object	\$3,412.23
P08-01194	PROVISIO, LLC	Software license for Sitekiosk	\$321.10
P08-01195	SOCCER CENTER	APPAREL AND GEAR FOR IVC WOMEN'S SOCCER	\$4,051.60
P08-01196	SOCCCD WORKERS COMPENSATION	To Reimburse Checking Account Workers' C	\$29,000.00
P08-01197	SYSTEMS SOURCE, INC.	RECEPTION DESK	\$1,360.13
P08-01198	WEST-LITE SUPPLY CO.	ELECTRICAL SUPPLIES	\$1,973.05
P08-01199	CAROLINA BIOLOGICAL SUPPLY	BIOCHEMISTRY SUPPLIES	\$246.63
P08-01200	AMER. EDUCATIONAL PRODUCTS	REPLACEMENT MIXING TANK	\$1,067.94
P08-01201	WESTERN EXTERMINATOR COMPANY	CONTRACT SERVICES	\$8,950.00
P08-01202	W. W. GRAINGER	BIOLOGY SUPPLIES	\$91.20
P08-01203	YALE CHASE MATERIALS HANDLING	FORKLIFT REPAIRS/ SUPPLIES	\$2,500.00
P08-01204	XEROX CORPORATION	Maintenance agreement for Xerox WC2424 p	\$420.00
P08-01205	CONSOLIDATED ELECTRICAL DIST.	ELECTRICAL SUPPLIES	\$1,892.95
P08-01206	ONE SOURCE DISTRIBUTORS, INC.	ELECTRICAL SUPPLIES	\$1,660.87
P08-01207	INTERMOUNTAIN LOCK & SECURITY	LOCKSMITH EQUIPMENT	\$6,189.43
P08-01208	SPORTSBAGS	Travel bag w/wheels for BOSU balls	\$66.03
P08-01209	SOCCER CENTER	SOCCER APPAREL AND SUPPLIES FOR IVC MEN'	\$5,000.00
P08-01210	ORANGE CO. REGISTER	AD FOR BID 01	\$434.32
P08-01211	GANDER-PRINTCO	New Biz Cards for Tracy Daly.	\$38.79
P08-01212	OCE	FAX TONER	\$412.13
P08-01213	LASER SOURCE	Toner	\$122.84
P08-01214	ACTT	CELSA Site License for ESL Local SC	\$482.63

BOARD OF TRUSTEES PURCHASE ORDER LISTING

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Purchase Order Numbers P08-01160 Through P08-01472

PO #	Vendor Name	Purchase Order Description	Total Cost
P08-01215	D4 SOLUTIONS, INC.	CONTRACT SERVICES FOR ATAS DYNO MACHINE	\$603.16
P08-01216	NEXT DAY GOURMET	Ice Machine Filters	\$230.01
P08-01217	VIDEO SERVICE OF AMERICA	AV Supplies	\$946.57
P08-01218	JOHN DEERE LANDSCAPES, INC.	IRRIGATION SUPPLIES	\$3,312.40
P08-01219	BORDERS & BOOKS	Purchase of book	\$49.76
P08-01220	HITT MARKING DEVICES, INC.	Customized stamps for office use.	\$59.23
P08-01221	STARR, W.B. INC.	TREE TRIMMING	\$6,990.00
P08-01222	MESA ENERGY SYSTEMS	VFD REPAIRS D10 & INSTALLATION CHWP POWE	\$1,796.00
P08-01223	HEIMERDINGER CUTLERY	Ink Knives for Screen Printing	\$141.30
P08-01224	COMEVO, LLC	On-line Orientation	\$4,500.00
P08-01225	TOTAL COMPENSATION SYSTEMS INC	GASB45 MEETING ON AUGUST 29,2007 AT SOCC	\$910.00
P08-01226	NAT'L COMMUNICATION ASSOC.	Membership Renewal	\$165.00
P08-01227	HITT MARKING DEVICES, INC.	Stamp	\$18.54
P08-01228	ORANGE CO. FIRE AUTHORITY	OCFA PLAN CHECK FEE	\$3,790.00
P08-01229	OFFICE MAX	FURNITURE BID FOR FA AT IVC.	\$1,468.86
P08-01230	M & M BOYS, INC.	IRRIGATION SUPPLIES	\$656.42
P08-01231	HYDRO-SCAPE PRODUCTS, INC.	IRRIGATION SUPPLIES	\$298.95
P08-01232	SAN CLEMENTE TIMES	ADVERTISING	\$472.00
P08-01233	IRVINE PIPE & SUPPLY	PLUMBING SUPPLIES	\$872.03
P08-01234	CB SCIENCES, INC.	PHYSIOLOGY SUPPLIES	\$347.41
P08-01235	TRAFFIC CONTROL SERVICE, INC.	PARKING SUPPLIES	\$1,407.43
P08-01236	HERITAGE BUSINESS FORMS, INC.	Traffic Citations	\$971.89
P08-01237	SJM INDUSTRIAL RADIO	BATTERIES FOR POLICE RADIOS	\$324.72
P08-01238	TASTE CATERING, INC.	EVENT CATERING	\$589.00
P08-01239	MISSION VIEJO EMBROIDERY	ATEP STAFF SHIRTS	\$875.46
P08-01240	BLICK, DICK COMPANY	ART SUPPLIES	\$288.43
P08-01241	TRAFFIC CONTROL SERVICE, INC.	DO NOT ENTER SIGNS FOR LOTS	\$242.44
P08-01242	WAXIE SANITARY SUPPLY	JANITORIAL SUPPLIES	\$817.33
P08-01243	LIGHTWAVE TECHNOLOGIES, INC.	Marketing CACT Optics Courses	\$12,000.00
P08-01244	RIO GRANDE ALBUQUERQUE	ART SUPPLIES	\$139.47
P08-01245	NEWPORT CORP.	Optical Tables & Isolation Damping	\$33,436.74
P08-01246	REFRIGERATION SUPPLIES DIST.	DISPLAY PANEL	\$142.69
P08-01247	MC LOGAN'S SUPPLY CO.	Student Printing Supplies	\$2,136.27
P08-01248	ASSN OF GOVERNING BOARD	MEMBERSHIP DUES	\$2,110.00
P08-01249	CCEIA	Annual membership renewal	\$150.00
P08-01250	TROXELL COMMUNICATIONS, INC.	EQUIPMENT	\$27,956.82
P08-01251	ORANGE CO. PRINTING CO.	TRANSFER CENTER POSTER	\$1,200.79
P08-01252	CINTAS CORPORATION	RENTAL SERVICE AGREEMENT	\$1,664.00
P08-01253	GALE SUPPLY COMPANY	CUSTODIAL SUPPLIES	\$1,114.40
P08-01254	AMAZON.COM	Book	\$20.08
P08-01255	ALLSTAR MICROELECTRONICS, INC.	Music Supplies	\$269.42
P08-01256	SADDLEBACK COLLEGE BOOKSTORE	BLANKET PO FOR BOOKSTORE	\$5,000.00
P08-01257	DOVE PROFESSIONAL APPAREL	UNIFORM PO PER ADN GRANT	\$2,000.00
P08-01258	ADN DIRECTORS OF SO. CAL.	ADN MEMBERSHIP	\$100.00
P08-01259	CARVIN, INC.	Non-Instructional Repair - Parts	\$116.22
P08-01260	XEROX CORPORATION	MAINTENANCE AGREEMENT FOR COPIER	\$359.97
P08-01261	TUSTIN TILLER DAYS BOARD	Tustin Tiller Days Participation	\$260.00
P08-01262	NEXUS IS INC.	Supplies	\$75.70
P08-01263	COMPUTERLAND CORPORATE OFFICE	Software	\$147.78
P08-01264	SADDLEBACK COLLEGE BOOKSTORE	Textbooks for EOPS Eligible students	\$45,000.00
P08-01265	SCHLAIFER'S ENAMELING SUPPLY	ART SUPPLIES	\$378.80
P08-01266	UNISOURCE CORPORATION	NCR paper order	\$1,118.64
P08-01267	NOTHING BUT AIR	Purchase of balloons for Welcome Day Boo	\$300.00
P08-01268	FRED'S COLORTILE	CARPET FOR SSC140	\$1,235.70
P08-01269	COLLEGE BROADCASTERS, INC.	Membership College Broadcasters	\$100.00

BOARD OF TRUSTEES PURCHASE ORDER LISTING

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Purchase Order Numbers P08-01160 Through P08-01472

PO #	Vendor Name	Purchase Order Description	Total Cost
P08-01270	HOME DEPOT	HORTICULTURE SUPPLIES	\$500.00
P08-01271	CAR AUDIO DEALS	FOR ELECTRONICS LABS	\$574.51
P08-01272	BLICK, DICK COMPANY	Student Printing Supplies	\$684.92
P08-01273	SCANTRON CORPORATION	Scantron forms	\$171.51
P08-01274	INFINITY MICRO COMPUTER, INC.	HARDDRIVE FOR DOMAIN CONTROLLER	\$94.51
P08-01275	COMPUTERLAND CORPORATE OFFICE	ITC LICENSES FOR SERVERS	\$658.51
P08-01276	OFFICE MAX	Office Max Supply Orders 2007/2008	\$700.00
P08-01277	LAGUNA HILLS NURSERY	Instructional Supplies	\$300.00
P08-01278	HOME DEPOT	AV Supplies	\$500.00
P08-01279	DELL MARKETING	Tech Refresh - Servers	\$10,486.23
P08-01280	SPECTRUM LABORATORY PRODUCTS	CHEMISTRY EQUIPMENT	\$4,965.12
P08-01281	TRUE BLUE MUSIC/MOSAIC RECORDS	Purchase of CD's-Joeey Sellers	\$47.02
P08-01282	M & R SALES & SERVICE	Screen Printing Press	\$8,691.78
P08-01283	FORMECH INC.	Formech MIDI Vacuum Forming Machine	\$6,845.66
P08-01284	ZYGO	Optical Interferometer Accessory	\$896.36
P08-01285	DELL MARKETING	Replacement ink cartridges for printer	\$124.94
P08-01286	KATHCO PRODUCTS	SUPPLIES FOR THE CENTER	\$759.29
P08-01287	ELSEVIER, INC.	Assessment Test Documents	\$816.08
P08-01288	BARGER, THOMAS	Football Filming Services	\$1,600.00
P08-01289	S & B FOODS	CHANCELLOR'S OPENING SESSION	\$711.78
P08-01290	S & B FOODS	CATERING - CONCERT BAND	\$320.66
P08-01291	RICOH AMERICAS CORPORATION	LEASE OF 1013 COPIER LOCATED IN MAIL ROO	\$575.44
P08-01292	XEROX CORPORATION	MAINTENANCE AGREEMENT FOR XEROX COPIER	\$827.40
P08-01293	COMPUTERLAND CORPORATE OFFICE	Microsoft Campus Agreement - Irvine Vall	\$27,869.50
P08-01294	COMPUTERLAND CORPORATE OFFICE	Microsoft Campus Agreement - Saddleback	\$54,292.50
P08-01295	SEHI PROCOMP COMPUTER PRODUCTS	ink for copier	\$658.84
P08-01296	MICROSCOPE STORE, LLC	HORTICULTURE EQUIPMENT	\$288.02
P08-01297	GANDER-PRINTCO	Bus. Cards-L. Mangels	\$77.58
P08-01298	ABC ICE HOUSE	Blanket PO for dry ice for lab use	\$600.00
P08-01299	DELL MARKETING	4 DELL WORKSTATIONS	\$3,014.85
P08-01300	GANDER-PRINTCO	Business Cards for Laura Abrams	\$38.79
P08-01301	TRI-BEST VISUAL DISPLAY	MARKERBOARDS	\$1,187.22
P08-01302	BORDERS & BOOKS	text book	\$51.87
P08-01303	QUALITY FENCE CO., INC.	SAFETY FENCING AND SCREENING	\$3,700.00
P08-01304	PENN CORP. RELOCATION SVCS INC	BGS FURNITURE STORAGE	\$33,020.00
P08-01305	JACKSON, DE MARCO, TIDUS, & PE	ATEP Legal Professional Services	\$400,000.00
P08-01306	COMMERCIAL LANDSCAPE SUPPLY	GROUNDS SUPPLIES	\$4,325.15
P08-01307	ONE SOURCE DISTRIBUTORS, INC.	ELECTRICAL SUPPLIES	\$17,933.41
P08-01308	CHEMSEARCH	GROUNDS SUPPLIES	\$800.86
P08-01309	AMAZON.COM	Replacement Reference Textbooks for Micr	\$380.92
P08-01310	BLACKBOARD INC.	BlackBoard License/Maintenance Renewal	\$111,800.00
P08-01311	CCC	BlackBoard Campus Edition Inst License R	\$63,300.00
P08-01312	EMBLEM ENTERPRISES	UNIFORM PATCHES	\$.00
P08-01313	AMAZON.COM	BOOK ORDER FOR CHANCELLOR	\$15.20
P08-01314	S & B FOODS	Water for Welcome Booths at IVC	\$960.00
P08-01315	ATI	ATI TESTING	\$11,277.00
P08-01316	LIFETIME MEMORY PRODUCTS, INC.	Memory for District Desktop Computers	\$9,096.65
P08-01317	LIFETIME MEMORY PRODUCTS, INC.	USB Drives	\$1,271.97
P08-01318	CCCCSSAA	Board approved institutional membership	\$300.00
P08-01319	BUDDY'S ALL STARS INC.	W. Basketball/underarmour and sox	\$2,071.48
P08-01320	STERLING ARTS SUPPLY	FASHION SUPPLIES	\$99.38
P08-01321	DAY & NIGHT DOOR SERVICE, INC	Purchase & Installation of Rolling Steel	\$4,988.60
P08-01322	ADT SECURITY SYSTEMS	ADT ANNUAL SERVICE CHARGE	\$633.14
P08-01323	CONSOLIDATED ELECTRICAL DIST.	ELECTRICAL SUPPLIES	\$15,564.97
P08-01324	RAYVERN LIGHTING SUPPLY CO.	ELECTRICAL SUPPLIES	\$13,442.91

BOARD OF TRUSTEES PURCHASE ORDER LISTING

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Purchase Order Numbers P08-01160 Through P08-01472

PO #	Vendor Name	Purchase Order Description	Total Cost
P08-01325	GRAYBAR ELECTRIC CO.	ELECTRICAL SUPPLIES	\$7,145.77
P08-01326	XEROX CORPORATION	Blanket PO for staples, binding & specia	\$8,000.00
P08-01327	APPLE COMPUTER, INC.	6 MAC COMPUTERS FOR ATEP	\$10,718.37
P08-01328	W. W. GRAINGER	Emergency supplies	\$300.00
P08-01329	FREEWAY AUTO SUPPLY	Emergency supplies	\$200.00
P08-01330	WEST-LITE SUPPLY CO.	ELECTRICAL SUPPLIES	\$4,210.65
P08-01331	TARGET CHEMICAL CO.	GROUPS SUPPLIES	\$3,932.70
P08-01332	HYDRO-SCAPE PRODUCTS, INC.	GROUPS SUPPLIES	\$3,759.82
P08-01333	OCE	RENTAL AGREEMENT	\$633.60
P08-01334	INDUSTRIAL DISTRIBUTION GROUP	GROUPS SUPPLIES	\$3,163.15
P08-01335	SHAMROCK SUPPLY	GROUPS SUPPLIES	\$2,153.28
P08-01336	LEONARD, A. M., INC.	GROUPS SUPPLIES	\$1,008.11
P08-01337	SMITH PIPE & SUPPLY, INC.	GROUPS SUPPLIES	\$903.10
P08-01338	SHALLECK COLLABORATIVE, INC.	AUDITORIUM CONSULTING SERVICES	\$520.00
P08-01339	BISHOP COMPANY	GROUPS SUPPLIES	\$461.86
P08-01340	MEADOWS, BEN COMPANY	GROUPS SUPPLIES	\$497.19
P08-01341	REFRIGERATION SUPPLIES DIST.	HVAC SUPPLIES	\$2,126.77
P08-01342	SMARDAN SUPPLY - EL MONTE	PLUMBING SUPPLIES	\$8,971.78
P08-01343	CREEK, MARGARET	Workshop Presenter	\$300.00
P08-01344	MAIN GRAPHICS	Arts Calendar Publication	\$5,868.67
P08-01345	RECALL SECURE DEST.SRVS INC.	Shredding Services	\$300.00
P08-01346	KIRK XPEDX	Paper to make copies	\$293.94
P08-01347	GANDER-PRINTCO	Business Cards for Counselor	\$72.19
P08-01348	INT'L BOOK CENTRE, INC.	Persian Instructional Supplies.	\$469.77
P08-01349	SECURE-IT	Security plates	\$101.64
P08-01350	XEROX CORPORATION	Maintenance Agreement for Xerox	\$1,530.00
P08-01351	RENTERIA, MARIA	Workshop Presenter	\$420.00
P08-01352	DRYDEN, MACK	Workshop Speaker	\$560.00
P08-01353	CARMAN, LUPE	Workshop Presenter	\$525.00
P08-01354	MORENO, ALEJANDRO	Workshop Presenter	\$120.00
P08-01355	MC NELLY, MARGIE	Workshop Presenter	\$1,760.00
P08-01356	TRUJILLO, ARACELI	Panel Presentation	\$50.00
P08-01357	OCE	Maint. Agreement-OCE Imagistics FAX	\$384.00
P08-01358	BANNERSANDSIGNS.NET	LOGO SIGNS FOR BOARD PODIUM AND CONFEREN	\$1,050.00
P08-01359	AUDIO ASSOCIATES OF SAN DIEGO	PROVIDE ADDITIONAL AUDIO CONNECTION FOR	\$14,983.46
P08-01360	IRVINE PIPE & SUPPLY	PLUMBING SUPPLIES	\$4,218.79
P08-01361	DIVISION OF THE STATE ARCHITEC	DSA PLAN CHECK FEES IVC A-300	\$10,720.00
P08-01362	MNZ JANITORIAL SERVICES, INC.	PROVIDE ADDITIONAL CLEANING FOR CAMPUS O	\$2,530.00
P08-01363	AIRPURE FILTER/FLANDERS PRECIS	HVAC SUPPLIES	\$1,603.71
P08-01364	CAMPIL FARR SALES	HVAC SUPPLIES	\$998.21
P08-01365	GRILLO'S FILTER SALES	HVAC SUPPLIES	\$962.77
P08-01366	P.L. HAWN CO., INC.	HVAC SUPPLIES	\$906.58
P08-01367	JOHNSTONE SUPPLY	HVAC SUPPLIES	\$705.19
P08-01368	CONSUMERS PIPE & SUPPLY CO.	HVAC SUPPLIES	\$690.51
P08-01369	B & K WHOLESALE ELECTRIC	HVAC SUPPLIES	\$288.91
P08-01370	STRATA INFORMATION GROUP	User-Acceptance Tests for Escape Financi	\$9,500.00
P08-01371	LAMINATION DEPOT, INC.	PUBLICATION SUPPLIES	\$126.76
P08-01372	CAROLINA BIOLOGICAL SUPPLY	BIOCHEMISTRY SUPPLIES	\$3,104.94
P08-01373	DELL MARKETING	Monitors for edit systems	\$3,274.04
P08-01374	SAN CLEMENTE TIMES	ADVERTISING	\$1,180.00
P08-01375	COACHING COMPASS	District Plan.Day-Wkshop	\$600.00
P08-01376	BANNERSANDSIGNS.NET	temporary signage	\$1,718.31
P08-01377	AT&T	2 CELL PHONES AND SERVICE	\$770.00
P08-01378	WAXIE SANITARY SUPPLY	janitorial supplies	\$1,000.00
P08-01379	TASTE CATERING, INC.	CATERING	\$1,236.62

BOARD OF TRUSTEES PURCHASE ORDER LISTING

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Purchase Order Numbers P08-01160 Through P08-01472

PO #	Vendor Name	Purchase Order Description	Total Cost
P08-01380	MC KESSON GENERAL MEDICAL	flu vaccine	\$6,000.00
P08-01381	AT&T	TELEPHONE/FAX SERVICE FOR ATEP	\$2,800.00
P08-01382	PENN CORP. RELOCATION SVCS INC	CACT EQUIPMENT MOVE	\$3,500.00
P08-01383	SUREFIRE, LLC	LITHIUM BATTERIES	\$242.74
P08-01384	NCMPR	District membership renewal for NCMPR.	\$350.00
P08-01385	AMDRAFT/C.T.I.	DRAFTING SUPPLIES	\$211.73
P08-01386	U.S. POSTMASTER	to cover shortage on original P.O.	\$813.94
P08-01387	WAXIE SANITARY SUPPLY	ENTRY MATS	\$3,445.85
P08-01388	GEMPLER'S	HORTICULTURE SUPPLIES	\$278.90
P08-01389	ORANGE CO. LONG BEACH CONSORT.	MEMBERSHIP FOR NURSING	\$150.00
P08-01390	NEXGEN	TRANSPORTATION SUPPLIES	\$338.06
P08-01391	YARDLEY PUMP AND VACUUM, INC.	HVAC SUPPLIES	\$924.72
P08-01392	CONSORTIUM OF SO. CAL COLLEGES	Membership Fee - CSCCU	\$250.00
P08-01393	AMAZON.COM	DVD's for Film Classes	\$338.12
P08-01394	ORANGE CO. HEALTH CARE AGENCY	HAZ MAT Billing	\$1,314.00
P08-01395	STARR, W.B. INC.	CONTRACT SERVICES	\$5,360.00
P08-01396	SADDLEBACK VALLEY GLASS	REPL GLASS/MIRRORS	\$905.00
P08-01397	CAMPUS-VOTE/VOTE-NOW	Campus-Vote.com for Academic Senate.	\$395.00
P08-01398	GLAXO SMITH KLINE (GSK)	vaccine needed for students	\$558.36
P08-01399	MC KESSON GENERAL MEDICAL	vaccines needed for students	\$274.14
P08-01400	SIGMA ALDRICH CHEMICAL CO	MICROBIOLOGY CHEMICALS	\$253.32
P08-01401	ORANGE CO. PUBLIC AFFAIRS ASSN	Membership renewal for OC Public Affairs	\$50.00
P08-01402	BLICK, DICK COMPANY	ART SUPPLIES	\$188.76
P08-01403	AACC	Membership renewal for AACC.	\$32.00
P08-01404	AQUATIC ECOSYSTEMS, INC.	INSTRUCTION SUPPLIES	\$882.44
P08-01405	ORANGE CO. REGISTER	ADVERTISING	\$25,000.00
P08-01406	ORANGE CO. WEEKLY	ADVERTISING	\$15,000.00
P08-01407	JOURNAL OF NURSING EDUCATION	MAGAZINE SUBSCRIPTION	\$269.00
P08-01408	SCIENCE KIT, INC.	BIOLOGY SUPPLIES	\$93.01
P08-01409	ROSS SYSTEMS, INC	Maintenance Renewal for Hot Spare Test S	\$5,505.38
P08-01410	IMAGE PRINTING SOLUTIONS	Name Tags for Outreach	\$129.36
P08-01411	GUITAR CENTER	DIGIDESIGN MBOX 2 MINI	\$317.86
P08-01412	NEUDESIC, LLC	Student Information System, Contracted S	\$3,800,000.00
P08-01413	LEGION WEST PAPER	ART SUPPLIES	\$2,107.59
P08-01414	HITT MARKING DEVICES, INC.	TRANSCRIPT STAMP FOR COUNSELING	\$112.98
P08-01415	RECONNEX CORPORATION	Security Appliance Maint/Support Renewal	\$9,500.00
P08-01416	LAB SAFETY SUPPLY CO.	BIOLOGY SUPPLIES	\$109.05
P08-01417	CHROMATE INDUSTRIAL CORP.	HVAC SUPPLIES	\$251.58
P08-01418	COASTLINE COMMUNITY COLLEGE	MEMBERSHIP DUES 2007-08	\$200.00
P08-01419	HALL & FOREMAN, INC.	CLOSE OUT, PUNCH LIST AND SURVEY FOR ATE	\$5,000.00
P08-01420	A & M COMMERCIAL SWEEPING, INC	STREET SWEEPING FOR SCHOOL OPENING	\$300.00
P08-01421	SCHOOL SERVICES OF CA. INC.	Renewal/School Services of California	\$3,420.00
P08-01422	CONSORTIUM OF SO. CAL COLLEGES	CSCCU Membership Renewal	\$250.00
P08-01423	DANA WHARF SPORTFISHING	Charter to Dana Wharf for at-sea lab (MS	\$2,700.00
P08-01424	HORIZON	GROUPS SUPPLIES FOR BASEBALL FIELD RENO	\$6,286.47
P08-01425	FERGUSON ENTERPRISES, INC.	PLUMBING SUPPLIES	\$2,000.00
P08-01426	ACTIVE NETWORK, INC.	Active Network Comm Education Reg System	\$43,362.76
P08-01427	YALE CHASE MATERIALS HANDLING	CARTS FOR MAINTENANCE DEPT.	\$33,360.51
P08-01428	CUYAHOGA COMMUNITY COLLEGE	Payment on NSF Subaward - Cuyahoga Comm	\$45,000.00
P08-01429	CENTRAL MAINE COMMUNITY COLL.	Payment on NSF Subaward - Central Maine	\$36,099.94
P08-01430	AMER. LIBRARY ASSOC.	Library book per Tom Weisrock request	\$440.85
P08-01431	IMAGE PRINTING SOLUTIONS	Name badges for DSPS employees	\$117.26
P08-01432	PROFESSIONAL ORNAMENTAL IRON	CONTRACT SERVICES	\$810.00
P08-01433	ALLSCRIPTS	vaccines needed for students	\$182.22
P08-01434	DELL MARKETING	NETWORKER LICENSES	\$4,104.20

BOARD OF TRUSTEES PURCHASE ORDER LISTING

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Purchase Order Numbers P08-01160 Through P08-01472

PO #	Vendor Name	Purchase Order Description	Total Cost
P08-01435	MARK IV PRINT COMMUNICATIONS	Cable installation	\$1,551.31
P08-01436	GANDER-PRINTCO	Business cards	\$49.57
P08-01437	SEHI PROCOMP COMPUTER PRODUCTS	Printer toner cartridge	\$97.61
P08-01438	WESTERN FARM SUPPLY	GROUNDS SUPPLIES	\$1,239.99
P08-01439	CONSOLIDATED ELECTRICAL DIST.	ELECTRICAL SUPPLIES	\$2,093.58
P08-01440	ALLSCRIPTS	Allscripts-Prescription Meds	\$126.29
P08-01441	COMPUTERLAND CORPORATE OFFICE	SOUND FORGE 9 SOFTWARE UPGRADE	\$116.67
P08-01442	DELL MARKETING	SCSI HARDDRIVES	\$828.60
P08-01443	WESTERN HIGHWAY PRODUCTS, INC.	Signs	\$208.77
P08-01444	INFINITY MICRO COMPUTER, INC.	4 HARDDRIVES FOR DOMAIN CONTROLLER	\$378.84
P08-01445	CRC CONSULTING GROUP, INC.	WATER TEST ALL WINDOWS AT THE BGS BUILDING	\$21,900.00
P08-01446	SARS SOFTWARE PRODUCTS, INC.	RENEWAL OF SARS SUPPORT	\$4,320.00
P08-01447	HAZLET SEWING AND VAC, INC.	FASHION EQUIPMENT	\$592.63
P08-01448	SNYDER MANUFACTURING CORP.	TRANSPORTATION SUPPLIES	\$151.73
P08-01449	MASTER TEACHER, INC.	Subscription/Professor in the Classroom	\$224.00
P08-01450	BIO-RAD LABORATORIES, INC.	BIOLOGY EQUIPMENT	\$3,807.86
P08-01451	YALE CHASE MATERIALS HANDLING	Non Instructional Equipment	\$751.58
P08-01452	ACCJC	Annual membership to ACCJC	\$14,111.20
P08-01453	COUNCIL ON HIGHER EDUCATION	Annual dues - CHEA	\$501.00
P08-01454	VORTEX INDUSTRIES, INC.	DOOR CLOSERS	\$5,387.00
P08-01455	COAST LEARNING SYSTEMS	License to Broadcast telecourse	\$1,200.00
P08-01456	ELLISON, RON	Cash Advance	\$500.00
P08-01457	RYNNING, JAMES	Cash Advance	\$500.00
P08-01458	MC MULLEN, SEAN	Cash Advance	\$500.00
P08-01459	GRAEBNER, DIANNE	Cash Advance	\$500.00
P08-01460	SIMS WELDING SUPPLY	Gas & supplies-Art Dept.	\$300.00
P08-01461	YAMINSKI, NINA	Workshop Presentation	\$315.00
P08-01462	WESTLAKE, DOUGLAS	Repair of Pianos	\$4,000.00
P08-01463	SYSTEMS SOURCE, INC.	Desk Units/Chairs Assessment Center	\$40,267.71
P08-01464	OCE	OFFICE SUPPLIES-FAX TONER	\$323.81
P08-01465	XEROX CORPORATION	XEROX COPIER MAINTENANCE/USAGE	\$1,800.00
P08-01466	NETWORK HARDWARE RESALE	Telephone Hardware/Ntwrk Infrstr	\$856.90
P08-01467	SEHI PROCOMP COMPUTER PRODUCTS	Tech Refresh - equipment	\$3,848.01
P08-01468	NEXUS IS INC.	IT EQUIPMENT FOR POLICE/WAREHOUSE	\$15,810.98
P08-01469	MOE, H.L. CO., INC.	PLUMBING WORK AT REFRIGERATORS AND DIE V	\$3,895.00
P08-01470	AGILYSYS	Data Warehouse Cluster Server	\$11,385.24
P08-01471	CA POWER PARTNERS, INC	C/P MODIFICATIONS	\$2,162.18
P08-01472	SO CAL ENVIRONMENTAL CLEANING	WATER EXTRACTION - INS. CLAIM	\$350.00
			=====
			\$5,750,076.65

BOARD OF TRUSTEES CONFIRMING REQUISITION LISTING

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Req. #	Vendor Name	Description	Total Cost
RD08-00529	MACKEY, GINNY	UC Conference Reimbursement for Ginny Ma	\$60.00
RD08-00528	MEYER, CLIFFORD	Reimbursement	\$227.73
RD08-00527	SOUTH ORANGE CO. COMM. COL. DI	Reimburse Payroll Acct.	\$182.19
RD08-00526	MC CULLOUGH, RICHARD	Reimbursement	\$765.00
RD08-00525	SUSSMAN, CARYN	UC Conference Reimbursement for Caryn Su	\$60.00
RD08-00524	KORPER, STEVE	BICSI Certification for Steve Korper	\$0.00
RD08-00523	KORPER, STEVE	BICSI Certification for Steve Korper	\$0.00
RD08-00522	QUINN RENTAL SERVICES	LIFT	\$0.00
RD08-00521		Parity Payment for Deceased Employee	\$314.04
RD08-00520	FASELER, SHANNON	Reimbursement	\$334.16
RD08-00519	MARTINEZ BOOKS/ART	BOOK MATERIALS	\$627.91
RD08-00517	EAGLE COMMUNICATIONS	RADIO REPAIRS	\$175.96
RD08-00516		Reimburse Lina Croisette for Plan 65 (PP	\$600.00
RD08-00515	RADDEN, LARRY	Reimbursement Larry Radden	\$571.89
RD08-00514	PRICE, YVONNE	Reimbursement-Yvonne Price	\$20.24
RD08-00496	SANCHEZ, SYLVIA	Reimburse conference registration	\$65.00
RD08-00488	PATTON, KEN	Conference Attendance for Ken Patton	\$2,031.00
RD08-00487	EAGLE COMMUNICATIONS	RADIO REPAIRS	\$165.40
RD08-00485	HERNANDEZ, ELIZABETH	REIMBURSEMENT FOR LAB SUPPLIES	\$12.91
RD08-00484	WELLS FARGO #3317 (DISTRICT)	Online Apple Store	\$29.99
RD08-00483	WELLS FARGO #3317 (DISTRICT)	amazon.com	\$59.99
RD08-00482	ULTIMATE OFFICE	Supplies for Academic Senate from Ultima	\$0.00
RD08-00481		Reinbursement of Supplies Purchased	\$56.32
RD08-00480	RADDEN, LARRY	Reimbursement-Larry Radden	\$733.34
RD08-00479		Travel expenses, Transfer Ldrsh Project	\$561.65
RD08-00478	GABRIELLA, WENDY	reimbursement to Wendy Gabriella	\$0.00
RD08-00477	MIDWEST LIBRARY SERVICE	Pay for books.	\$2,319.69
RD08-00476	TICKETCRAFT	Ticket Printing	\$1,375.46
RD08-00475	MUELLER, BETH	Attend ACBO Fall 2007 Conference	\$1,083.80
RD08-00474	PYLE, JIM	Reimbursement for parking hardware.	\$39.38
RD08-00473		Travel expenses for Andreea Serban	\$0.00
RD08-00472	WELLS FARGO #3317 (DISTRICT)	ORANGE COUNTY BUSINESS COUNCIL	\$150.00
RD08-00471		PAYMENT FOR GOLF COURSE PRODUCTS	\$1,745.55
RD08-00470	GRAY, DONNA	Reimburse: DGray,Materials HD131 Fall07	\$110.00
RD08-00469	BAGWELL, JANET	Employee Enrollment Fee Reimbursement Re	\$60.00
RD08-00467	RICOH AMERICAS CORPORATION	Matric Copier needs servicing	\$300.00
RD08-00466	STRATA INFORMATION GROUP	PAYMENT FOR INFORMATION, TECH & MGT SERV	\$4,420.00
RD08-00465	WELLS FARGO #4198 FISCAL-SBC	The Container Store	\$430.00
RD08-00464	HOOKERS REPAIR SERVICE	TO REPAIR LABCONCO DISHWASHER IN CHEM PR	\$400.00
RD08-00463	AMER. MESSAGING	PAGER	\$14.14
RD08-00462	TORABI, SHOUKA	Reimbursement for Conference Attendance	\$61.41
RD08-00459	CCC	Conference attendance	\$174.00
RD08-00458	CORUM, SUSAN	Reimburse:S.Corum-Dean's Retreat Expense	\$150.00
RD08-00457		REIMBURSEMENT	\$32.75
RD08-00456	COACH AMERICA	Bus Service for Classified SenateExcursi	\$554.00
RD08-00455	SPICE OF LIFE	Health and Lifestyle Expo2007	\$2,362.00
RD08-00454	HORIZON	GROUND SUPPLIES	\$911.42
RD08-00453	SADDLEBACK COLLEGE MAINT/OPER	REIMBURSEMENT	\$16.16
RD08-00452	PBM SUPPLY & MFG., INC.	Final invoice payment	\$110.94
RD08-00451	D'LENA, BRANDYE	Candidate-District Dir. of Facilities	\$1,081.62
RD08-00450	LONGNECKER, JON	Reimbursement-John Longnecker	\$229.80
RD08-00449	CAMACHO, TERESA	Reimburse for EOPS/CARE Training	\$437.80
RD08-00448	JACOB, JANET	REIMBURSE JANET JACOB	\$16.25
RD08-00447	WELCH, NINA	Reimbursement-Supplies-Nina	\$14.51
RD08-00446	KHACHATRYAN, DAVIT S.	Fraud Prevention Workshop	\$191.00
RD08-00437	CORDERO, CAROL	Rental Boat Repairs occurred during sail	\$350.00

BOARD OF TRUSTEES CONFIRMING REQUISITION LISTING

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Req. #	Vendor Name	Description	Total Cost
RD08-00436	MEYER-CANALES, KATHERINE S.	INSTRUCTIONAL SUPPLIES	\$32.15
RD08-00435	U.S. POSTMASTER	POSTAGE	\$547.63
RD08-00434	SWACC	2007/2008 SWACC Member Risk Management F	\$7,859.00
RD08-00433	COUTTS LIBRARY SERVICES, INC.	library book per Tom Weisrock request	\$36.32
RD08-00432	WELLS FARGO #4198 FISCAL-SBC	OFFICE MAX	\$139.86
RD08-00431	HOKE OUTDOOR ADVERTISING, INC.	Banner for SCLO	\$428.29
RD08-00430	CASBO	Attend Payroll Reporting/Compliance for	\$410.00
RD08-00429	SUSSMAN, CARYN	TCDA 2007 Conference	\$254.80
RD08-00428	MUELLER, BETH	Attend VLS Fraud Solutions Workshop	\$189.00
RD08-00427	O'MEARA, MICHAEL	Reimbursement for camera batteries.	\$10.76
RD08-00414	COORDINATING COMMITTEE AUTO	online training course	\$199.00
RD08-00413	JUST EQUIPMENT CO.	Advertising expense	\$75.00
RD08-00412	DALE, W. MIKE	Reimbursement	\$33.62
RD08-00411	BUDDY'S ALL STARS INC.	Golf team uniform supplies	\$.00
RD08-00410	SUAREZ, MATT	REIMBURSEMENT FOR COMPUTER HARDWARE	\$167.96
RD08-00409	SOLTANI, PARISA	Conference attendance reimbursement	\$474.00
RD08-00408	BALTIERRA, JUANITA	Reimburse J. Baltierra	\$30.27
RD08-00407	COLCLOUGH, BEEP	Conference attendance reimbursement	\$1,025.00
RD08-00406	SOLTANI, PARISA	Conference attendance reimbursement	\$1,087.16
RD08-00405	TANRIVERDI, FAWN	Conference attendance reimbursement	\$1,102.89
RD08-00404	LEE, STEVE	Conference Reimbursement	\$1,106.45
RD08-00403	WEST PUBLISHING CO.	Legal Books Update - VCHR	\$273.17
RD08-00402	WINSTON, KATHLEEN	CONFERENCE FOR KATHLEEN WINSTON	\$1,702.73
RD08-00401	MISSION VIEJO COUNTRY CLUB	CHANCELLOR'S STRATEGIC PLAN. RETREAT	\$605.25
RD08-00400	PYLE, JIM	Reimbursement for Office Training Meetin	\$.00
RD08-00399	WELLS FARGO #3317 (DISTRICT)	RealVNC Ltd	\$127.50
RD08-00398	KOPECKY, ROBERT J.	REIMBURSEMENT FOR COMPUTER LAB EQUIPMENT	\$242.37
RD08-00397	SADDEBACK APPLIANCES	oven and icemaker repair at Center	\$345.05
RD08-00396	BUDDY'S ALL STARS INC.	Soccer uniform supplies	\$590.69
RD08-00395	ORANGE CO. HEALTH CARE AGENCY	FEES	\$2,189.00
RD08-00394	WELLS FARGO #4198 FISCAL-SBC	VTC (VIRTUAL TRAINING COMPANY) ONLINE UN	\$250.00
RD08-00393	KOPECKY, ROBERT J.	REIMBURSEMENT	\$612.48
RD08-00392	NIN, ORLANTHA	CCCEOPSA Conference Attend. for Orlantha	\$325.00
RD08-00391	PARRA, LORI	CCCEOPSA Conference Attend. for Lori Par	\$1,105.68
RD08-00390	CAMACHO, TERESA	CCCEOPSA Conference Attend. for Teresa C	\$820.45
RD08-00389	PANIAGUA, MARIA	CCCEOPSA Conference Attend. for Maria Pa	\$820.45
RD08-00388	BALTIERRA, JUANITA	CCCEOPSA Conference Attend. for Juanita	\$865.45
RD08-00387	RYDIN DECAL	STUDENT PERMITS	\$2,010.33
RD08-00386	MUELLER, BETH	Attend CCIA 2007 Fall Conference	\$125.00
RD08-00385	ORANGE CO. REGISTER	ADVERTISING	\$149.52
RD08-00384	REGION VIII CARE CONFERENCE	Region VIII CARE Conference Registration	\$720.00
RD08-00383	BUDDY'S ALL STARS INC.	W. Basketball/underarmour	\$.00
RD08-00382	A-1 AWARDS	RECOGNITION PLAQUE FOR GEORGE BOGGS/GUES	\$58.99
RD08-00381	A-1 AWARDS	NAMEPLATES FOR BOARD ROOM	\$48.00
RD08-00380	MARTINEZ, ENRIQUE	SNACKS FOR 4 OF JULY EVENT	\$13.14
RD08-00379		FOOD FOR FLEX WEEK	\$.00
RD08-00378	MAQUINSAL SEWING MACHINE CO.	Equipment Repair	\$200.00
RD08-00377	FRETZ, DAVID	Reimbursement for field trip supplies	\$216.70
RD08-00376	COUTTS LIBRARY SERVICES, INC.	Library book per Tom Weisrock request	\$169.78
RD08-00375	BAKER & TAYLOR ENTERTAINMENT	library dvds per Tom Weisrock request	\$23.26
RD08-00365	CHANDOS, RAY	Main Circuit Breakers/Reimbursement	\$474.00
RD08-00364	SCERT	Conference Materials	\$10.00
RD08-00363	MILCHIKER, MARCIA	REIMBURSEMENT TO MARCIA MILCHIKER	\$45.24
RD08-00362	XEROX CORPORATION	Cancellation of Xerox Contract	\$50.79
RD08-00361	ORANGE CO. HEALTH CARE AGENCY	HAZ MAT BILLING	\$.00
RD08-00360	JOURNAL OF CHEMICAL EDUCATION	Subscription Renewal	\$250.00

BOARD OF TRUSTEES CONFIRMING REQUISITION LISTING

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Req. #	Vendor Name	Description	Total Cost
RD08-00359	SO COAST AIR QUALITY MGMT DIST	EMISSION FEES	\$8,093.11
RD08-00358	SC ASSOCIATED STUDENT BODY	Reimburse SC Associated Student Body.	\$41.44
RD08-00357	KOPECKY, ROBERT J.	REIMBURSEMENT	\$95.00
RD08-00356	PACIFIC TYPEWRITER & COMM INC.	Repair	\$101.05
RD08-00355	COOPER, SUSAN	Reimburse Dr. Cooper for Postage	\$33.26
RD08-00354		Reimburse Moira McGee for purchase of cl	\$6.44
RD08-00353	WELLS FARGO #3465 FISCAL-IVC	OFFICE DEPOT-RECEIPT ROLLS FOR CASH REGI	\$41.99
RD08-00352	VISUAL INFO. SYSTEMS COMPANY	Non Instructional Repair - Marquee	\$380.00
RD08-00351	ALL TECH SERVICE	AV Equip. Repair	\$199.44
RD08-00350	WELLS FARGO #3317 (DISTRICT)	Educause.edu	\$40.00
			=====
			\$66,407.31

TO: Board of Trustees
FROM: Dr. Raghu P. Mathur, Chancellor
RE: SOCCCD: Payment of Bills
ACTION: Approval

BACKGROUND

In accordance with the provisions of Article 4 of Chapter 8 of the California Education Code, Sections 85230-36, inclusive, vendor check listings are submitted at each meeting for the approval of the Board of Trustees

STATUS

Checks Nos. 063115 through 063923, processed through the Orange County Department of Education, totaling \$6,677,324.31; Checks Nos. 009024 through 009038, processed through Saddleback College Community Education, totaling \$70,923.95; and Check Nos. 008339 through 008350, processed through Irvine Valley College Community Education, totaling \$31,420.85 are submitted for the approval of the Board of Trustees

RECOMMENDATION

The Chancellor recommends that the Board of Trustees approve the payment of bills as Listed in EXHIBIT A.

WARRANT REGISTER LISTING

Escape - AP

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Bank Account (COUNTY) - County Account

Sort: Sorted by Warrant #

Selection: Between #063115 and 063923

S	Check #	Check Dt	Company Name	Check Amount	Description
Q	063115	8/08/07	ROBERT PATTERSON	\$25.00	FINGERPRINTING
Q	063116	8/08/07	MOSTAFA EL GHAMRAWY	\$10.00	FINGERPRINTING
Q	063117	8/08/07	AA EQUIPMENT RENTALS	\$74.95	OPEN P.O. FOR SUPPLIES
Q	063118	8/08/07	ACCUVANT INC.	\$24,000.00	Security Assessment Services
Q	063119	8/08/07	AIRGAS WEST	\$151.66	POOL SUPPLIES
Q	063120	8/08/07	JULIE ANDERSON	\$122.07	Open purchase for fish foods and miscel supplies
Q	063121	8/08/07	APPLE COMPUTER INC.	\$107.70	Mouse upgrade for new Mac
Q	063122	8/08/07	ARAMARK UNIFORM SERVICES	\$24.83	SHOP RAGS
Q	063123	8/08/07	ASID WASHINGTON STATE CHAPTER	\$84.95	Dept. Supplies
Q	063124	8/08/07	BECKMAN FOOTBALL BOOSTERS	\$300.00	Beckman High School Football Banner
Q	063125	8/08/07	BECKMAN FOOTBALL BOOSTERS	\$200.00	Beckman High School Football Ad
Q	063126	8/08/07	DR. GEORGE R. BOGGS	\$1,000.00	Honorarium/George Boggs
Q	063127	8/08/07	BUDDY'S ALL STARS	\$82.02	Women's Volleyball supplies
Q	063128	8/08/07	KRISTEN BUSH	\$1,248.00	Consulting Services: Web Development & Maint.
Q	063129	8/08/07	CA COMMERCIAL LIGHTING SUPPLY	\$2,564.45	PARK LOT LIGHT POLE
Q	063130	8/08/07	COMMUNITY COLLEGE LEAGUE OF	\$32,167.00	MEMBERSHIP DUES
Q	063131	8/08/07	CCUPCA (CALIFORNIA COLLEGE &	\$75.00	Membership
Q	063132	8/08/07	CDW GOVERNMENT, INC.	\$1,251.98	Tech Refresh Software
Q	063133	8/08/07	CERTIPORT	\$2,600.00	MOUS Testing Vouchers for Candidates
Q	063134	8/08/07	RAY CHANDOS	\$288.38	REIMBURSEMENT FOR SUPPLIES FOR ELI CTRONIC TECH LAB
Q	063135	8/08/07	CHEVRON & TEXACO CARD SVCS.	\$2,687.75	2007/08 Use of Gasoline by Various Departments
Q	063136	8/08/07	COAST LEARNING SYSTEMS	\$1,140.00	enrollment fee for telecourse CA/JRN 1
Q	063137	8/08/07	COMPUTERLAND	\$1,892.25	ADOBE LIGHTROOM LICENSES/MEDIA
Q	063138	8/08/07	TRACY DALY	\$169.48	Reimbursement for awards for Sept.leadership event
Q	063139	8/08/07	DANA POINT FUEL DOCK	\$21.40	P.O. Required to purchase fuel for MST Sail Class
Q	063140	8/08/07	DANA WHARF SPORTFISHING	\$1,350.00	Charter of "Sum Fun" for MS20 at-sea lab
Q	063141	8/08/07	DANKA	\$300.94	Annual Maintenance Agreement
Q	063142	8/08/07	DATANET SOLUTIONS INC.	\$1,125.00	Payroll Records Scanning Project
Q	063143	8/08/07	DE NAULT'S TRUE VALUE	\$45.71	Hardware and gardening supplies for biology
Q	063144	8/08/07	DELL MARKETING L.P.	\$2,659.26	Tech Refresh - Equipment
Q	063145	8/08/07	DOVE PROFESSIONAL APPAREL	\$953.44	NURSING PATCHES
Q	063146	8/08/07	DRIVE LINES INCORPORATED	\$152.41	REPAIR DRIVE SHAFT
Q	063147	8/08/07	SPARKLETTES	\$788.00	Bottled water service
Q	063148	8/08/07	ESP CHEMICALS, INC.	\$170.32	DMP EQUIPMENT
Q	063149	8/08/07	EXCELSIOR ELEVATOR CORPORATION	\$650.00	ANNUAL ELEVATOR MAINTENANCE SERVICE
Q	063150	8/08/07	EXPERIAN	\$75.00	Contract Svcs from Experian
Q	063151	8/08/07	HAMID Y. EYDGAHI	\$1,194.14	Reim. Candidate-IVC VP Inst.
Q	063152	8/08/07	FREEWAY AUTO SUPPLY	\$547.69	Emergency supplies for dyno facility
Q	063153	8/08/07	FREEWAY AUTO SUPPLY	\$147.85	TRANSPORTATION SUPPLIES
Q	063154	8/08/07	FULL COMPASS SYSTEMS	\$1,735.27	Headphones for the Writing Lab.
Q	063155	8/08/07	DAIRY DEPOT	\$36.56	NUTRITIONAL MILK AND DAIRY SUPPLIES
Q	063156	8/08/07	ALLSTEEL INC.	\$8,164.85	CLASSROOM CHAIRS
Q	063157	8/08/07	BOND LOGISTIX LLC	\$2,100.00	Arbitrage Rebate Compliance Services
Q	063158	8/08/07	HOWARD ADAMS	\$90.69	Conference for Howard Adams
Q	063159	8/08/07	AMERICAN EXPRESS	\$2,573.00	2007 Student Trustee Workshop
Q	063160	8/08/07	HYATT REGENCY PHOENIX	\$750.00	CONF. NLN EDUCATION SUMMIT FOR L. GLEASON
Q	063161	8/08/07	ANDREEA SERBAN	\$26.00	Expenses for Andreea Serban
Q	063162	8/08/07	VIP MEETINGS AND CONVENTIONS	\$450.00	STUDENT SUCCESS CONF FOR T.WHITT
Q	063163	8/08/07	VIP MEETINGS AND CONVENTIONS	\$375.80	STUDENT SUCCESS CONF FOR T.WHITT
Q	063164	8/08/07	C.E.M. LAB CORP.	\$1,652.00	INSPECTION SERVICES FOR VARIOUS PROJECTS
Q	063165	8/08/07	CORPORATE BUSINESS INTERIORS	\$1,501.14	FURNITURE FOR PERFORMING ARTS

WARRANT REGISTER LISTING

Escape - AP

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Bank Account (COUNTY) - County Account

Sort: Sorted by Warrant #

Selection: Between #063115 and 063923

S	Check #	Check Dt	Company Name	Check Amount	Description
Q	063166	8/08/07	DAART ENGINEERING CO., INC.	\$45,839.00	BID 270, PKG. 15-1
Q	063167	8/08/07	GALA SOURCE	\$619.77	ICE STORAGE BIN
Q	063168	8/08/07	GILBERT & STEARNS, INC.	\$69,372.00	PKG. U, ELECTRICAL, BID. 279 BUS. & TECHN. INNOV. CTR.
Q	063169	8/08/07	gkkworks	\$66,282.39	Schematic Design Services Utt Library Renovation
Q	063170	8/08/07	HPL MECHANICAL CONTRACTOR,	\$12,645.00	BID 279, PKG. B PLUMBING, BUS. & TECHN INNOV. CTR.
Q	063171	8/08/07	INLAND PACIFIC TILE, INC.	\$4,003.00	BID 270, PK 09-2
Q	063172	8/08/07	DANNY LETNER, INC.	\$76,654.56	BID 272, PERF. ARTS ROOFING
Q	063173	8/08/07	NATIONAL ROOFING CONSULTANTS,	\$3,187.50	ROOFING CONSULTANT SERVICES
Q	063174	8/08/07	PB AMERICAS, INC.	\$3,387.00	HIRE L.C. CONSULTANT, BUS & TECH INNOV. CTR.
Q	063175	8/08/07	PC MALL GOV. INC.	\$16,874.01	Equipment PAC
Q	063176	8/08/07	PRIZIO CONSTRUCTION, INC.	\$321,710.00	BID 270, PKG. 03-1
Q	063177	8/08/07	RUHNAU RUHNAU CLARKE	\$19,277.66	Provide Architectural Services
Q	063178	8/08/07	UNITED SITE SERVICES	\$175.00	FENCE REMOVAL AT PERFORMING ARTS
Q	063179	8/08/07	WESTERN PAVING CONTRACTORS,	\$45,587.00	BID 270, PKG. 02-3
Q	063180	8/08/07	ZIMKOR INDUSTRIES, INC	\$517,721.62	BID 279, PKG. F, BUS & TECH CTR.
Q	063181	8/09/07	AT&T	\$47.92	MMILCHIKER CELL PHONE SVC 2007-08
Q	063182	8/09/07	P & R PAPER SUPPLY COMPANY	\$1,721.67	JANITORIAL SUPPLIES
Q	063183	8/09/07	PARKWAY LAWNMOWER SHOP	\$420.41	OPEN P.O. FOR SUPPLIES
Q	063184	8/09/07	PEAK TECHNOLOGIES, INC.	\$1,668.00	Annual Maintenance Agreement
Q	063185	8/09/07	PENN CORPORATE RELOCATION	\$1,084.78	ATEP FIELD OFFICE RELOCATION
Q	063186	8/09/07	PENNSAVER	\$171.36	Advertising for SCLO/South Pacific
Q	063187	8/09/07	PETE'S ROAD SERVICE	\$1,017.84	AUTO SUPPLIES
Q	063188	8/09/07	PHASE II TIRE	\$4,758.42	AUTO SUPPLIES
Q	063189	8/09/07	PIANO FACTORY GALLERY	\$11,785.70	Pianos-Competitive Equipment
Q	063190	8/09/07	PML MICROBIOLOGICALS	\$128.33	MICROBIOLOGY SUPPLIES
Q	063191	8/09/07	QUICK SORT SANTA ANA, INC.	\$193.66	postage & mailing costs of IVC Fall 2007 Permits
Q	063192	8/09/07	REFRIGERATION SUPPLIES DIST.	\$1,592.29	HVAC SUPPLIES
Q	063193	8/09/07	UCSD	\$800.00	Renew MDTP License
Q	063194	8/09/07	RICOH AMERICAS CORPORATION	\$31.90	MAINTENANCE FOR MP1600SPF COPIER IVC WAREHOUSE
Q	063195	8/09/07	JOHN ROBINSON	\$51.72	Reimbursement for lab supplies (summer class)
Q	063196	8/09/07	CYNTHIA ROE	\$23.85	Workshop Materials
Q	063197	8/09/07	THE RP GROUP	\$350.00	Institutional Membership
Q	063198	8/09/07	SAFELITE AUTO GLASS	\$585.15	CONTRACT SERVICES
Q	063199	8/09/07	SAN LUIS VIDEO PUBLISHING	\$174.55	Ordered for Instructor Z. Johnson
Q	063200	8/09/07	SANTA MARGARITA FORD	\$26,128.30	FLATBED TRUCK W/LIFTGATE FOR DELIVERIES
Q	063201	8/09/07	SARGENT-WELCH/CENCO	\$3,275.23	BIOLOGY SUPPLIES
Q	063202	8/09/07	SADDLEBACK COLLEGE BOOKSTORE	\$1,000.73	Bookstore Billing
Q	063203	8/09/07	SCANTRON CORPORATION	\$1,293.69	Scantron forms for Assessment
Q	063204	8/09/07	SCIENCE KIT, INC.	\$110.44	BIOLOGY SUPPLIES
Q	063205	8/09/07	SEHI PROCOMP COMPUTER	\$5,928.00	Various Desktop Components
C	063206	8/09/07	SERF'S UP ENTERPRISES	\$-200.00	Maintenance performed on the Boston Whaler
D	063207	8/09/07	SIEMENS WATER TECHNOLOGIES	\$204.75	Annual Maintenance Agreement
D	063208	8/09/07	SMITH PIPE & SUPPLY, INC.	\$459.25	OPEN P.O. FOR SUPPLIES
Q	063209	8/09/07	SOUTHERN CALIFORNIA EDISON CO.	\$51,591.89	Annual Electric Service
Q	063210	8/09/07	SOUTHERN CALIFORNIA EDISON CO.	\$1,961.88	Annual Electric Service
Q	063211	8/09/07	SOUTHERN CALIFORNIA EDISON CO.	\$14,506.39	Annual Electric Service
Q	063212	8/09/07	SO. CAL. GAS CO.	\$64.10	Annual Gas Service
Q	063213	8/09/07	SO. CAL. GAS CO.	\$18,544.08	Annual Gas Service
Q	063214	8/09/07	SOUTHERN COUNTIES OIL CO.	\$469.28	AUTO SUPPLIES
Q	063215	8/09/07	SONRISE ELECTRICAL	\$363.00	SCOREBOARD REPAIR
Q	063216	8/09/07	SPECTRUM CHEMICAL MFG. CORP.	\$2,488.19	CHEMISTRY SUPPLIES

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Bank Account (COUNTY) - County Account

Sort: Sorted by Warrant #

Selection: Between #063115 and 063923

S	Check #	Check Dt	Company Name	Check Amount	Description
Q	063217	8/09/07	SYSTEMS SOURCE, INC.	\$1,564.29	EGONOMIC CHAIRS FOR COUNSELING
Q	063218	8/09/07	TANGRAM INTERIORS	\$2,095.20	Classroom Instructor Station
Q	063219	8/09/07	TESTOUT CORPORATION	\$6,459.61	TESTOUT SITE LICENSE
Q	063220	8/09/07	THE TUFNUT WORKS	\$491.40	Cable Locks
Q	063221	8/09/07	POSTMASTER	\$5,000.00	POSTAGE PERMIT FEE
Q	063222	8/09/07	ULINE	\$178.63	SHRINK WRAP
Q	063223	8/09/07	UNISOURCE WORLDWIDE INC.	\$5,030.03	PAPER
Q	063224	8/09/07	UNITED SITE SERVICES	\$168.90	PORTABLE TOILETS
Q	063225	8/09/07	LUIS MAURICIO VASQUEZ	\$675.00	Workshop Presentation
Q	063226	8/09/07	VERIZON WIRELESS	\$17.05	Annual Maintenance Agreement
Q	063227	8/09/07	VIDEO SERVICE OF AMERICA	\$360.96	Videotape
Q	063228	8/09/07	VWR INTERNATIONAL, INC.	\$1,643.98	CHEMISTRY SUPPLIES
Q	063229	8/09/07	VWR INTERNATIONAL, INC.	\$3,690.26	CHEMISTRY SUPPLIES
Q	063230	8/09/07	WARE DISPOSAL CO., INC.	\$13,049.20	Annual Costs
Q	063231	8/09/07	W A X I E	\$308.64	JANITORIAL SUPPLIES
Q	063232	8/09/07	WEBEX COMMUNICATIONS, INC.	\$575.00	Software/Online meeting program
Q	063233	8/09/07	MICHAEL E. WILSON	\$8,873.60	CONSTRUCTION MGMT SERVICES
Q	063234	8/09/07	WIRED PLANET	\$525.00	District Web-site Upgrade Project
Q	063235	8/09/07	WOODBIDGE HIGH SCHOOL	\$200.00	Warrior Basketball Program for Woodbridge High Ad
Q	063236	8/09/07	NATIONAL COALITION OF ADVANCED	\$325.00	Conference Registration
Q	063237	8/09/07	SHERATON GUNTER HOTEL	\$560.40	Conference Registration
Q	063238	8/09/07	TCDA	\$50.00	CONFERENCE TCDA TRANSFER CENTER DIRECTOR ASSOC.
Q	063239	8/10/07	CITY OF IRVINE, IRVINE GLOBAL	\$100.00	Irvine Global Village Festival 2007
Q	063240	8/10/07	GALE SUPPLY COMPANY	\$22,957.22	JANITORIAL SUPPLIES
Q	063241	8/10/07	GANDER-PRINTCO	\$495.67	Bus Cards f/Matriculation Office
Q	063242	8/10/07	KORI LEE GARNER	\$48.88	Reimbursement for overnight delivery of awards mat
Q	063243	8/10/07	GoEngineer	\$2,068.80	software for ATEP
Q	063244	8/10/07	W. W. GRAINGER	\$140.74	EAR PROTECTION
Q	063245	8/10/07	GRAYBAR ELECTRIC CO.	\$262.44	CABLING FOR IT
Q	063246	8/10/07	KELLY GRIMES	\$700.00	Consultant
Q	063247	8/10/07	HAMPTON TEDDER TECHNICAL	\$55,100.00	ELECTRICAL REPL
Q	063248	8/10/07	HARROD MANAGEMENT SOLUTIONS,	\$8,750.00	Professional Services:Network Support Services
Q	063249	8/10/07	HITT MARKING DEVICES, INC.	\$123.48	OK to Pay stamp
Q	063250	8/10/07	HOME DEPOT CREDIT SERVICES	\$493.25	MAINT/GROUNDS/CUST. SUPPLIES
Q	063251	8/10/07	IRVINE HIGH SCHOOL CITADEL	\$153.00	Irvine High School Citadel (Yearbook) Ad
Q	063252	8/10/07	JOHNSTONE SUPPLY	\$43.11	OPEN P.O. FOR SUPPLIES
Q	063253	8/10/07	KATHCO PRODUCTS	\$6,820.05	JANITORIAL SUPPLIES
Q	063254	8/10/07	KIRK	\$802.22	Paper Order
Q	063255	8/10/07	GARY L. KUSUNOKI	\$90.00	Annual Maintenance Agreement
Q	063256	8/10/07	L.A. TIMES	\$651.00	Monthly ad insertions in LA Times.
Q	063257	8/10/07	LAYTON TECHNOLOGY, INC.	\$595.00	Tech Refresh - Software Update
Q	063258	8/10/07	JAVIER LEIVA	\$15.00	CART WASH
Q	063259	8/10/07	MC KESSON MEDICAL SURGICAL	\$9.26	supplies needed for students
Q	063260	8/10/07	McMASTER CARR SUPPLY CO.	\$105.60	MAINT. SUPPLIES
Q	063261	8/10/07	BRAD MCREYNOLDS	\$768.32	Expense Reimbursement
Q	063262	8/10/07	SALLIE MILLER	\$180.00	Workshop Presenter
Q	063263	8/10/07	ALISON MITCHELL	\$100.00	Reimburse Alison Mitchell for Red Cross
Q	063264	8/10/07	W. MYERS CO.	\$113.60	WATER FILTERS
Q	063265	8/10/07	CSPI/NUTRITION ACTION	\$20.00	Nutrition Action
Q	063266	8/10/07	O'NEIL PRODUCT DEVELOPMENT,	\$487.06	PRINTED PAPER ROLLS FOR PERMIT MACHINES
Q	063267	8/10/07	ORANGE COUNTY HUMAN RELATIONS	\$300.00	HONORARIUM/RUSTY KENNEDY

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Bank Account (COUNTY) - County Account

Sort: Sorted by Warrant #

Selection: Between #063115 and 063923

S	Check #	Check Dt	Company Name	Check Amount	Description
	063268	8/10/07	CARLOS TUCCIO	\$70.00	REPAIR OF REFRIGERATOR IN CLASSROOM
	063269	8/10/07	NEUDESIC, LLC	\$83,248.00	Student Information System, Contracted Services
	063270	8/10/07	IMAGE PRINTING SOLUTIONS	\$174.76	Form: Safety List for Football
	063271	8/10/07	XEROX CORP.	\$799.77	PO for DocuTech 6135
	063272	8/10/07	XEROX CORP.	\$13,498.81	PO for DocuTech 6135
	063273	8/10/07	XEROX CORP.	\$3,739.97	Lease/Maintenance for Satellite Copiers
	063274	8/10/07	XEROX CORP.	\$190.05	Xerox 7665P for HR
	063275	8/10/07	YALE CHASE MATERIALS	\$504.01	FORKLIFT / VEHICLE REPAIRS
	063276	8/10/07	NINA M. YAMASAKI	\$525.00	Panel Presentation
	063277	8/10/07	XEROX CORP.	\$36.51	Annual Maintenance Agreement
	063278	8/13/07	AT&T/MCI	\$1,503.39	Annual P.O. for telephone service
	063279	8/13/07	AT&T/MCI	\$206.69	Annual Telephone Service
	063280	8/13/07	AT&T	\$1,653.30	Annual P.O. for telephone service
	063281	8/14/07	MELISSA BRUNINGA-MATTEAN	\$20.00	FINGERPRINTING
	063282	8/14/07	SHAUNTE CARABALLO	\$20.00	FINGERPRINTING
	063283	8/14/07	BENJAMIN DOLAN	\$10.00	DOLAN FINGR
	063284	8/14/07	SEAN MCCOY	\$20.00	FINGERPRINTING
	063285	8/14/07	DENNIS MEEK	\$20.00	FINGERPRINTING
	063286	8/14/07	PATRICIA OERTEL	\$20.00	FINGERPRINTING
	063287	8/14/07	JEFFREY THOMPSON	\$20.00	FINGERPRINTING
	063288	8/14/07	SUNG WOOK YANG	\$35.00	FINGERPRINTING
	063289	8/14/07	SUSAN ZIMMER	\$20.00	FINGERPRINTING
	063290	8/14/07	A-1 AWARDS	\$1,124.91	A-1 AWARDS
	063291	8/14/07	ADCLUB ADVERTISING SERVICE	\$265.00	Recruitment/Advertising for SOCCCD
	063292	8/14/07	AIRGAS WEST	\$140.83	POOL SUPPLIES
	063293	8/14/07	ALL TECH SERVICE	\$199.44	AV Equip. Repair
	063294	8/14/07	ALLSCRIPTS, INC	\$529.79	medications needed for students
	063295	8/14/07	AmbironTrustWave	\$625.00	PCI Compliance Validation Services Renewal
	063296	8/14/07	APPLE SCIENTIFIC, INC.	\$246.50	CHEMISTRY SUPPLIES
	063297	8/14/07	AQUATIC ECOSYSTEMS, INC.	\$150.90	AQUARIUM SUPPLIES
	063298	8/14/07	ARAMARK UNIFORM SERVICES	\$24.83	SHOP RAGS
	063299	8/14/07	UC REGENTS	\$115.00	Self guided tour of Birch Aquarium for MS20 class
	063300	8/14/07	BONDED WET-DRY CLEANERS	\$55.65	Costume cleaning
	063301	8/14/07	BORDERS & BOOKS	\$183.90	NEC CODE ON CD ROM
	063302	8/14/07	BOUNDTREE MEDICAL	\$2,057.71	Supplies for Paramedic Students
	063303	8/14/07	ARNOLD BRAY	\$2,000.00	Contract for Legislative Advocacy
	063304	8/14/07	BRODART CO.	\$113.73	Purchase sign holders for flyers.
	063305	8/14/07	MIKE BROWN GRANDSTANDS, INC.	\$400.00	BASEBALL BLEACHER SEATING
	063306	8/14/07	BUDDY'S ALL STARS	\$8,787.86	Women's Volleyball supplies
	063307	8/14/07	BULBTRONICS	\$64.97	For scene/lighting
	063308	8/14/07	SUSAN BURKE	\$50.00	Panel Presentation
	063309	8/14/07	CALIFORNIA POWER PARTNERS, INC.	\$56,833.75	CONTRACT SERVICES
	063310	8/14/07	JUDY CANADA	\$50.00	Panel Presentation
	063311	8/14/07	CAPISTRANO SEWING MACHINE CO	\$448.36	SEWING SUPPLIES
	063312	8/14/07	CAPP ASSOCIATES, INC.	\$2,815.31	Purchasing Online Assessment Tests
	063313	8/14/07	CAROLINA BIOLOGICAL SUPPLY	\$164.83	CAROLINA BIOLOGICAL BLANKET
	063314	8/14/07	COMMUNITY COLLEGE LEAGUE OF	\$1,282.00	Pay for online subscription.
	063315	8/14/07	CCS PRESENTATION SYSTEMS,	\$2,859.99	Projector Lens
	063316	8/14/07	CINTAS DOCUMENT MANAGEMENT	\$45.00	document destruction/paper recycling service
	063317	8/14/07	CLARK SECURITY PRODUCTS INC.	\$198.37	LOCKSMITH SUPPLIES
	063318	8/14/07	CLEAN HARBORS, INC.	\$16,672.42	HAZARDOUS WASTE REMOVAL

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Selection: Between #063115 and 063923

S	Check #	Check Dt	Company Name	Check Amount	Description
Q	063319	8/14/07	COAST FITNESS REPAIR SHOP	\$491.90	Equipment Repair
Q	063320	8/14/07	COMPUTERLAND	\$1,069.19	AUDITION LICENSES/MEDIA
Q	063321	8/14/07	CONSOLIDATED ELECTRICAL DIST.	\$118.09	OPEN P.O. FOR SUPPLIES
Q	063322	8/14/07	SUSAN M. COOPER	\$33.26	Reimburse Dr. Cooper for Postage
Q	063323	8/14/07	COX COMMUNICATIONS	\$4,340.28	COX Communications Intercampus WAN service
Q	063324	8/14/07	DELL MARKETING L.P.	\$58,300.23	CARTRIDGES FOR PRINTER
Q	063325	8/14/07	DEMCO INC.	\$337.15	Purchase supplies for book repairs.
Q	063326	8/14/07	DIVERSIFIED COMPUTER SYSTEMS	\$1,425.00	Annual Maintenance Renewal for E-Term32
Q	063327	8/14/07	DJ ORTHOPEDICS, LLC	\$1,200.00	Knee Braces
Q	063328	8/14/07	ECONOMIC ALTERNATIVES, INC.	\$6,738.84	WATER TREATMENT CHEMICALS
Q	063329	8/14/07	EDUCAUSE LOCKBOX	\$2,487.50	Educause Annual Membership
Q	063330	8/14/07	ARNETTE EDWARDS	\$180.00	Workshop Presenter
Q	063331	8/14/07	ENTERPRISE RENT-A-CAR	\$663.24	OPEN P.O. FOR VEHICLE RENTAL
Q	063332	8/14/07	EPSON ACCESSORIES, INC.	\$189.36	Signage Materials
Q	063333	8/14/07	EWING IRRIGATION PRODUCTS	\$151.08	OPEN P.O. FOR SUPPLIES
Q	063334	8/14/07	FISHER SCIENTIFIC	\$952.21	CHEMISTRY SUPPLIES
Q	063335	8/14/07	FORESTRY SUPPLIERS, INC.	\$1,069.27	HORTICULTURE SUPPLIES
Q	063336	8/14/07	FREEWAY AUTO SUPPLY	\$402.84	TRANSPORTATION SUPPLIES
Q	063337	8/14/07	SCOTT KIMBLE RATNER	\$100.00	SCLO Artists/Technicians Fees
Q	063338	8/14/07	BLACK CORAL HAWAII WHOLESALE	\$125.00	AQUARIUM SUPPLIES AND MAINTENANCE
Q	063339	8/14/07	ACSIG/EDGE	\$35,719.20	Vision Services FY 07/08 Fund 01
Q	063340	8/14/07	ACSIG/EDGE	\$107,969.70	Delta Dental FY 07/08 Fund 01
Q	063341	8/14/07	HYATT LEGAL	\$5,788.90	Hyatt Legal Benefits
Q	063342	8/14/07	PACIFICARE BEHAVIORAL HEALTH	\$2,884.56	Pacificare Behavioral FY 07/08 Fund 01
Q	063343	8/14/07	PRINCIPAL LIFE INSURANCE	\$27,714.80	Life Insurance Benefits 2007/2008 FY
Q	063344	8/14/07	PRINCIPAL LIFE INSURANCE	\$29,602.62	Long-Term Disability Benefits for 2007-2008 FY
Q	063345	8/14/07	SISC III HEALTH BENEFITS	\$721,179.00	SISC (PPO)-Benefits FY 2007/08 Fund 01
Q	063346	8/14/07	UNUM LIFE INSURANCE COMPANY	\$3,151.30	UNUM LTC FY 2007/08
Q	063347	8/14/07	UNUM LIFE INSURANCE COMPANY	\$6,903.40	UNUM LTC FY 2007/08
Q	063348	8/14/07	ACSIG/EDGE	\$10,376.65	Delta Dental FY 07/08 Fund 71
Q	063349	8/14/07	ACSIG/EDGE	\$3,441.24	Vision Services FY 07/08 Fund 07
Q	063350	8/14/07	SISC III HEALTH BENEFITS	\$176,402.00	Blue Shield (Retiree) Benefits FY 2007/08
Q	063351	8/15/07	GANDER-PRINTCO	\$4,094.56	BUSINESS CARD SUPPLIES
Q	063352	8/15/07	GAYLORD BROTHERS, INC.	\$50.62	Purchase supplies for books.
Q	063353	8/15/07	HAAKER EQUIPMENT COMPANY	\$665.26	OPEN P.O FOR SUPPLIES
Q	063354	8/15/07	HILLYARD FLOOR CARE SUPPLY	\$3,259.40	JANITORIAL SUPPLIES
Q	063355	8/15/07	HITT MARKING DEVICES, INC.	\$11.72	"FINAL" Red Ink Stamp for Beth
Q	063356	8/15/07	HOLLANDER GLASS, INC.	\$196.15	EQUIPMENT FOR EMERITUS
Q	063357	8/15/07	HOME DEPOT CREDIT SERVICES	\$559.78	MAINT/GROUNDS/CUST. SUPPLIES
Q	063358	8/15/07	JKP SPORTS, INC.	\$2,388.24	Baseball Equipment
Q	063359	8/15/07	KENT ADHESIVE PRODUCTS	\$46.19	Purchase supplies for book repairs.
Q	063360	8/15/07	KAPLAN EARLY LEARNING COMPANY	\$1,393.55	FURNITURE/EQUIP FOR CDES
Q	063361	8/15/07	KATHCO PRODUCTS	\$391.28	JANITORIAL SUPPLIES
Q	063362	8/15/07	LABYRINTH PUBLICATIONS	\$141.25	Purchase instructor support software & book.
Q	063363	8/15/07	LAERDAL MEDICAL CORP.	\$4,237.92	CHILD TRAINING MANIKINS
Q	063364	8/15/07	A. M. LEONARD, INC.	\$160.62	HORTICULTURE SUPPLIES
Q	063365	8/15/07	MARIA'S MANIA	\$1,039.79	100 Name Badges
Q	063366	8/15/07	MARSHALL MATERIALS	\$6,607.56	FOOTBALL FIELD UPGRADES
Q	063367	8/15/07	JENNIFER MC CUE	\$210.00	Reimbursement
Q	063368	8/15/07	BEN MEADOWS COMPANY	\$108.32	HORTICULTURE SUPPLIES
Q	063369	8/15/07	MELISSA DATA CORPORATION	\$3,452.23	Software Renewal-Data Quality COM Object Suite

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\$	Check #	Check Dt	Company Name	Check Amount	Description
Q	063370	8/15/07	3M	\$4,595.76	Library Equip. Service Contract
Q	063371	8/15/07	W. MYERS CO.	\$113.60	Ice Machine Water Filters
Q	063372	8/15/07	NAT'L ORGANIZATION FOR HUMAN	\$190.00	NOHS (National Org.for Human Svcs Membership)07/08
Q	063373	8/15/07	BRIGITTE NICHOLS	\$70.00	Workshop Facilitator
Q	063374	8/15/07	O'NEIL PRODUCT DEVELOPMENT,	\$452.96	Paper
Q	063375	8/15/07	GLARO PRODUCTS, INC.	\$5,180.00	PERFORMING ARTS
Q	063376	8/15/07	NEUDESIC, LLC	\$83,838.00	Student Information System, Contracted Services
Q	063377	8/16/07	PARALLAX, INC.	\$4,084.78	ROBOTICS EQUIPMENT
Q	063378	8/16/07	PAULINE JOHNSON, PAULINE'S	\$1,866.51	Plastic Bags for Outreach Materials
Q	063379	8/16/07	J.W. PEPPER & SON, INC.	\$904.53	Choral Music department
Q	063380	8/16/07	JESS PEREZ	\$129.70	Expense Reimbursement
Q	063381	8/16/07	LILIANN STROUD	\$420.00	Workshop Presenter
Q	063382	8/16/07	ELLEN PIERCE	\$50.00	Panel Presentation
Q	063383	8/16/07	PIP PRINTING	\$2,547.86	Blanket PO for shrinkwrap
Q	063384	8/16/07	PURETEC	\$902.10	SUPPLIES
Q	063385	8/16/07	JAMES A. PYLE	\$111.24	REIMBURSEMENT-OFFICE SUPPLIES & TRAINING CLASS
Q	063386	8/16/07	QUEST DIAGNOSTICS	\$961.34	Purchase lab testing for students
Q	063387	8/16/07	R & R SOCKS PLUS	\$867.76	Athletic Socks
Q	063388	8/16/07	CYNTHIA ROE	\$300.00	Workshop Presenter
Q	063389	8/16/07	ROOF CONSTRUCTION	\$105,023.70	ROOFING REPLACEMENT - PE COMPLEX
Q	063390	8/16/07	SAN DIEGO GAS & ELECTRIC	\$1,825.32	Electric Service Billing for SDG&E
Q	063391	8/16/07	SAN DIEGO GAS & ELECTRIC	\$39,023.04	Electric Service Billing for SDG&E
Q	063392	8/16/07	SARGENT-WELCH/CENCO	\$802.20	CHEMISTRY SUPPLIES
Q	063393	8/16/07	BELINDA "HALLY" SAVIO	\$16.25	Reimburse Postal Expense - H.Savio
Q	063394	8/16/07	SADDLEBACK COLLEGE ASSOCIATED	\$41.44	Reimburse SC Associated Student Body.
Q	063395	8/16/07	SEHI PROCOMP COMPUTER	\$7,865.88	COMPUTER EQUIPMT/CHANCELLORS OFFICE
Q	063396	8/16/07	HELENE SHOTWELL	\$120.00	Workshop Presenter
Q	063397	8/16/07	SHRED-IT	\$115.00	For Shred-it monthly service
Q	063398	8/16/07	DONNA SNEED	\$138.55	Reimbursement-Early College Retention Event
Q	063399	8/16/07	SO. CAL. GAS CO.	\$12,576.54	PO for gas transmission service.
Q	063400	8/16/07	SPECTRUM CHEMICAL MFG. CORP.	\$633.50	BIOLOGY SUPPLIES/CHEMICALS
Q	063401	8/16/07	SPECTRUM CHEMICAL MFG. CORP.	\$654.35	CHEMISTRY SUPPLIES
Q	063402	8/16/07	SPORT CHALET INC	\$4,640.07	Football Equipment Reconditioning
Q	063403	8/16/07	W.B. STARR, INC.	\$1,610.00	TREE SERVICES
Q	063404	8/16/07	SYSTEMS SOURCE, INC.	\$453.79	ERGONOMIC KEYBOARD
Q	063405	8/16/07	TRAFFIC CONTROL SERVICE, INC.	\$1,316.44	TRAFFIC SUPPLIES
Q	063406	8/16/07	U.S. PLASTICS COMPANY	\$649.75	ART SUPPLIES
Q	063407	8/16/07	ULTIMATE OFFICE	\$437.58	OFFICE SUPPLIES
Q	063408	8/16/07	VIDEO SERVICE OF AMERICA	\$856.61	Recorders
Q	063409	8/16/07	VISUAL INFORMATION SYSTEMS	\$380.00	Non Instructional Repair - Marquee
Q	063410	8/16/07	VQS ENTERPRISES, INC.	\$11,259.88	2007-2008 IVC Catalog
Q	063411	8/16/07	VWR INTERNATIONAL, INC.	\$579.90	CHEMISTRY SUPPLIES
Q	063412	8/16/07	WEST PAYMENT CENTER	\$276.50	Library law book per Tom Weisrock request
Q	063413	8/16/07	WARD'S NATURAL SCIENCE	\$2,496.03	FEE BASED ROCK AND MINERAL KITS
Q	063414	8/16/07	WATERLINE TECHNOLOGIES	\$269.85	POOL SUPPLIES
Q	063415	8/16/07	W A X I E	\$20,186.34	JANITORIAL SUPPLIES
Q	063416	8/16/07	WESTERN HIGHWAY PRODUCTS,	\$501.10	PARKING SUPPLIES
Q	063417	8/16/07	THE H. W. WILSON CO. LOCKBOX	\$1,211.47	Index book subscriptions per Tom Weisrock request
Q	063418	8/16/07	XEROX CORP.	\$13,610.18	Cancellation of Xerox Contract
Q	063419	8/16/07	ZAMPI AND ASSOCIATES	\$384.00	Investigative Svcs. for HR
Q	063420	8/16/07	PETCO	\$195.84	PET SUPPLIES for the CDC

WARRANT REGISTER LISTING

Bank Account (COUNTY) - County Account

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Selection: Between #063115 and 063923

S	Check #	Check Dt	Company Name	Check Amount	Description
Q	063421	8/16/07	ROCKVIEW FARMS	\$263.67	milk delivery for Center
Q	063422	8/16/07	MARK SECOR, D.V.M., INC.	\$189.00	VETERINARY CARE FOR ANIMALS
Q	063423	8/16/07	SO. ORANGE CO. COMM. COL. DIST	\$692.00	To Reimburse Checking Account Workers' Comp Claims
Q	063424	8/16/07	JRS PRESENTATIONS, INC.	\$4,250.00	SCLO Artists/Technicians Fees
Q	063425	8/17/07	BRANDYE D'LENA	\$68.00	AIRLINE TRAVEL
Q	063426	8/17/07	BRAD MCREYNOLDS	\$750.00	National Athletic Trainers Annual Meeting Clinical
Q	063427	8/17/07	SYLVIA SANCHEZ	\$80.00	REIMBURSEMENT FOR ETS CONFERENCE MAY 2007
Q	063428	8/17/07	ALLSTEEL INC.	\$21,527.03	PROPOSAL 36290
Q	063429	8/17/07	C.W. DRIVER CONTRACTORS, INC.	\$153,462.00	IVC THEATER CONSTR. MGMT.
Q	063430	8/17/07	GILBERT & STEARNS, INC.	\$80,190.00	EXTERIOR LIGHTING
Q	063431	8/17/07	GROUND ENGINEERING	\$48,367.50	SHOP FABRICATION INSPECTION
Q	063432	8/17/07	JOYCE INSPECTION & TESTING	\$6,160.00	INSPECTOR OF RECORD SERVICES
Q	063433	8/17/07	LAMAR SPACE INC.	\$145.46	RENTAL OF TRAILER FOR INSPECTOR
Q	063434	8/17/07	PENN CORPORATE RELOCATION	\$45.00	STORAGE
Q	063435	8/17/07	PUBLIC ECONOMICS, INC.	\$2,606.25	CONSULTING SERVICES-REDEVELOPMENT
Q	063436	8/17/07	RAY OF LIFE	\$1,427.69	DEFIBRILLATOR FOR ATEP
Q	063437	8/17/07	SANDOVAL AND JOHNSON	\$57,187.80	BID 270, PKG. 02-2
Q	063438	8/17/07	UCMI, INC.	\$15,827.00	HIRE PERF. ARTS INSPECTOR
Q	063439	8/17/07	WAUSAU TILE, INC.	\$1,642.11	TRASH CONTAINERS
Q	063440	8/17/07	WORKPLACE RESOURCE	\$28,409.38	FURNITURE BID
Q	063441	8/21/07	SISC III HEALTH BENEFITS	\$100,395.06	SISC (PPO)-Benefits FY 2007/08 Fund 01
Q	063442	8/21/07	SISC III HEALTH BENEFITS	\$4,081.10	Blue Shield (Retiree) Benefits FY 2007/08
Q	063443	8/22/07	VIJAYETA BANDEKAR	\$20.00	FINGERPRINTING
Q	063444	8/22/07	TERESA BEAR	\$22.00	FINGERPRINTING
Q	063445	8/22/07	PETER CONDORELLI	\$10.00	FINGERPRINTING
Q	063446	8/22/07	PAUL DYE	\$20.00	FINGERPRINTING
Q	063447	8/22/07	PENNY FLAHERTY	\$20.00	FINGERPRINTING
Q	063448	8/22/07	FRED GASCHEN	\$17.00	FINGERPRINTING
Q	063449	8/22/07	APRIL KAWAOKA	\$20.00	FINGERPRINTING
Q	063450	8/22/07	GARY MATSUURA	\$20.00	FINGERPRINTING
Q	063451	8/22/07	CAROL MAYLING	\$17.00	FINGERPRINTING
Q	063452	8/22/07	ANTHONY MAZZAFERRO	\$25.00	FINGERPRINTING
Q	063453	8/22/07	SHEILA MCDANIEL	\$25.00	FINGERPRINTING
Q	063454	8/22/07	GARY MCKERCHER	\$20.00	FINGERPRINTING
Q	063455	8/22/07	A-1 AWARDS	\$106.99	NAMEPLATES FOR BOARD ROOM
Q	063456	8/22/07	A.D.I.	\$197.74	ELECTRICAL SUPPLIES
Q	063457	8/22/07	AAA ACCESS SMOG	\$50.00	SMOG TESTING
Q	063458	8/22/07	AARDVARK CLAY AND SUPPLIES	\$4,463.31	ART SUPPLIES
Q	063459	8/22/07	ACOUSTICAL MATERIAL SERVICES	\$649.33	MAINTENANCE SUPPLIES
Q	063460	8/22/07	ADCLUB ADVERTISING SERVICE	\$530.00	Recruitment/Advertising for SOCCCD
Q	063461	8/22/07	ADN DIRECTORS OF SO. CAL.	\$100.00	ADN MEMBERSHIP
Q	063462	8/22/07	AIRGAS WEST	\$120.01	POOL SUPPLIES
Q	063463	8/22/07	ALVA'S DANCE AND THEATRICAL	\$323.31	Supplies for Ballet classes
Q	063464	8/22/07	AMAZON.COM	\$18.92	Book
Q	063465	8/22/07	AMTECH RELIABLE ELEVATOR CO.	\$1,693.33	ELEVATOR SERVICE
Q	063466	8/22/07	APPLE SCIENTIFIC, INC.	\$2,263.80	CHEMISTRY SUPPLIES
Q	063467	8/22/07	ASSN OF GOVERNING BOARD	\$2,110.00	MEMBERSHIP DUES
Q	063468	8/22/07	ATKINSON, ANDELSON, LOYA, RUND	\$20,711.39	Attorney Services FY 2007/2008
Q	063469	8/22/07	ARNOLD O. BECKMAN HIGH SCHOOL	\$100.00	Beckman High School Online Chronicle Ad
Q	063470	8/22/07	DICK BLICK	\$378.59	ART SUPPLIES
Q	063471	8/22/07	BP ENERGY COMPANY	\$61,353.59	NATURAL GAS PURCHASES

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Bank Account (COUNTY) - County Account

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S	Check #	Check Dt	Company Name	Check Amount	Description
Q	063472	8/22/07	BUCKEYE CLEANING CENTER	\$56.37	JANITORIAL SUPPLIES
Q	063473	8/22/07	BUDDY'S ALL STARS	\$459.62	Baseballs for class
Q	063474	8/22/07	BUTTE-GLENN COMM. COLL. DIST.	\$18,824.00	Refund CCC Live Caption Program Award
Q	063475	8/22/07	CALIFORNIA POWER PARTNERS, INC.	\$7,643.83	INSPECTION & REPAIR OF COOLING TOWER
Q	063476	8/22/07	CAR AUDIO DEALS	\$537.36	FOR ELECTRONICS LABS
Q	063477	8/22/07	CARD INTEGRATORS CORPORATION	\$6,628.91	Student Photo ID card stock
Q	063478	8/22/07	CAROLINA BIOLOGICAL SUPPLY	\$438.71	CHEMISTRY SUPPLIES
Q	063479	8/22/07	CCEIA	\$150.00	Annual membership renewal
Q	063480	8/22/07	CHEAP JOE'S ART STUFF	\$183.26	ART SUPPLIES
Q	063481	8/22/07	CINTAS CORPORATION	\$223.51	RENTAL SERVICE AGREEMENT
Q	063482	8/22/07	CLARK SECURITY PRODUCTS INC.	\$1,227.17	LOCKSMITH SUPPLIES
Q	063483	8/22/07	COMMUNITY PLAYTHINGS	\$2,302.00	EQUIPMENT FOR CDES
Q	063484	8/22/07	COCHRANES OF OXFORD LTD.	\$57.40	CHEMISTRY SUPPLIES
Q	063485	8/22/07	COLLEGE BROADCASTERS, INC.	\$100.00	Membership College Broadcasters
Q	063486	8/22/07	MIKE COLLINS	\$793.18	theatre stage construction materials
Q	063487	8/22/07	COMEVO, LLC	\$4,500.00	On-line Orientation
Q	063488	8/22/07	CONSOLIDATED ELECTRICAL DIST.	\$139.74	BLANKET PURCHASE ORDER FOR SUPPLIES
Q	063489	8/22/07	COPY TECH COMPANY	\$171.16	AUTO SUPPLIES
Q	063490	8/22/07	COUTTS LIBRARY SERVICES, INC.	\$169.78	Library book per Tom Weisrock request
Q	063491	8/22/07	CURTIS 1000	\$375.65	BUSINESS REPLY ENVELOPES #8 STORES
Q	063492	8/22/07	DEPARTMENT OF JUSTICE	\$2,048.00	Fingerprinting - HR
Q	063493	8/22/07	DISC MAKERS, INC.	\$429.92	Printer for student film labels
Q	063494	8/22/07	SPARKLETT'S	\$1,207.04	DRINKING WATER FOR ATEP
Q	063495	8/22/07	DUNN-EDWARDS CORPORATION	\$194.45	PAINT SUPPLIES
Q	063496	8/22/07	FEDERAL EXPRESS	\$399.14	FEDERAL EXPRESS CHARGES
Q	063497	8/22/07	FISHER SCIENTIFIC	\$1,153.32	CHEMISTRY SUPPLIES
Q	063498	8/22/07	FITNESS WHOLESALE, INC.	\$334.80	Foam rollers for Pilates class
Q	063499	8/22/07	FRY'S ELECTRONICS	\$679.68	open purchase for supplies
Q	063500	8/22/07	A. RIFKIN COMPANY	\$197.33	MONEY BAGS
Q	063501	8/22/07	APPLE COMPUTER INC.	\$113,369.09	COMPUTERS
Q	063502	8/22/07	EAGLE COMMUNICATIONS	\$4,916.80	Radio Equipment for PAC
Q	063503	8/22/07	ACHRO/EEO	\$75.00	Reim. Conf/J. Cha/ACHRO Conf.
Q	063504	8/22/07	ACHRO/EEO	\$75.00	Reim. Conf/S. Jeffries/ACHRO
Q	063505	8/22/07	ACHRO/EEO	\$75.00	Reim. Conf/B. Jensen/ACHRO
Q	063506	8/22/07	ACHRO/EEO	\$75.00	Reim. Conf-T. Lakow/ACHRO
Q	063507	8/22/07	ACHRO/EEO	\$150.00	Conf-T. Lorch/ACHRO
Q	063508	8/22/07	ACHRO/EEO	\$75.00	Reim. Conf-R. Ramirez/ACHRO
Q	063509	8/22/07	ACHRO/EEO	\$75.00	Reim. Conf-S. Wyche/ACHRO
Q	063510	8/22/07	CCCAOE	\$295.00	Dr. Cooper to attend CCCAOE Conf.
Q	063511	8/22/07	COMM. COLL. INTERNAL AUDITORS	\$95.00	Attend CCIA 2007 Fall Conference
Q	063512	8/22/07	COADN	\$180.00	COADN CONFERENCE FOR JENNIFER FOROUZESH
Q	063513	8/22/07	COADN	\$180.00	COADN CONFERENCE FOR TAMERA RICE
Q	063514	8/22/07	COADN	\$180.00	COADN CONFERENCE FOR KATHLEEN WINSTON
Q	063515	8/22/07	DORAL DESERT PRINCESS RESORT	\$312.96	Dr. Cooper to attend CCCAOE Conf.
Q	063516	8/22/07	FLAMINGO LAS VEGAS	\$518.84	CONFERENCE FOR TAMERA RICE
Q	063517	8/22/07	LINDA GLEASON	\$171.82	CONF. BOOKCAMP FOR L. GLEASON
Q	063518	8/22/07	HYATT REGENCY BALTIMORE	\$1,545.75	CONFERENCE FOR KATHLEEN WINSTON
Q	063519	8/22/07	CLIFFORD MEYER	\$580.34	North American Council Auto Teachers Conf 2007
Q	063520	8/22/07	N-OADN NATIONAL OFFICE	\$570.00	CONFERENCE FOR TAMERA RICE
Q	063521	8/22/07	TAMERA RICE	\$202.00	CONF. BOOKCAMP FOR T. RICE
Q	063522	8/22/07	SIGMA THETA TAU INTERNATIONAL	\$585.00	CONFERENCE FOR KATHLEEN WINSTON

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\$	Check #	Check Dt	Company Name	Check Amount	Description
Q	063523	8/22/07	TEMECULA CREEK INN	\$463.05	COADN CONFERENCE FOR JENNIFER FOROUZESH
Q	063524	8/22/07	TEMECULA CREEK INN	\$463.05	COADN CONFERENCE FOR TAMERA RICE
Q	063525	8/22/07	TEMECULA CREEK INN	\$463.05	COADN CONFERENCE FOR KATHLEEN WINSTON
Q	063526	8/22/07	DANUTA ZAKRZEWSKI	\$140.00	CONF. BOOKCAMP FOR D. ZAKRZEWSKI
Q	063527	8/23/07	GALE SUPPLY COMPANY	\$12,074.20	JANITORIAL SUPPLIES
Q	063528	8/23/07	GANDER-PRINTCO	\$638.98	Business Cards
Q	063529	8/23/07	KORI LEE GARNER	\$41.21	Reimbursement for office supply purchase.
Q	063530	8/23/07	GLOBAL INDUSTRIAL EQUIPMENT	\$1,357.91	PALLETS
Q	063531	8/23/07	GOVERNENT	\$12,000.00	contract for curriculum system
Q	063532	8/23/07	GRAYBAR ELECTRIC CO.	\$968.54	TECH REFRESH SOUND SYSTEM
Q	063533	8/23/07	HARROD MANAGEMENT SOLUTIONS,	\$5,775.00	Professional Services:Network Support Services
Q	063534	8/23/07	HAZLET SEWING AND VAC, INC.	\$399.00	SEWING MACHINE
Q	063535	8/23/07	HITT MARKING DEVICES, INC.	\$77.77	Stamp
Q	063536	8/23/07	HOME DEPOT CREDIT SERVICES	\$544.91	HOME DEPOT BLANKET
Q	063537	8/23/07	INCENTRA SOLUTIONS OF	\$10,240.00	IT Software Engineering/Development Services
Q	063538	8/23/07	INDUSTRIAL METAL SUPPLY CO.	\$18.32	METAL SUPPLIES
Q	063539	8/23/07	IRVINE RANCH WATER DIST.	\$1,420.90	Annual General & Royalty fees
Q	063540	8/23/07	IRVINE RANCH WATER DIST.	\$491.50	Annual Water Service
Q	063541	8/23/07	IRVINE RANCH WATER DIST.	\$1,447.14	Annual Water Service
Q	063542	8/23/07	IRVINE RANCH WATER DIST.	\$2,190.51	Annual Water Service
Q	063543	8/23/07	IRVINE RANCH WATER DIST.	\$97.01	Annual Water Service
Q	063544	8/23/07	IRVINE RANCH WATER DIST.	\$897.66	Annual Water Service
Q	063545	8/23/07	IRVINE RANCH WATER DIST.	\$3,776.37	Annual Water Service
Q	063546	8/23/07	IRVINE RANCH WATER DIST.	\$15.00	WATER SERVICE
Q	063547	8/23/07	IRVINE RANCH WATER DIST.	\$15.00	WATER SERVICE
Q	063548	8/23/07	IRVINE RANCH WATER DIST.	\$15.00	WATER SERVICE
Q	063549	8/23/07	IRVINE RANCH WATER DIST.	\$15.00	WATER SERVICE
Q	063550	8/23/07	JOHNSON & ASSOCIATES	\$2,880.00	Tech Assistance-Ad Hoc Work
Q	063551	8/23/07	JOURNAL OF CHEMICAL EDUCATION	\$250.00	Subscription Renewal
Q	063552	8/23/07	KAPLAN EARLY LEARNING COMPANY	\$1,212.14	EQUIPMENT FOR CDES
Q	063553	8/23/07	KATHCO PRODUCTS	\$1,982.60	JANITORIAL SUPPLIES
Q	063554	8/23/07	KEN'S SPORTING GOODS	\$1,344.94	Football Supplies
Q	063555	8/23/07	KINSHIP CENTER	\$200.00	Workshop Presentation
Q	063556	8/23/07	KLM BIOSCIENTIFIC	\$79.37	BLANKET KLM BIOLOGICAL
Q	063557	8/23/07	KNORR SYSTEMS, INC.	\$29.27	POOL SUPPLIES
Q	063558	8/23/07	ROBERT J. KOPECKY	\$95.00	REIMBURSEMENT
Q	063559	8/23/07	LAB SAFETY SUPPLY INC.	\$1,226.57	CHEMISTRY SUPPLIES
Q	063560	8/23/07	LAGUNA CLAY CO.	\$3,126.74	ART SUPPLIES
Q	063561	8/23/07	LASERCYCLE USA	\$564.32	OPEN PO FOR LASERCYCLE USA PRINTER SERVICE
Q	063562	8/23/07	LIGHT IMPRESSIONS/NCD	\$69.00	Archive Materials
Q	063563	8/23/07	LIGHTWAVE TECHNOLOGIES, INC.	\$4,050.00	Marketing CACT Optics Courses
Q	063564	8/23/07	LOOMIS, FARGO & CO., INC	\$456.40	Armored Car Service 07/08
Q	063565	8/23/07	FRED LUNT INDUSTRIES	\$5,028.00	STORAGE UNITS FOR PE 160 STORAGE ROOM
Q	063566	8/23/07	MAQUINSAL SEWING MACHINE CO.	\$200.00	Equipment Repair
Q	063567	8/23/07	MARKERTEK VIDEO SUPPLY	\$69.16	Extensions for Headphones
Q	063568	8/23/07	MEDIA SERVICES 55	\$700.00	Cable advertising
Q	063569	8/23/07	METROCALL	\$212.34	PAGER RENTAL AND MAINTENANCE CONTRACT
Q	063570	8/23/07	METRONOME, INC.	\$167,241.60	Telecom System Annual Maintenance
Q	063571	8/23/07	MEYERS ALLISON LLP	\$4,708.99	Investigative Svs. for HR
Q	063572	8/23/07	MARCIA MILCHIKER	\$45.24	REIMBURSEMENT TO MARCIA MILCHIKER
Q	063573	8/23/07	MISSION VIEJO EMBROIDERY	\$875.46	ATEP STAFF SHIRTS

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S	Check #	Check Dt	Company Name	Check Amount	Description
Q	063574	8/23/07	MOULTON-NIGUEL WATER DIST.	\$13,140.35	Billing for Moulton-Niguel water services
Q	063575	8/23/07	NAT'L ASSO OF COLL/EMPLOYEES	\$380.00	Instit. Membership NACE
Q	063576	8/23/07	NEXT DAY GOURMET	\$230.01	Ice Machine Filters
Q	063577	8/23/07	NEXTEL COMMUNICATIONS, INC.	\$166.48	Nextel Communications
Q	063578	8/23/07	NORMS REFRIGERATION	\$425.70	REPAIRS FOR ICE MACHINE
Q	063579	8/23/07	CHURM PUBLISHING CO., INC.	\$1,930.00	Monthly ad insertion in OC Metro Magazine.
Q	063580	8/23/07	ORANGE COUNTY PRINTING CO.	\$1,453.55	PRINTING
Q	063581	8/23/07	ORANGE COUNTY REGISTER	\$434.32	pD FOR BID 01
Q	063582	8/23/07	ORANGE COUNTY REGISTER	\$1,810.72	ADVERTISING
Q	063583	8/23/07	ORANGE COUNTY REGISTER	\$13.65	final payment for subscription
Q	063584	8/23/07	OC WEEKLY MEDIA	\$744.00	Monthly ad insertions in OC Weekly.
Q	063585	8/23/07	OCE-IMAGISTICS	\$52.80	FAX RENTAL
Q	063586	8/23/07	OCLC, INC.	\$510.40	Annual Maintenance Agreement
Q	063587	8/23/07	ONESOURCE DISTRIBUTORS, INC.	\$256.39	ELECT. SUPPLIES
Q	063588	8/23/07	OPTELEC, INC.	\$1,721.18	pagnifiers for visually impaired students
Q	063589	8/23/07	HAZLET SEWING AND VAC, INC.	\$4,870.00	SEWING EQUIPMENT
Q	063590	8/23/07	MARKSTAAR	\$3,596.22	PERFORMING ARTS CENTER
Q	063591	8/23/07	NEUDESIC, LLC	\$77,200.00	Student Information System, Contracted Services
Q	063592	8/23/07	OFFICEMAX CONTRACT INC.	\$12,813.29	Office Max Supply Orders 2007/2008
Q	063593	8/23/07	PACIFIC CLIPPINGS	\$55.00	Press clippings
Q	063594	8/23/07	PARKHOUSE TIRE, INC.	\$191.77	AUTO SUPPLIES
Q	063595	8/23/07	PASCO SCIENTIFIC	\$548.60	OPTICS EQUIPMENT
Q	063596	8/23/07	J.W. PEPPER & SON, INC.	\$284.36	Choral Music department
Q	063597	8/23/07	PIONEER MANUFACTURING COMPANY	\$1,252.59	PAINT
Q	063598	8/23/07	PROAIR CONSTRUCTION SVCS. INC.	\$11,600.00	CONTRACT SERVICES
Q	063599	8/23/07	PYRO-COMM SYSTEMS	\$4,950.00	Software Programming
Q	063600	8/23/07	QUEST DIAGNOSTICS	\$360.71	Blanket for Quest
Q	063601	8/23/07	REALVOLLEYBALL.COM	\$2,026.49	VOLLEYBALLS AND CARTS FOR IVC WOMEN'S VOLLEYBALL
Q	063602	8/23/07	RECALL SECURE DESTRUCTION	\$291.48	Shredding of Documents
Q	063603	8/23/07	TAMERA RICE	\$113.74	REIMBURSE TAMERA RICE
Q	063604	8/23/07	RICOH AMERICAS CORPORATION	\$408.16	LEASE OF 1013 COPIER LOCATED IN MAIL ROOM
Q	063605	8/23/07	RIO GRANDE ALBUQUERQUE	\$78.88	ART SUPPLIES
Q	063606	8/23/07	ROGER'S SYSTEMS SPECIALIST	\$513.14	Headphones for students in edit classes
Q	063607	8/23/07	RR SYSTEMS, INC.	\$958.00	VILLAGE MOVING
Q	063608	8/23/07	S & B FOODS	\$1,445.69	CHANCELLOR'S OPENING SESSION
Q	063609	8/23/07	SAN CLEMENTE TIMES	\$472.00	ADVERTISING
Q	063610	8/23/07	AT&T/MCI	\$350.26	Annual P.O. for telephone service
Q	063611	8/23/07	AT&T	\$95.48	Annual P.O. for telephone service
Q	063612	8/23/07	SCERT (SOUTHERN CALIFORNIA	\$10.00	Conference Materials
Q	063613	8/23/07	SEHI PROCOMP COMPUTER	\$1,111.09	TONER FOR XEROX PHASER 6360DN
Q	063614	8/23/07	NATASHA SHORO	\$22.47	REIMBURSEMENT FOR SUMMER 2007 ART 430 TICKET #9001
Q	063615	8/23/07	SHRED-IT	\$115.00	For Shred-it monthly service
Q	063616	8/23/07	SIEGEL DISPLAY PRODUCTS	\$472.20	VIEW PLASTIC DISPLAYS FOR COUNSELING
Q	063617	8/23/07	SOUTHERN CALIFORNIA EDISON CO.	\$2,113.86	Annual Electric Service
Q	063618	8/23/07	SO. CAL. GAS CO.	\$15,479.62	Annual Gas Service
Q	063619	8/23/07	SO. CAL. GAS CO.	\$50.14	Annual Gas Service
Q	063620	8/23/07	SOUTHERN COUNTIES OIL	\$3,544.97	FUEL
Q	063621	8/23/07	SPECTRUM INDUSTRIES, INC.	\$440.69	Additional Freight Charge
Q	063622	8/23/07	SPECTRUM CHEMICAL MFG. CORP.	\$1,998.98	BIOLOGY SUPPLIES
Q	063623	8/23/07	SPECTRUM CHEMICAL MFG. CORP.	\$182.05	BIOLOGY SUPPLIES
Q	063624	8/23/07	SPOT COOLERS	\$5,973.39	Tech Refresh: A/C Unit

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Bank Account (COUNTY) - County Account

Sort: Sorted by Warrant #

Selection: Between #063115 and 063923

S	Check #	Check Dt	Company Name	Check Amount	Description
	063625	8/23/07	SPSS, INC.	\$2,237.47	Tech Refresh - software renewal
	063626	8/23/07	TASTE CATERING, INC.	\$577.11	EVENT CATERING
	063627	8/23/07	TRAFFIC CONTROL SERVICE, INC.	\$601.57	PARKING SUPPLIES
	063628	8/23/07	TROXELL COMMUNICATIONS, INC.	\$200.00	Cable Repair
	063629	8/23/07	TRUE BLUE MUSIC/MOSAIC	\$44.00	Purchase of CD's-Joeey Sellers
	063630	8/23/07	TUSTIN TILLER DAYS BOARD	\$260.00	Tustin Tiller Days Participation
	063631	8/23/07	U.S. DATA TRUST CORPORATION	\$1,788.00	Continuous Off-Site Data Backup Service(LiveVault)
	063632	8/23/07	UNIPAK CORP.	\$4,038.75	JANITORIAL SUPPLIES
	063633	8/23/07	UNISOURCE WORLDWIDE INC.	\$127.52	JANITORIAL SUPPLIES
	063634	8/23/07	VWR INTERNATIONAL, INC.	\$1,451.27	CHEMISTRY SUPPLIES
	063635	8/23/07	WEST PAYMENT CENTER	\$273.17	Legal Books Update - VCHR
	063636	8/23/07	WARD'S NATURAL SCIENCE	\$1,180.94	POCKET MAGNIFIERS FOR STUDENTS
	063637	8/23/07	W A X I E	\$627.91	JANITORIAL SUPPLIES
	063638	8/23/07	WEBEX COMMUNICATIONS, INC.	\$575.00	Software/Online meeting program
	063639	8/23/07	WEST-LITE SUPPLY CO.	\$1,776.09	ELECTRICAL SUPPLIES
	063640	8/23/07	WHITE CAP INDUSTRIES	\$102.77	MAINTENANCE SUPPLIES
	063641	8/23/07	XEROX CORP.	\$1,344.63	Lease/Maintenance for DocuColor 2045 Printer
	063642	8/23/07	XEROX CORP.	\$324.07	MAINTENANCE AGREEMENT FOR XEROX COPIER
	063643	8/23/07	OFFICEMAX CONTRACT INC.	\$166.04	Office Max Supply Orders 2007/2008
	063644	8/23/07	SMART & FINAL IRIS CO.	\$332.78	Food and supplies for Center
	063645	8/23/07	OFFICEMAX CONTRACT INC.	\$69.65	Office Max Supply Orders 2007/2008
	063646	8/23/07	TOTAL COMPENSATION SYSTEMS	\$950.00	GASB45 MEETING ON AUGUST 29,2007 AT SOCCCD
	063647	8/23/07	ARQUITECTONICA INT'L CORP.	\$9,496.25	ARCHITECTURAL FEES
	063648	8/23/07	CARRIER JOHNSON	\$48,306.27	HIRE ARCHITECT FOR A-300 REMODEL
	063649	8/23/07	C.E.M. LAB CORP.	\$4,084.00	INSPECTION SERVICES FOR VARIOUS PROJECTS
	063650	8/23/07	CPS SECURITY SOLUTIONS	\$7,491.71	SECURITY SERVICES
	063651	8/23/07	gkkworks	\$99,608.17	AGMT FOR. BUS. & TECH CTR.
	063652	8/23/07	HARBOR CONSTRUCTION CO., INC.	\$755,063.00	BID 1060
	063653	8/23/07	INGERSOLL RAND SECURITY	\$811.20	Electronic Lock for PAC
	063654	8/23/07	INTERNET BLUEPRINT DIGITAL	\$432.69	REPRODUCTION OF PLANS
	063655	8/23/07	JOYCE INSPECTION & TESTING	\$6,160.00	HIRE INSPECTOR FOR MAINT. & POLICE
	063656	8/23/07	WELLS FARGO BANK	\$83,895.00	BID 1060
	063657	8/23/07	AT&T/MCI	\$960.16	Annual Telephone Service
	063658	8/23/07	AT&T/MCI	\$462.70	Annual P.O. for telephone service
	063659	8/23/07	AT&T/MCI	\$273.08	Annual P.O. for telephone service
	063660	8/23/07	AT&T/MCI	\$367.24	Annual P.O. for telephone service
	063661	8/23/07	AT&T/MCI	\$423.25	Annual P.O. for telephone service
	063662	8/23/07	AT&T/MCI	\$383.92	Annual P.O. for telephone service
	063663	8/23/07	AT&T/MCI	\$684.66	Annual P.O. for telephone service
	063664	8/23/07	AT&T/MCI	\$2,254.72	Annual P.O. for telephone service
	063665	8/23/07	AT&T	\$4,475.38	Annual Telephone Service
	063666	8/23/07	AT & T	\$220.37	Annual P.O. for telephone service
	063667	8/23/07	WELLS FARGO BANK #4198	\$255.48	EDUCAUSE (DOMAIN NAME RENEWAL FEE)
	063668	8/23/07	WELLS FARGO BANK #3465	\$385.81	CASH REGISTER FOR PROPER MONEY HANDLING
	063669	8/23/07	WELLS FARGO BANK #4214	\$83.95	Credit Card for Screen Capture Tool
	063670	8/23/07	WELLS FARGO BANK #3317	\$1,042.01	CATERING FOR BOARD MEETING
	063671	8/23/07	WELLS FARGO #2078	\$992.09	Reim.Conf./T. Graham PIHRA
	063672	8/29/07	MELODY BOYD	\$25.00	FINGERPRINTING
	063673	8/29/07	SARAH VOGEL	\$15.00	FINGERPRINTING
	063674	8/29/07	AA EQUIPMENT RENTALS	\$538.37	OPEN P.O. FOR SUPPLIES
	063675	8/29/07	AIR SOURCE INDUSTRIES, INC.	\$101.76	purchase liquid nitrogen and oxygen for students

WARRANT REGISTER LISTING

Bank Account (COUNTY) - County Account

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Selection: Between #063115 and 063923

S	Check #	Check Dt	Company Name	Check Amount	Description
	063676	8/29/07	AIRGAS WEST	\$144.00	POOL SUPPLIES
	063677	8/29/07	AMAZON.COM	\$353.52	Replacement Reference Textbooks for Microbiology L
	063678	8/29/07	AMAZON.COM	\$14.39	BOOK ORDER FOR CHANCELLOR
	063679	8/29/07	AMER. EDUCATIONAL PRODUCTS	\$997.65	REPLACEMENT MIXING TANK
	063680	8/29/07	JULIE ANDERSON	\$28.75	Open purchase for fish foods and miscel supplies
	063681	8/29/07	LEE ARMSTRONG CO., INC.	\$5,400.00	CARPETING
	063682	8/29/07	BAKER & TAYLOR	\$21.59	library dvds per Tom Weisrock request
	063683	8/29/07	JUANITA BALTIERRA	\$30.27	Reimburse J. Baltierra
	063684	8/29/07	TORHON BARNES	\$50.00	Panel Presentation
	063685	8/29/07	BLACKBOARD INC.	\$79,100.00	BlackBoard License/Maintenance Renewal
	063686	8/29/07	DICK BLICK	\$20.01	ART SUPPLIES
	063687	8/29/07	BUDDY'S ALL STARS	\$743.05	Soccer uniform supplies
	063688	8/29/07	BURMINCO	\$1,067.35	Purchase of rocks and minerals given to students
	063689	8/29/07	LUPE CARMAN	\$525.00	Workshop Presenter
	063690	8/29/07	CAROLINA BIOLOGICAL SUPPLY	\$246.63	BIOCHEMISTRY SUPPLIES
	063691	8/29/07	FOUNDATION FOR CCC	\$63,300.00	BlackBoard Campus Edition Inst License Renewal
	063692	8/29/07	CCCCSSAA	\$300.00	Board approved institutional membership
	063693	8/29/07	CDW GOVERNMENT, INC.	\$589.71	Pioneer DVD Recorder-for closed cap
	063694	8/29/07	CINTAS CORPORATION	\$31.93	RENTAL SERVICE AGREEMENT
	063695	8/29/07	COAST FITNESS REPAIR SHOP	\$600.00	Fitness Equipment Services
	063696	8/29/07	COMPACT DATA WORKS, INC.	\$449.00	BacPac License for workgroup VMS
	063697	8/29/07	CONSOLIDATED ELECTRICAL DIST.	\$278.18	ELECT. SUPPLIES
	063698	8/29/07	COPYRIGHT CLEARANCE CENTER	\$6.50	Purchase Writing Sample Prompt
	063699	8/29/07	CAROL CORDERO	\$350.00	Rental Boat Repairs occurred during sailing class
	063700	8/29/07	COSTA MESA SENIOR CENTER	\$300.00	Rental Space
	063701	8/29/07	COUNCIL OF COMMUNITY CLINICS	\$29.47	Blanket Council of Community Clinics
	063702	8/29/07	MARGARET CREEK	\$300.00	Workshop Presenter
	063703	8/29/07	DAY & NIGHT DOOR SERVICE, INC	\$4,084.91	REPLACE DOORS
	063704	8/29/07	DEMCO INC.	\$333.46	Purchase sign holders for study rooms.
	063705	8/29/07	MACK DRYDEN	\$500.00	Workshop Speaker
	063706	8/29/07	EAGLE COMMUNICATIONS	\$4,281.63	Tech Refresh - Emergency Call Boxes
	063707	8/29/07	EWING IRRIGATION PRODUCTS	\$975.28	IRRIGATION SUPPLIES
	063708	8/29/07	FAIRFAX ELECTRONICS, INC.	\$1,761.66	camera equipt. to be installed
	063709	8/29/07	TINA FIETSAM	\$300.00	Workshop Presenter
	063710	8/29/07	FISHER SCIENTIFIC	\$1,481.96	BIOCHEMISTRY SUPPLIES
	063711	8/29/07	FREEWAY AUTO SUPPLY	\$52.70	TRANSPORTATION SUPPLIES
	063712	8/29/07	ACTION DOOR REPAIR CORP.	\$5,659.82	AUTOMATIC DOOR RETROFIT
	063713	8/29/07	B & P SERVICES, INC.	\$2,280.00	REPAIR AIR HANDLER #7 IN SSC
	063714	8/29/07	BANNERSANDSIGNS.NET	\$814.59	SIGN FOR AUDITORIUM
	063715	8/29/07	CASBO	\$410.00	Attend Payroll Reporting/Compliance for CA Schools
	063716	8/29/07	CALIFORNIA COMMUNITY COLLEGE	\$85.00	State Budget Workshop 2007-2008
	063717	8/29/07	CALIFORNIA COMMUNITY COLLEGE	\$85.00	State Budget Workshop 2007-2008
	063718	8/29/07	CALIFORNIA COMMUNITY COLLEGE	\$85.00	State Budget Workshop 2007-2008
	063719	8/29/07	CCCEOPSA	\$425.00	CCCEOPSA Conference Attend. for Juanita Baltierra
	063720	8/29/07	CCCEOPSA	\$425.00	CCCEOPSA Conference Attend. for Teresa Camacho
	063721	8/29/07	CCCEOPSA	\$425.00	CCCEOPSA Conference Attend. for Maria Paniagua
	063722	8/29/07	CCCEOPSA	\$425.00	CCCEOPSA Conference Attend. for Lori Parra
	063723	8/29/07	CCCEOPSA	\$250.00	CCCEOPSA Conference Attend. for Orlantha Nin
	063724	8/29/07	MATTHEW REYNARD	\$248.76	2007 Student Trustee Workshop
	063725	8/29/07	ED WARD TACKETT	\$325.29	Conference/Workshop attendance for Ed Tackett
	063726	8/29/07	TOWN & COUNTRY RESORT HOTEL	\$320.45	CCCEOPSA Conference Attend. for Juanita Baltierra

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Bank Account (COUNTY } - County Account

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Selection: Between #063115 and 063923

S	Check #	Check Dt	Company Name	Check Amount	Description
	063727	8/29/07	TOWN & COUNTRY RESORT HOTEL	\$320.45	CCCEOPSA Conference Attend. for Teresa Camacho
	063728	8/29/07	TOWN & COUNTRY RESORT HOTEL	\$320.45	CCCEOPSA Conference Attend. for Maria Paniagua
	063729	8/29/07	TOWN & COUNTRY RESORT HOTEL	\$480.68	CCCEOPSA Conference Attend. for Lori Parra
	063730	8/29/07	VICENTI, LLOYD & STUTZMAN LLP	\$159.00	Attend VLS Fraud Solutions Workshop
	063731	8/29/07	CARRIER JOHNSON	\$7,270.93	ARCHITECTURAL SERVICES
	063732	8/29/07	DSE ARCHITECTURE, INC.	\$1,168.12	FOR BGS MOLD PROJECT
	063733	8/29/07	INTERSERVICE, INC.	\$59,956.13	FURNITURE FOR ATEP
	063734	8/29/07	THE SHALLECK COLLABORATIVE,	\$520.00	AUDITORIUM CONSULTING SERVICES
	063735	8/29/07	WARE DISPOSAL CO., INC.	\$687.91	TRASH COLLECTION SERVICES
	063736	8/29/07	ELKE H HSU-LAFERL	\$1,481.77	REISSUE STALE DATED PAYROLL CHECK
	063737	8/29/07	AT&T	\$1,037.39	TELEPHONE/FAX SERVICE FOR ATEP
	063738	8/29/07	AT&T	\$21.16	TELEPHONE SERVICES
	063739	8/29/07	FRESNO OXYGEN	\$441.86	WELDING SUPPLIES
	063740	8/29/07	OFFICEMAX CONTRACT INC.	\$6,784.70	Office Max Supply Orders 2007/2008
	063741	8/29/07	PACIFIC ART GLASS	\$280.47	ART SUPPLIES
	063742	8/29/07	PT AND C INC.	\$101.05	Repair
	063743	8/29/07	PAYAM-E-ASHENA	\$200.00	ADVERTISING
	063744	8/29/07	PBM SUPPLY & MFG., INC.	\$110.94	Final invoice payment
	063745	8/29/07	J.W. PEPPER & SON, INC.	\$116.91	Choral Music department
	063746	8/29/07	PHOENIX GROUP INFORMATION SYS.	\$2,105.06	Annual Maintenance Agreement
	063747	8/29/07	PRAXAIR	\$36.65	Praxair
	063748	8/29/07	PROVISIO, LLC	\$198.00	Software license for Sitekiosk
	063749	8/29/07	PYRO-COMM SYSTEMS	\$13,200.00	Workstation Computers
	063750	8/29/07	RECALL SECURE DESTRUCTION	\$26.53	Shredding Services
	063751	8/29/07	REFRIGERATION SUPPLIES DIST.	\$532.32	HVAC SUPPLIES
	063752	8/29/07	MARIA RENTERIA	\$420.00	Workshop Presenter
	063753	8/29/07	RIO GRANDE ALBUQUERQUE	\$129.97	ART SUPPLIES
	063754	8/29/07	RYDIN DECAL	\$1,884.40	STUDENT PERMITS
	063755	8/29/07	S & B FOODS	\$221.48	PURCHASE OF FOOD FOR MONTHLY BOARD MEETINGS
	063756	8/29/07	SAMY'S CAMERA	\$9,883.91	PHOTO SUPPLIES
	063757	8/29/07	SARS SOFTWARE PRODUCTS, INC.	\$4,320.00	Software Support
	063758	8/29/07	SAX	\$392.17	ART SUPPLIES
	063759	8/29/07	SCANTRON CORPORATION	\$171.51	Scantron forms
	063760	8/29/07	SCIENCE KIT, INC.	\$401.69	BIOLOGY SUPPLIES
	063761	8/29/07	SIGNS PLUS MORE	\$376.05	Banners for Advertising
	063762	8/29/07	SIL FITNESS, INC.	\$369.80	Rack/pump for BOSU balls
	063763	8/29/07	DONNA SNEED	\$148.55	Reimbursement-Early College Retention Event
	063764	8/29/07	SOUTHERN CALIFORNIA EDISON CO.	\$14,823.60	Annual Electric Service
	063765	8/29/07	SOUTHERN CALIFORNIA EDISON CO.	\$51,093.64	Annual Electric Service
	063766	8/29/07	SOUTHERN CALIFORNIA EDISON CO.	\$218.94	ELECTRIC SERVICE FOR CACT FACILITY
	063767	8/29/07	SOUTHERN CALIFORNIA EDISON CO.	\$2,845.49	ELECTRIC SERVICE ATEP
	063768	8/29/07	SOUTHERN COUNTIES OIL	\$705.35	OPEN P.O. FOR DIESEL FUEL
	063769	8/29/07	SPECTRUM CHEMICAL MFG. CORP.	\$29,000.12	BIOLOGY SUPPLIES
	063770	8/29/07	SPORT CHALET INC	\$10,712.30	Football Uniform Supplies
	063771	8/29/07	SPORTSBAGS	\$66.03	Travel bag w/wheels for BOSU balls
	063772	8/29/07	STAR MAINTENANCE SUPPLY	\$2,046.17	JANITORIAL SUPPLIES
	063773	8/29/07	MATT SUAREZ	\$167.96	REIMBURSEMENT FOR COMPUTER HARDWARE
	063774	8/29/07	SWACC	\$7,859.00	2007/2008 SWACC Member Risk Management Fund
	063775	8/29/07	TASTE CATERING, INC.	\$676.49	CATERING
	063776	8/29/07	TISCARENO CATERING*	\$766.59	Catering for Full Day Event
	063777	8/29/07	TOMARK SPORTS EQUIPMENT	\$325.91	Bat Rack for Softball

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Bank Account (COUNTY) - County Account

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Selection: Between #063115 and 063923

S	Check #	Check Dt	Company Name	Check Amount	Description
Q	063778	8/29/07	TRAFFIC CONTROL SERVICE, INC.	\$996.69	PARKING SUPPLIES
Q	063779	8/29/07	TROXELL COMMUNICATIONS, INC.	\$155.16	Security Plates
Q	063780	8/29/07	ARACELLI TRUJILLO	\$50.00	Panel Presentation
Q	063781	8/29/07	TUSTIN CHEVROLET	\$387.93	OPEN P.O. FOR SUPPLIES
Q	063782	8/29/07	U.S. AIR CONDITIONING	\$2,332.79	GREENHOUSE A/C
Q	063783	8/29/07	POSTMASTER	\$813.94	to cover shortage on original P.O.
Q	063784	8/29/07	POSTMASTER	\$547.63	POSTAGE
Q	063785	8/29/07	UNITED SITE SERVICES	\$252.80	PORTABLE TOILETS
Q	063786	8/29/07	VERIZON WIRELESS	\$33.30	BlackBerry solutions data plan
Q	063787	8/29/07	VISTA PAINT	\$84.56	PAINT SUPPLIES
Q	063788	8/29/07	VWR INTERNATIONAL, INC.	\$516.67	CHEMISTRY SUPPLIES
Q	063789	8/29/07	WEST PAYMENT CENTER	\$128.86	Westlaw OnLine Research-VCHR
Q	063790	8/29/07	WARD'S NATURAL SCIENCE	\$14.07	BIOCHEMISTRY SUPPLIES
Q	063791	8/29/07	NINA WELCH	\$14.51	Reimbursement-Supplies-Nina
Q	063792	8/29/07	WEST-LITE SUPPLY CO.	\$196.96	ELECTRICAL SUPPLIES
Q	063793	8/29/07	XEROX CORP.	\$1,654.51	Lease/Maintenance for Satellite Copiers
Q	063794	8/29/07	ZAINO TENNIS COURTS, INC.	\$21,535.00	RESURFACE TENNIS COURTS
Q	063795	8/29/07	SADDLEBACK APPLIANCES	\$345.05	oven and icemaker repair at Center
Q	063796	8/29/07	OFFICEMAX CONTRACT INC.	\$1,468.86	FURNITURE BID FOR FA AT IVC.
Q	063797	8/29/07	OFFICEMAX CONTRACT INC.	\$166.49	Office Max Supply Orders 2007/2008
Q	063798	8/29/07	RICHARD SNEED	\$280.50	Reimburse Medicare Premiums
Q	063799	8/30/07	BARBARA BANGS	\$11.71	MILEAGE
Q	063800	8/30/07	ANDREA GALLAGHER	\$17.95	MILEAGE
Q	063801	8/30/07	GANDER-PRINTCO	\$918.03	business Cards for Counselor
Q	063802	8/30/07	GE CAPITAL	\$900.45	LEASE Agreement - Canon Copiers
Q	063803	8/30/07	ESTER GRAHAM	\$20.86	MILEAGE
Q	063804	8/30/07	W. W. GRAINGER	\$187.69	ELECTRONIC SUPPLIES
Q	063805	8/30/07	KELLY GRIMES	\$700.00	Consultant
Q	063806	8/30/07	HARLAND TECHNOLOGY SERVICES	\$978.00	Site Maintenance Agreement
Q	063807	8/30/07	LORNA HIXON	\$12.32	MILEAGE
Q	063808	8/30/07	HOKE OUTDOOR ADVERTISING, INC.	\$428.29	panner for SCLO
Q	063809	8/30/07	HOME DEPOT CREDIT SERVICES	\$1,320.19	MAINT/GROUNDS/CUST. SUPPLIES
Q	063810	8/30/07	HYDRO-SCAPE PRODUCTS, INC.	\$298.95	IRRIGATION SUPPLIES
Q	063811	8/30/07	IMAGE PRINTING SOLUTIONS	\$5,778.28	Purchase name badges.
Q	063812	8/30/07	INTERMOUNTAIN LOCK & SECURITY	\$82.27	LOCKSMITH SUPPLIES
Q	063813	8/30/07	INTERSTATE ELECTRIC	\$934.85	Signage Materials
Q	063814	8/30/07	JANET JACOB	\$16.25	REIMBURSE JANET JACOB
Q	063815	8/30/07	BEVERLY JOHNSON	\$46.04	MILEAGE
Q	063816	8/30/07	JOURNAL OF NURSING EDUCATION	\$269.00	MAGAZINE SUBSCRIPTION
Q	063817	8/30/07	JUNIOR'S GOLF CARTS	\$347.07	OPEN P.O. FOR SUPPLIES
Q	063818	8/30/07	KATHCO PRODUCTS	\$121.54	JANITORIAL SUPPLIES
Q	063819	8/30/07	ROBERT J. KOPECKY	\$612.48	REIMBURSEMENT
Q	063820	8/30/07	TONI LAKOW	\$12.32	7/3/07 MILEAGE
Q	063821	8/30/07	LASER SOURCE	\$122.84	Toner
Q	063822	8/30/07	A. M. LEONARD, INC.	\$230.99	HORTICULTURE SUPPLIES
Q	063823	8/30/07	LIFETIME MEMORY PRODUCTS,	\$10,368.62	Memory for District Desktop Computers
Q	063824	8/30/07	LINCOLN EQUIPMENT, INC.	\$1,251.92	Swimming Pool Equipment
Q	063825	8/30/07	JON LONGNECKER	\$229.80	Reimbursement-John Longnecker
Q	063826	8/30/07	M & M BOYS, INC.	\$656.42	IRRIGATION SUPPLIES
Q	063827	8/30/07	LORI MANGELS	\$49.28	MILEAGE
Q	063828	8/30/07	MARSHALL MATERIALS	\$171.49	FOOTBALL FIELD UPGRADES

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Bank Account (COUNTY) - County Account

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Selection: Between #063115 and 063923

S	Check #	Check Dt	Company Name	Check Amount	Description
Q	063829	8/30/07	MATERIALISE	\$4,060.00	payment to Materialise
Q	063830	8/30/07	MC DOWELL FLOOR COVERINGS	\$10,540.00	CONTRACT SERVICES
Q	063831	8/30/07	MC KESSON MEDICAL SURGICAL	\$1,440.00	flu shots
Q	063832	8/30/07	McLOGAN'S SUPPLY CO.	\$2,136.27	Student Printing Supplies
Q	063833	8/30/07	MARGIE MC NELLY, M.S., M.F.T.	\$1,760.00	Workshop Presenter
Q	063834	8/30/07	JOSEPH JAY MENDOZA	\$1,425.00	Workshop Presentation
Q	063835	8/30/07	KATHERINE S. MEYER-CANALES	\$32.15	INSTRUCTIONAL SUPPLIES
Q	063836	8/30/07	MEYERS ALLISON LLP	\$4,875.68	Investigative Svs. for HR
Q	063837	8/30/07	MARCIA MILCHIKER	\$41.95	MMILCHIKER INTERNET 07/08
Q	063838	8/30/07	SALLIE MILLER	\$180.00	Workshop Presenter
Q	063839	8/30/07	MOBILE MODULAR MGMT. CORP.	\$11,982.00	pnnual contract and lease agreement
Q	063840	8/30/07	MODERN BIOLOGY	\$952.67	BIOCHEMISTRY SUPPLIES
Q	063841	8/30/07	MONSTERSLAYER, INC.	\$794.80	EMERITUS SUPPLIES
Q	063842	8/30/07	ALEJANDRO MORENO	\$120.00	Workshop Presenter
Q	063843	8/30/07	NAPA AUTO PARTS	\$2,169.66	AUTO SUPPLIES
Q	063844	8/30/07	AUGUSTINE NAVARRO	\$360.00	Workshop Presenter
Q	063845	8/30/07	NCMPR	\$350.00	District membership renewal for NCMPR.
Q	063846	8/30/07	BRIGITTE NICHOLS	\$70.00	Workshop Facilitator
Q	063847	8/30/07	MICHAEL O'MEARA	\$22.66	MILEAGE
Q	063848	8/30/07	OC WEEKLY	\$1,488.00	Monthly ad insertions in OC Weekly.
Q	063849	8/30/07	JACKSON, DE MARCO, TIDUS,	\$33,025.00	ATEP Legal Professional Services
Q	063850	8/30/07	METRO CREEKSIDE CALIFORNIA, LLC	\$6,412.00	LEASE OF CACT FACILITY, IRVINE
Q	063851	8/30/07	COOKSON DOOR SALES	\$5,500.00	BID 270, PKG. 08-1
Q	063852	8/30/07	T.B. HAYWARD, INC	\$103,169.00	FOR BID 281 - CONCRETE PERF. ARTS.
Q	063853	8/30/07	INLAND EMPIRE ARCHITECTURAL	\$8,131.00	BID 270, PKG. 10-1
Q	063854	8/30/07	INTERSERVICE, INC.	\$6,818.33	COMPUTER TABLE ACCESSORIES
Q	063855	8/30/07	JOYCE INSPECTION & TESTING	\$6,160.00	HIRE INSPECTOR FOR MAINT. & POLICE
Q	063856	8/30/07	K & Z CABINET CO., INC.	\$42,495.00	BID 272 PERF. ARTS IVC.
Q	063857	8/30/07	LVH ENTERTAINMENT	\$61,477.00	BID 270, PKG. 11-1
Q	063858	8/30/07	MITSUBISHI ELECTRIC &	\$12,207.00	BID 270, PK 14-1
Q	063859	8/30/07	MOONLIGHT GLASS CO., INC.	\$98,865.10	BID 272, PERF. ARTS
Q	063860	8/30/07	TERRY SCHULZ	\$4,925.00	PAINT FRAME AND CUTTING TABLES
Q	063861	8/30/07	SCS FLOORING SYSTEMS	\$10,600.00	BID 270, PKG. 09-3
Q	063862	8/30/07	SPECTRUM INDUSTRIES, INC.	\$2,477.42	Equipment for IPAC
Q	063863	8/30/07	STUMBAUGH & ASSOCIATES, INC	\$2,584.00	BID 270, PKG 10-2
Q	063864	8/30/07	TRI-BEST VISUAL DISPLAY	\$2,876.55	WHITE BOARDS FOR CLASSROOMS
Q	063865	8/30/07	UNITED SITE SERVICES	\$2,291.30	HOLD TANK FOR POLICE TRAILER
Q	063866	8/30/07	WARE DISPOSAL CO., INC.	\$395.00	TRASH COLLECTION SERVICES
Q	063867	8/31/07	BRUCE BUCHMAN	\$52.00	FINGERPRINTING
Q	063868	8/31/07	NANCY CHO	\$20.00	FINGERPRINTING
Q	063869	8/31/07	YOUNG CHOI	\$25.00	FINGERPRINTING
Q	063870	8/31/07	MATTHEW DAWOOD	\$20.00	FINGERPRINTING
Q	063871	8/31/07	IRIS CHAO	\$10.00	FINGERPRINTING
Q	063872	8/31/07	JOHN DEGENNARO	\$20.00	FINGERPRINTING
Q	063873	8/31/07	KELLEY DESMOND	\$20.00	FINGERPRINTING
Q	063874	8/31/07	KEVIN ERBUS-WHITE	\$20.00	FINGERPRINTING
Q	063875	8/31/07	SAMI FREITAS	\$20.00	FINGERPRINTING
Q	063876	8/31/07	RACQUEL HERNANDEZ	\$20.00	FINGERPRINTING
Q	063877	8/31/07	LOMA HOPKINS	\$40.00	FINGERPRINTING
Q	063878	8/31/07	RALPH LAWSON	\$20.00	FINGERPRINTING
Q	063879	8/31/07	NICOLE LOFTUS	\$20.00	FINGERPRINTING

WARRANT REGISTER LISTING

Escape - AP

v 4.2

Bank Account (COUNTY) - County Account

Sort: Sorted by Warrant #

Selection: Between #063115 and 063923

S	Check #	Check Dt	Company Name	Check Amount	Description
	0 063880	8/31/07	ATESHA MATTHEWS	\$17.00	FINGERPRINTING
	0 063881	8/31/07	PAUL MCLEOD	\$15.00	FINGERPRINTING
	0 063882	8/31/07	PETE MORAGA	\$20.00	FINGERPRINTING
	0 063883	8/31/07	JEFFREY PADGETT	\$20.00	FINGERPRINTING
	0 063884	8/31/07	ELLEN POLING	\$20.00	FINGERPRINTING
	0 063885	8/31/07	MAGGIE RIOS	\$20.00	FINGERPRINTING
	0 063886	8/31/07	JUDITH SHIELDS	\$20.00	FINGERPRINTING
	0 063887	8/31/07	RICK SNYDER	\$20.00	FINGERPRINTING
	0 063888	8/31/07	SEAN STARKEY	\$20.00	FINGERPRINTING
	0 063889	8/31/07	MARI STEFFENSMEIER	\$25.00	FINGERPRINTING
	0 063890	8/31/07	KASHIF WATSON	\$20.00	FINGERPRINTING
	0 063891	8/31/07	TROY YAMAGUCHI	\$20.00	FINGERPRINTING
	0 063892	8/31/07	AMERICAN ASSOCIATION OF	\$32.00	Membership renewal for AACC.
	0 063893	8/31/07	DAISY ACEVEDO RIVAS	\$180.00	Workshop Presenter
	0 063894	8/31/07	ADCLUB ADVERTISING SERVICE	\$1,935.00	Recruitment/Advertising for SOCCCD
	0 063895	8/31/07	ADT SECURITY SYSTEMS INC.	\$633.14	ADT ANNUAL SERVICE CHARGE
	0 063896	8/31/07	AFFILIATED COMPUTER SERVICES	\$176.80	Contract Svcs from ACS
	0 063897	8/31/07	ALLSTAR MICROELECTRONICS, INC	\$269.42	Music Supplies
	0 063898	8/31/07	AMAZON.COM	\$313.80	DVD's for Film Classes
	0 063899	8/31/07	AMERICAN 3B SCIENTIFIC	\$216.95	PHYSICS SUPPLIES
	0 063900	8/31/07	ARAMARK UNIFORM SERVICES	\$24.83	SHOP RAGS
	0 063901	8/31/07	DENISE BLAIR	\$420.00	Workshop Presentation
	0 063902	8/31/07	CARVIN, INC.	\$116.22	Non-Instructional Repair - Parts
	0 063903	8/31/07	CB SCIENCES, INC.	\$323.00	PHYSIOLOGY SUPPLIES
	0 063904	8/31/07	CINTAS CORPORATION	\$31.93	RENTAL SERVICE AGREEMENT
	0 063905	8/31/07	CLARK SECURITY PRODUCTS INC.	\$798.79	OPEN P.O. FOR SUPPLIES
	0 063906	8/31/07	THE COACHING COMPASS	\$600.00	District Plan.Day-Wkshop
	0 063907	8/31/07	COMPUTERLAND	\$806.29	ITC LICENSES FOR SERVERS
	0 063908	8/31/07	CONSORTIUM OF SO. CALIFORNIA	\$250.00	Membership Fee - CSCCU
	0 063909	8/31/07	CONSORTIUM OF SO. CALIFORNIA	\$250.00	CSCCU Membership Renewal
	0 063910	8/31/07	COORDINATING COMMITTEE FOR	\$199.00	online training course
	0 063911	8/31/07	COUTTS LIBRARY SERVICES, INC.	\$36.32	library book per Tom Weisrock request
	0 063912	8/31/07	W. MIKE DALE	\$33.62	Reimbursement
	0 063913	8/31/07	DANA POINT YACHT MAINTENANCE	\$39.00	Blanket PO for Boston Whaler Monthly Hull Maintena
	0 063914	8/31/07	DELL MARKETING L.P.	\$124.94	Replacement ink cartridges for printer
	0 063915	8/31/07	DSE ARCHITECTURE, INC.	\$10,263.52	CONTRACT SERVICES
	0 063916	8/31/07	MICHELE DUGAN	\$180.00	Workshop Presenter
	0 063917	8/31/07	E-Z UP DIRECT	\$744.83	WEIGHT BAGS FOR CANOPIES
	0 063918	8/31/07	EAGLE COMMUNICATIONS	\$158.04	Non Instructional Repair - Library radios
	0 063919	8/31/07	ECONOMIC ALTERNATIVES, INC.	\$247.91	Annual Maintenance Agreement
	0 063920	8/31/07	ARNETTE EDWARDS	\$180.00	Workshop Presenter
	0 063921	8/31/07	DIV. OF THE STATE ARCHITECT	\$10,720.00	DSA PLAN CHECK FEES IVC A-300
	0 063922	8/31/07	STEPHEN SERAFINO	\$200.00	Maintenance performed on the Boston Whaler
	0 063923	8/31/07	SOUTHERN CALIFORNIA EDISON CO.	\$16,226.92	Annual Electric Service

\$6,677,324.31

FUND SUMMARY

Description	Amount
01 - General Fund	\$2,960,019.29
12 - Child Development Fund	\$1,760.45
40 - Capital Outlay Fund	\$3,517,760.18
52 - COPS Capital Lease Paymen	\$2,100.00
68 - Self-Insurance Fund	\$1,102.90
71 - Retiree Benefit Fund	\$194,581.49
	<u>\$6,677,324.31</u>

WARRANT REGISTER LISTING

Escape - AP

v 4.2

Bank Account (SC-CMED) - Saddleback Community Ed
Sort: Sorted by Warrant #
Selection: Between #009024 and 009038

S	Check #	Check Dt	Company Name	Check Amount	Description
Q	009024	8/09/07	POSTMASTER	\$20,279.49	Postage for Com. Ed. Fall 07 Catalog
Q	009025	8/13/07	COMPUTRAX, INC.	\$720.00	Com. Ed. Presenter
Q	009026	8/13/07	ESTELLA GARRISON	\$538.01	Reimbursement for CFK & Maint Thank You Lunch
Q	009027	8/13/07	KID'S GYM INC.	\$16,701.60	Community Education Presenter
Q	009028	8/13/07	ALAN LUGENA	\$41.04	Instructional supplies for Art Classes
Q	009029	8/13/07	NOESS LLC	\$2,775.00	Com. Ed. Presenteer
Q	009030	8/24/07	SHERRE SIMPSON	\$39.00	SADDLEBACK COMMUNITY EDUCATION REFUND
Q	009031	8/24/07	COMPUTRAX, INC.	\$345.00	Com. Ed. Presenter
Q	009032	8/24/07	KAYLAA FOX	\$1,215.00	Com. Ed. Presenter
Q	009033	8/24/07	KID'S GYM INC.	\$11,179.20	Community Education Presenter
Q	009034	8/24/07	MAD SCIENCE OF ORANGE COUNTY	\$9,968.00	Com. Ed. Presenter
Q	009035	8/24/07	NOESS LLC	\$2,092.00	Com. Ed. Presenteer
Q	009036	8/30/07	EDUCATION TO GO	\$2,156.50	Com. Ed. Presenter - Online Classes
Q	009037	8/30/07	RANDELEIGH HARRIS	\$150.00	Com. Ed. Presenter
Q	009038	8/30/07	POSTMASTER	\$2,724.11	Funds to cover postage balance
				<u>\$70,923.95</u>	

WARRANT REGISTER LISTING

Escape - AP

v 4.2

Bank Account (IVC-CMED) - IVC Community Ed

Sort: Sorted by Warrant #

Selection: Between #008339 and 008350

S	Check #	Check Dt	Company Name	Check Amount	Description
O	008339	8/13/07	EDUCATION TO GO	\$1,456.00	CONTRACT INSTRUCTOR PAYMENT FOR COMMUNITY ED.
O	008340	8/13/07	HOLLYWOOD FILM INSTITUTE	\$194.50	Independent Contractor for IVC Comm. Ed. Classes
O	008341	8/13/07	MAD SCIENCE OF ORANGE COUNTY	\$833.00	Contract instructor Payment for IVC Comm. Ed.
O	008342	8/13/07	MOVIES BY KIDS, ORANGE COUNTY	\$6,938.75	Contract Instructor Payment for IVC Comm. Ed
O	008343	8/24/07	THE PM GROUP, INC.	\$10,725.00	IVC Comm. Ed. Brochure Fall '07 print and postage
O	008344	8/30/07	GATLIN EDUCATION SERVICES	\$1,595.00	ONLINE INSTRUCTIONAL SERVICES - COMMUNITY EDUCATIO
O	008345	8/30/07	HIGHER APPLICATIONS	\$312.00	Independent Contractor for IVC Comm. Ed. Classes
O	008346	8/30/07	NOTARY ACADEMY OF AMERICA	\$885.60	Contract instructor Payment for IVC Comm. Ed.
O	008347	8/30/07	NR COMPUTER LEARNING CENTER*	\$1,146.00	Contract presenter for IVC Comm. Ed.
O	008348	8/30/07	SOUTH ORANGE COUNTY COMMUNITY	\$5,000.00	SALARIES & BENEFITS FOR OCTOBER - DECEMBER 2005
O	008349	8/30/07	TEACH ME HELP ME EDUCATIONAL	\$2,139.00	Contract instructor payment for IVC Comm. Ed
O	008350	8/30/07	VOICES FOR ALL, LLC	\$196.00	Contract instruction payment for IVC Comm. Ed
				<hr/>	
				\$31,420.85	

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

ITEM: 4.16
DATE: 9/24/07

TO: Board of Trustees

FROM: Dr. Raghu P. Mathur, Chancellor

RE: SOCCCD: Budget Amendment: Adopt Resolution No. 07-26 to Amend 2007-2008 Restricted Child Development Fund

ACTION: Approval

BACKGROUND

Title 5 of the California Code of Regulations, Section 58199.5 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 2007/2008 Adopted Budget.

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

Childhood Development Training Consortium at Saddleback College	(\$456)
Total Decrease to the Restricted Childhood Development Fund	<u>(\$456)</u>
Total Budget Amendment	<u>(\$456)</u>

RECOMMENDATION

The Chancellor recommends that the Board of Trustees adopt Resolution No. 07-26 to amend the 2007/2008 Adopted Budget as indicated in Exhibits A & B.

Item Submitted By: Gary L. Poertner, Deputy Chancellor

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
RESTRICTED CHILD DEVELOPMENT FUND

RESOLUTION NO. 07-26

September 24, 2007

WHEREAS, the Governing Board of the South Orange County Community College District has determined that decreased income in the amount of (\$456.00) is assured to said District to finance the total proposed budget expenditures and transfers for the current fiscal year from sources listed in Title 5 of the California Code of Regulations, Section 58199.5 as follows:

<u>Fund</u>	<u>Account</u>	<u>Income Source</u>	<u>Amount</u>
12	8890	Local Revenue	-\$456
			-\$456

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

<u>Fund</u>	<u>Account</u>	<u>Expenditure Description</u>	<u>Amount</u>
12	4000	Books and Supplies	-\$456
			-\$456

NOW, THEREFORE, BE IT RESOLVED that, pursuant to Title 5 of the California Code of Regulations, Section 58199.5, such excess funds are to be appropriated according to the following schedule (Exhibit B):

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

RESTRICTED CHILD DEVELOPMENT FUND

RESOLUTION NO. 07-26

September 24, 2007

BUDGET AMENDMENT EXPENDITURE DETAIL

Child Development Training Consortium at Saddleback College			
<u>INCOME</u>			
12- 8890- 1-001-1-058-036-1305	CDTC at Saddleback College		-456
<u>EXPENDITURE</u>			
12- 4300- 1-001-1-058-036-1305	INSTR SUPP & MAT: Human Devt		-456

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
RESTRICTED CHILD DEVELOPMENT FUND

RESOLUTION NO. 07-26

September 24, 2007

STATE OF CALIFORNIA)
)
COUNTY OF ORANGE)

I, Dr. Raghu P. Mathur, Secretary to the Board of Trustees of South Orange County Community College District of Orange County, California, hereby certify that the above and foregoing Resolution was duly and regularly adopted by the said Board at a regular meeting thereof held on September 24, 2007.

IN WITNESS WHEREOF, I have hereunto set my hand and seal this 25th day of September, 2007.

Raghu P. Mathur, Ed.D.
Secretary to the Board of Trustees

TO: Board of Trustees
FROM: Dr. Raghu P. Mathur, Chancellor
RE: SOCCCD: Transfer of Budget Appropriations
ACTION: Approval

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 approve, by a majority vote, all transfers of funds between expenditure classifications other than that originating from the Contingency Reserve.

STATUS

In accordance with Administrative Regulation 3101, the Transfer of Budget Appropriations delineated on EXHIBIT A is presented for approval.

RECOMMENDATION

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

Recommended for Ratification

By The Board of Trustees of South Orange County Community College District

Saddleback College

Journal Number	BT08-00004	BT08-00031
	BT08-00008	BT08-00032
	BT08-00012	BT08-00035
	BT08-00016	BT08-00037
	BT08-00017	BT08-00044
	BT08-00020	BT08-00045
	BT08-00021	BT08-00047
	BT08-00027	
	BT08-00028	
	BT08-00029	

Irvine Valley College

Journal Number	BT08-00002	BT08-00041
	BT08-00003	
	BT08-00006	
	BT08-00007	
	BT08-00030	

District Services

Journal Number	BT08-00013
	BT08-00014
	BT08-00025

A T E P

Journal Number	BT08-00051
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South Orange County Community College District
Transfer of Budget Appropriations

Journal Number	Account	Description	From	To
BT08-00024	01-2383-2-237-1-051-065-6499	HR SHORTERM SAL: Other Student Services	\$8,771.00	
	01-1415-2-237-1-051-065-6499	HR NCLSRM FAC STI: Other Student Services		\$7,980.00
	01-3310-2-237-1-051-065-6499	OASDI INSTR CLSSF: Other Student Services		\$495.00
	01-3360-2-237-1-051-065-6499	MEDIC NINST EMPLY: Other Student Services		\$116.00
	01-3510-2-237-1-051-065-6499	UNEMP INSTR STAFF: Other Student Services		\$4.00
	01-3620-2-237-1-051-065-6499	WCOMP NON-INSTRUCTIONAL: Other Student Services		\$176.00
			<u>\$8,771.00</u>	<u>\$8,771.00</u>
Journal Number	Account	Description	From	To
BT08-00033	01-4212-1-607-1-040-061-0799	SOFTWARE (UNDER \$200): Other Computer and Information Scienc	\$100,000.00	
	01-5812-1-607-1-040-061-0799	CONTRACT SVCS SOFTWARE LICENSING, MAINT: Other Computer and		\$100,000.00
			<u>\$100,000.00</u>	<u>\$100,000.00</u>
Journal Number	Account	Description	From	To
BT08-00052	01-6410-1-033-4-035-000-6310	NEW EQUIPMENT: Counseling	\$5,750.00	
	01-1413-1-033-4-035-000-6310	HR NCLSRM FAC PT: Counseling		\$4,250.00
	01-5270-1-033-4-035-000-6310	CONFERENCE: Counseling		\$1,500.00
			<u>\$5,750.00</u>	<u>\$5,750.00</u>
TOTAL			\$114,521.00	\$114,521.00

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

ITEM: 4.18
DATE: 9/24/07

TO: Board of Trustees
FROM: Dr. Raghu P. Mathur, Chancellor
RE: SOCCCD: Gifts to the District and Foundations
ACTION: Approval

BACKGROUND

Pursuant to the California Education Code Section 72241 and Board Policy 3300, the Board of Trustees "receives and administers gifts to the District." The division or office within the college receiving the donated item reviews all gifts. Additionally, the Chancellor's Cabinet reviews the utility and appropriateness of the donated gift as to possible personnel or related cost factors.

STATUS

The gifts listed on EXHIBIT A have been reviewed by the appropriate district and college officials and have been determined to be of benefit to the receiving location.

RECOMMENDATION

The Chancellor recommends that the Board of Trustees accept the donation(s) to the District and the Foundations listed on EXHIBIT A and further direct that its appreciation be appropriately conveyed to the donor(s).

DONATIONS
September 24, 2007

IRVINE VALLEY COLLEGE

Gift	Donated By:
Office furniture, office supplies, paint, equipment and tools	Keith Shackleford 2570 Bungalow Place Corona del Mar, California 92625

TO: Board of Trustees

FROM: Dr. Raghu P. Mathur, Chancellor

RE: Saddleback College: Study Abroad Program to Salamanca, Spain

ACTION: Approval

BACKGROUND

Saddleback College is committed to providing high quality education and a full range of cultural activities for students. In the past, the College has offered similar courses, which have been conducted in many countries of the world by expert faculty who provide academic course work in conjunction with cultural travel experiences. The College has conducted very successful study abroad programs during the spring semesters in Salamanca, Spain since 2001. Study abroad programs are authorized under Education Code 72640.

STATUS

The Liberal Arts and Learning Resources Division at Saddleback College proposes to offer the study abroad program: Spanish Language Studies in Salamanca, Spain during the spring 2008 semester from February 1 to April 13, 2008. The program will be organized and arranged by the American Institute for Foreign Study (AIFS) for a fee of \$6,395 per student or \$88 per day. Following the July 23, 2007 Board of Trustees meeting, Saddleback College solicited additional bids for this program. Three vendors provided four different bids. The proposed program is the best of the four in terms of educational and student services. In addition, the proposed program is two week shorter than the one proposed on July 23, 2007 and almost \$1,000 less expensive. The details of the program are summarized in the Study Abroad Program Information Summary in Exhibit A. The required Educational Tour/Field Study Contractor Agreement is provided in Exhibit B, which includes evidence of liability insurance of not less than \$5,000,000. The proposal from AIFS is included in Exhibit C. Financial Aid opportunities will be provided through the Office of Financial Aid for those students who qualify. There is no impact to the General Fund. The current travel warnings list, Exhibit D, which is issued by the U.S. Department of State, does not include Spain.

RECOMMENDATION

The Chancellor recommends that the Board of Trustees approve the Saddleback College study abroad program: Spanish Language Studies in Salamanca, Spain in the spring of 2008 as summarized in Exhibit A, and direct the administration to execute the Educational Tour/Field Study Travel Contractor Agreement (Exhibit B) with the American Institute for Foreign Study for coordinating travel arrangements.

Item Submitted By: *Dr. Richard McCullough, President*

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

STUDY ABROAD PROGRAM INFORMATION SUMMARY

1. PROGRAM									
Location/Destination:		Salamanca, Spain			First Trip: Yes:		No:		X
Dates: From:		2/1/08		To: 4/13/08		Total No. of Days:		73	
Partner Name (Academic Institution):		Colegio Miguel de Unamuno							
Address:		AVDA Reyes de Espana 25-27, Salamanca, 37008							
Contact Person:		Alfredo Miguel de Pablo			Telephone No.:		(011) 0034696-932973		
Description of Institution:		College							
Includes:	Accredited Instruction	Yes:	X	No:					
	Transfer College Units	Yes:	X	No:					
	Orientation	Yes:	X	No:					
	Books/Supplies	Yes:	X	No:					
	Tutors	Yes:	X	No:					
	Weekend Study Activities	Yes:	X	No:					
	Food	Yes:	X	No:					
	Transportation	Yes:	X	No:					
	Lodging	Yes:	X	No:					
Other:									
Does Not Include: (Examples: Local Transportation at home; Personal Items, etc.)		Fees exclude a \$250 refundable damage deposit, passport or visa fees, meals other than those indicated on the itinerary, personal expenses, SOCCCD tuition or administrative fees, textbooks, additional fieldtrips or excursions required by the SOCCCD faculty, U.S. government and airline-imposed departure taxes, fees and fuel charges (estimated at \$300), and anything not specified.							
Other:		Single supplement for home stay accommodation in Salamanca is \$350. Optional extra protection insurance coverage, including increased medial insurance (\$65) and/or personal effects insurance (\$90) as outline in the AIFS program brochure.							
2. FACULTY									
Lead Faculty Name:		Carmenmara Hernandez-Bravo (5 OSH)							
Coordinates Trip:		Yes:	X	No:					
If No, Explain:									
Travels to Site:		Yes	X	No:					
Dates: From:		2/01/08			To:		2/02/08		
Teaching Assignment at Program Site:		Yes	X	No:					
Dates: From:		2/04/08			To:		4/11/08		
Requires Substitute at IVC and/or SC?		Yes		No:	X				
Unpaid Faculty Exchange:		Yes		No:	X				
If Yes, Faculty Name(s) Required:									
Assignments to be Covered:									
Course No.:	Course Title:			Date(s)			Time(s)		
Other:									

3. COURSE(S) OFFERED AT PROGRAM SITE							
Course No.:	Course Title:						No. of Units
SPAN 1	Elementary Spanish						5
SPAN 2	Elementary Spanish						5
SPAN 3	Intermediate Spanish						5
SPAN 4	Intermediate Spanish						5
SPAN 6	Intermediate Spanish Grammar & Composition						3
SPAN 10	Intermediate Conversational Spanish						3
SPAN 20A	Civilization of Spain Through 1898						3
SPAN 20B	Civilization of Spain, 1898 to Present						3
SPAN 999A	Spanish Language Lab						.25
SPAN 999B	Spanish Language Lab						.25
4. STUDENTS							
Minimum number of students required to make program:						15	
Minimum number of units:						14.25	
Maximum number of units:						19.50	
If this is a repeat program site, what is the average number of units taken per student?						16.25	
Other							
5. COSTS							
Student:							
Contracted cost per student: 15-19 students \$6,445 (\$88.28/day)						20-24 students	\$ 6,395.00
Average cost per day: (It costs approximately \$13,000 per year for a student to reside in South Orange County and attend SOCCCD.)							\$ 87.60
College:							
Additional costs to the District?		Yes:		No:	X		
If Yes Explain:							
Cost of substitute pay if instruction is also receiving salary for courses at IVC and/or SC during the same period of time.						\$	N/A
Other Costs						\$	0
6. OTHER ACTIVITIES NOT PART OF THE COURSE(S) (ATTACHMENTS)							
Excursions, field trips, tours, and extra curricular activities							
7. TYPICAL WEEKLY SCHEDULE OF INSTRUCTIONAL/ACTIVITIES							
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
8 a.m.							Excursions,
9 a.m.	Language	Language	Language	Language	Language		Field Trips
10a.m.	Classes	Classes	Classes	Classes	Classes		& Tours
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	& Culture	& Culture	& Culture	& Culture		
8 p.m.	Classes	Classes	Classes	Classes	Classes		
9 p.m.							
Exceptions to weekly schedule:		Optional extra curricular activities during non-instructional periods					
8. ATTACHMENTS							
1. AIFS Proposal 2. Travel Warnings 3. Consular Information Sheet							

9. REQUIRED SIGNATURES

CMT Bravo

Lead Faculty Member

9/12/07

Date

CMT Bravo

Department Chair

9/12/07

Date

[Signature]

Division/School Dean

9/12/07

Date

[Signature]

Vice President, Instruction

9/12/07

Date

Richard M. [Signature]

College President

9/12/07

Date

Travel Contractor Agreement

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

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

Spanish Language Studies in Salamanca, Spain, Spring, 2008

This Agreement is made this 24th day of September, 2007 between the South Orange County Community College District, located at 28000 Marguerite Parkway, Mission Viejo, California ("DISTRICT") and American Institute for Foreign Study (AIFS) ("TRAVEL CONTRACTOR") located at River Plaza, 9 West Broad Street, Stamford, Connecticut 06902-3788 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 TRIP 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 TRIP 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 TRIP 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

Travel Contractor Agreement

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 TRIP DETAILS." Cost figures so disclosed will not be changed, except that costs quoted may be based on tariffs and foreign exchange rates in effect at the time of the quote and may be subject to change without amendment to this Agreement if the possibility of such changes has been disclosed in advance and in writing by TRAVEL CONTRACTOR to the DISTRICT and each participant in the Educational Tour/Field Study Trip. In the event an Educational Tour/Field Study Trip is for any reason cancelled prior to the time of its scheduled departure, TRAVEL CONTRACTOR shall refund in full within (10) ten days, any payments received from Educational Tour/Field Study Trip participants provided, however, that if any Educational Tour/Field Study Trip participants cancel after the date specified for final payment for participation in a particular Educational

Travel Contractor Agreement

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

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

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

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

Travel Contractor Agreement

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 TRIP 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

Travel Contractor Agreement

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 TRIP DETAILS. If the Educational Tour/Field Study Trip is to travel to locations beyond the continent of the United States, such policy shall be endorsed to provide coverage for planes brought into the United States, for occurrences elsewhere.

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

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

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

Travel Contractor Agreement

days upon the express mutual written agreement of DISTRICT and TRAVEL CONTRACTOR specifically set forth SPECIFIC TRIP DETAILS) if the minimum number of participants specified in SPECIFIC TRIP 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 TRIP 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

Travel Contractor Agreement

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

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

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

TRAVEL CONTRACTOR

Name: American Institute for
Foreign Study (AIFS)

Date: _____

By: _____
Paul H. Watson

Title:
Senior Vice President

Address:
River Plaza, 9 West Broad Street
Stamford, Connecticut 06902-3788

Phone: (800) 727-2437

DISTRICT

South Orange County Community
College District

Date: _____

By: _____
Gary L. Poertner

Title:
Deputy Chancellor

Address:
28000 Marguerite Parkway
Mission Viejo, California 92692

Phone: (949) 582-4347



AIFS LONDON PROGRAMME HEADQUARTERS
PROPOSAL FOR SOUTH ORANGE COUNTY COMMUNITY COLLEGE SOCCCD
(Saddleback College)
10-WEEK SALAMANCA PARTNERSHIP PROGRAMME – 2008

Depart US: Friday 1 February 2008
Arrive Madrid: Saturday 2 February 2008
Depart Madrid: Sunday 13 April 2008

PROGRAMME COMPONENTS INCLUDED IN THE STUDENT FEE:

- A transportation package consisting of international airfare (Los Angeles-Madrid-Los Angeles) and round-trip transfers between the airport and the hotel in Madrid excluding mandatory US government and airline-imposed departure taxes, fees and fuel surcharges (estimated at \$300) for which students will be billed separately. (Please see Airfare Conditions.)
- Night in Madrid on arrival: Hotel in Madrid (double/triple occupancy) with breakfast; group transfers by private bus from Madrid to Salamanca.
- Museum entrances in Madrid and welcome meal.
- Group transfer at end of programme from Salamanca to Madrid and overnight in Madrid.
- Accommodation in Salamanca in homestays (2 students per homestay sharing double room).
- Three meals per day in homestays, 7 days per week and weekly laundry service in homestay (additional washes can be arranged at cost with the homestay family).
- An orientation programme in Salamanca consisting of an orientation meeting with AIFS representative, student information packet including comprehensive student handbook, local area information, a welcome reception and walking tour of Salamanca
- Spanish language classes to be held at the Colegio Miguel de Unamuno for four hours per day, Monday through Friday.
- Day excursions by private bus from Salamanca to Segovia/ Avila, including entrance to the Alcazar in Segovia and to La Alberca. Excursions are with the services of an English-speaking guide
- 10-week social and cultural program (events such as cookery lessons, Spanish cinema, museum visits).

- Access to the Student Centre at the Colegio Miguel de Unamuno
- Access to the student computer lab located at the Colegio Miguel de Unamuno with free email, printing and Internet facilities.
- \$50 non-refundable application fee
- Student medical and programme fee refund insurance policies, as outlined in the AIFS programme brochure. Coverage includes \$10,000 accidental medical expense and \$10,000 accidental death payment plus 24-hour emergency care assistance during the programme and repatriation in cases of verified emergency beyond the students' control.
- \$51,000,000 liability coverage with SOCCCD named as co-insured for the duration of the programme
- Accounting / billing services in the U.S.
- Pre-departure information services and a toll-free contact number in the U.S.
- Promotional materials
- Advance planning services of the AIFS London programme headquarters.

FACULTY BENEFITS INCLUDED IN THE STUDENT FEE:

Faculty support services (target enrolment 15 students with 1 faculty member) as listed below:

- Roundtrip flights between Los Angeles and Madrid. Alternatively, faculty may wish to make their own flight arrangements. In this situation AIFS will reimburse SOCCCD faculty the student airfare fee of \$770 once the group has departed the U.S.
- AIFS can arrange air travel for faculty companions if they are traveling on the same flight as the faculty member (either outbound or inbound). Since airfares change frequently, the cost cannot be determined until the ticket has been booked. Faculty will be billed for any companion tickets and they must be paid for in advance of planned travel. If, for any reason, a faculty member no longer requires an issued ticket, cancellation notification must reach AIFS by Thursday 13 December 2007, and s/he will need to pay a \$100 cancellation fee. After this date, the ticket is non-refundable and faculty will be responsible for the entire cost. Faculty may charge tickets to a major credit card.
- AIFS will provide the SOCCCD faculty member with housing in a single room in hotels in Madrid (arrival night and night prior to departure) and 10 nights in Salamanca.
- 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 enrolment of 15 paying students or more, or pro rata for a lower enrolment.

FEES

Based on an enrolment of 15-19 paying student participants with 1 faculty administrative visit, for the services specified above, the fee per person is \$6445.

Based on an enrolment of 20-24 paying student participants with 1 faculty administrative visit, for the services specified above, the fee per person is \$6395.

Should SOCCCD wish to run this programme with an enrolment below 15 paying student participants it would be necessary either to add a supplement to the fee above or to remove some components from the programme. AIFS would discuss these options with SOCCCD.

This fee includes airfare, a \$250 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, textbooks, 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. AIFS will charge a \$35 returned cheque fee on each cheque returned by the bank for insufficient funds.

OPTIONAL COMPONENTS

- Single Supplement for homestay accommodation in Salamanca is \$350.
- Optional Extra Protection Insurance Coverage, including increased medical insurance (\$65) and/or personal effects insurance (\$90) as outlined in the AIFS programme brochure.

PROGRAMME APPLICATION PROCEDURE AND BILLING

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

Penalties apply to changed programme bookings after Friday 16 November 2007. Therefore AIFS would require the SOCCCD to collect the application forms and deposits of \$450 per student and to forward them to AIFS by Friday 16 November 2007. AIFS would then bill the individual student for the balance of fees owing. Full payment and confirmation of final numbers must be received by Thursday 13 December 2007. Please note that these are not postmark dates, but the dates by which funds must arrive in the AIFS Connecticut office.

AIFS reserves the right to withdraw students who are not paid in full by the final payment deadline. AIFS can accept applications after Friday 16 November 2007, but cannot guarantee programme costs after this date.

Students applying after the application deadline date of Friday 16 November 2007 can only be accepted on a space-available basis.

AIRFARE CONDITIONS

AIFS will reserve spaces according to information on the student application form. Once airline tickets have been issued to students, they can only be changed directly with the issuing agent by the student once overseas – agent and airline-imposed penalties usually apply.

AIFS cannot arrange airline tickets for students applying after Friday 16 November 2007.

AIFS is financially committed to any confirmed airlines seats from Wednesday 24 October 2007 and therefore an airfare review will take place prior to this date. AIFS requests that SOCCCD provide an indication of how many students intend to purchase the transportation package listed above. However, should SOCCCD subsequently decide to offer the programme but arrange their own student airfare then AIFS must be notified before Wednesday 24 October 2007 and will be able to provide a land only fee.

REFUND POLICY

Should an individual participant withdraw on or before Friday 16 November 2007 s/he will receive a refund of all fees paid less the \$100 processing fee, the \$50 non-refundable application fee and any non-refundable deposits paid by the student or by AIFS on behalf of the student.

Should s/he withdraw after Friday 16 November 2007, but on or before Thursday 13 December 2007 for any reason except medical covered by the Fees Refund and Medical Insurance Coverage, a refund of all fees paid would be made less the \$400 deposit and the \$50 non-refundable application fee plus any non-refundable deposits paid by the student or by AIFS on behalf of the student.

Students who must withdraw from the programme because of a covered injury or illness will receive a refund of all fees paid less the \$50 non-refundable application fee, a \$100 processing fee and a \$210 insurance premium.

Students withdrawing voluntarily for any reason after Thursday 13 December 2007 including withdrawals for medical reasons not protected under the Programme Fee Refund and Medical Insurance Coverage, receive no refund.

Please note that students who are academically withdrawn by their home institutions after their applications have been processed by AIFS are subject to the standard refund policy.

Once the programme has started, students withdrawing receive no refund unless AIFS suspends the programme.

It is understood that the SOCCCD will not cancel the programme if the necessary minimum number of participants have been enrolled Friday 16 November 2007.

In the event 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, 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, the \$210 insurance premium, the \$50 non-refundable application fee and any costs incurred flying the student home

ACCEPTANCE OF PROPOSAL

AIFS require written acceptance of this proposal as soon as possible in order to prepare programme 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 fulfil your programme requirements. This will enable us to prepare your programme materials accurately. A confirmation in writing is required by Monday 2 July 2007.

This confirmation should be faxed to Sharon Secki, Director of Admissions, AIFS, Partnership Programs in Stamford, CT on 203 399 5597.

PROPOSAL ACCEPTED BY

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

DATE _____

U.S. Department of State

Tuesday, September 11, 2007

Current Travel Warnings

Travel Warnings are issued when the State Department recommends that Americans avoid a certain country. The countries listed below are currently on that list. In addition to this list, the State Department issues Consular Information Sheets for every country of the world with information on such matters as the health conditions, crime, unusual currency or entry requirements, any areas of instability, and the location of the nearest U.S. embassy or consulate in the subject country.

[Sudan](#) 09/06/2007
[Haiti](#) 08/31/2007
[Burundi](#) 08/09/2007
[Central African Republic](#) 08/09/2007
[Iraq](#) 07/23/2007
[Israel, the West Bank and Gaza](#) 07/13/2007
[Lebanon](#) 06/14/2007
[Saudi Arabia](#) 06/14/2007
[Chad](#) 06/11/2007
[Colombia](#) 06/04/2007
[Côte d'Ivoire](#) 06/01/2007
[Iran](#) 05/31/2007
[Timor-Leste](#) 05/11/2007
[Nepal](#) 05/07/2007
[Eritrea](#) 05/02/2007
[Yemen](#) 04/30/2007
[Philippines](#) 04/27/2007
[Uzbekistan](#) 04/25/2007
[Congo, Democratic Republic of the](#) 04/24/2007
[Sri Lanka](#) 04/05/2007
[Afghanistan](#) 04/04/2007
[Algeria](#) 03/22/2007
[Kenya](#) 02/06/2007
[Nigeria](#) 01/19/2007
[Indonesia](#) 01/09/2007
[Pakistan](#) 12/05/2006
[Syria](#) 11/13/2006
[Somalia](#) 06/05/2006

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U.S. Department of State
Bureau of Consular Affairs
Washington, DC 20520

Consular Information Sheet

Spain and Andorra

June 07, 2007

COUNTRY DESCRIPTION: Spain and Andorra are both highly developed and stable democracies with modern economies. Spain is a member of NATO and the European Union. For additional information see the Department of State [Background Notes on Spain and Andorra](#).

ENTRY/EXIT REQUIREMENTS: A passport is required for entry into both countries. U.S. citizens can stay without a visa for a tourist/business stay of up to 90 days. That period begins when you enter any of the Schengen countries: Austria, Belgium, Denmark, Finland, France, Germany, Greece, Iceland, Italy, Luxembourg, the Netherlands, Norway, Portugal, Spain, and Sweden. Individuals who enter Spain or Andorra without a visa are not authorized to work. American citizens planning to study in Spain should be aware that Spanish immigration regulations require applications for student visas to be submitted 60 days before anticipated travel to Spain.

In an effort to prevent international child abduction, many governments have initiated procedures at entry/exit points. These often include requiring documentary evidence of relationship and permission for the child's travel from the parent(s) or legal guardian not present. Having such documentation on hand, even if not required, may facilitate entry/departure.

For further information concerning entry requirements for Spain, travelers should contact the Embassy of Spain at 2375 Pennsylvania Avenue NW, Washington, D.C. 20037, telephone (202) 452-0100, or the nearest Spanish Consulate in Boston, Chicago, Houston, Los Angeles, Miami, New Orleans, New York, San Francisco, or San Juan. Spanish government websites with information about entry requirements (in Spanish) can be found at <http://www.mae.es> and www.mir.es. Additional information may be obtained from the Tourist Office of Spain in New York, telephone (212) 265-8822, or via the Internet at <http://www.spain.info/>.

For further information on entry requirements to Andorra, travelers should contact the Andorran Mission to the UN, 2 U.N. Plaza, 25th floor, New York, NY 10018, telephone (212) 750-8064 or via the Internet at <http://www.andorra.ad>. See our [Foreign Entry Requirements](#) brochure for more information on Spain and Andorra and other countries. Visit the Embassy of Spain and Andorra web sites for the most current visa information.

See [Entry and Exit Requirements](#) for more information pertaining to dual nationality and the prevention of international child abduction. Please refer to our [Customs Information](#) to learn more about customs regulations.

SAFETY AND SECURITY: Spain and Andorra share with the rest of the world an increased threat of international terrorist incidents. Like other countries in the Schengen area, Spain's open borders with its Western European neighbors allow the possibility of terrorist groups entering and exiting the country with anonymity. Americans are reminded to remain vigilant with regard to their personal security and to exercise caution.

In the deadliest terrorist attack in recent European history, on March 11, 2004, Islamic extremists bombed four commuter trains entering Madrid, causing 191 deaths and over 1,400 injuries. The suspected terrorists and their co-conspirators are being tried in 2007.

The Basque Fatherland and Liberty (ETA) terrorist organization remains active in Spain. ETA declared a ceasefire on March 22, 2006, but on December 30, 2006 bombed one of the parking buildings at Madrid airport killing two people. On June 5, 2007, ETA officially declared an end to the ceasefire as of June 6, 2007. ETA has historically avoided targeting foreigners, directing their attacks against the police, military, local politicians, and Spanish government targets as well as attempts to disrupt transportation and daily life. In addition, bombs have been used as part of criminal extortion of businesses, particularly in the Basque region. However, the risk of being in the "wrong place at the wrong time" in event of an ETA action is a concern for foreign visitors and tourists. U.S. tourists traveling to Spain should remain vigilant, exercise caution, monitor local developments, and avoid demonstrations and other potentially violent situations.

For the latest security information, Americans traveling abroad should regularly monitor the [Department's Internet web site](#) where the current [Travel Warnings and Public Announcements](#), including the [Worldwide Caution Public Announcement](#), can be found.

Up-to-date information on safety and security can also be obtained by calling 1-888-407-4747 toll free in the U.S. and Canada, or for callers outside the U.S. and Canada, a regular toll-line at 1-202-501-4444. These numbers are available from 8:00 a.m. to 8:00 p.m. Eastern Time, Monday through Friday (except U.S. federal holidays).

The Department of State urges American citizens to take responsibility for their own personal security while traveling overseas. For general information about appropriate measures travelers can take to protect themselves in an overseas environment, see the Department of State's pamphlet [A Safe Trip Abroad](#).

CRIME: While most of Spain has a moderate rate of crime and most of the estimated one million American tourists have trouble free visits to Spain each year, street crimes against tourists occur in the principal tourist areas. Madrid and Barcelona, in particular, report incidents of mugging and violent attacks, some of which require that the victim to seek medical attention. Although crimes occur at all times of day and night and to people of all ages, older tourists and Asian Americans seem to be particularly at risk. Criminals frequent tourist areas and major attractions such as museums, monuments, restaurants, outdoor cafes, Internet cafes, hotel lobbies, beach resorts, city buses, subways, trains, train stations, airports, and ATM machines.

In Madrid, incidents have been reported in all major tourist areas, including the area near the Prado Museum, near Atocha train station, in Retiro Park, in areas of old Madrid including near the Royal Palace and in Plaza Mayor. There has been an increase in the number of passport and bag thefts reported at Madrid's Barajas Airport, as well as in El Rastro, Madrid's flea market and in the Metro.

In Barcelona, the largest number of incidents reported also occurred in major tourist areas, on Las Ramblas, Barcelona's El Prat airport, Sants train station, and metro stations, in the Sagrada Familia Area, in the Gothic Quarter, in Parc Güell, in Plaza Real, and along Barcelona's beaches. There has been a rise in the number of thefts reported at the Port Olimpic Area and nearby beaches.

Travelers should remain alert to their personal security and exercise caution. Travelers are encouraged to carry limited cash, only one credit card, and a copy of their passport; leaving extra cash, extra credit cards, passports and personal documents in a safe location. When carrying documents, credit cards or cash, you are encouraged to secure them in a hard-to-reach place and not to carry all valuables together in a purse or backpack.

Thieves often work in teams or pairs. In many cases, one person distracts a victim while the accomplice performs the robbery. For example, someone might wave a map in your face and ask for directions, "inadvertently" spill something on you, or help you clean-up "bird droppings" thrown on by a third unseen accomplice. While your attention is diverted, an accomplice makes off with the valuables. Thieves may drop coins or keys at your feet to distract you and try to take your belongings while you are trying to help. Attacks are sometimes initiated from behind, with the victim being grabbed around the neck and choked by one assailant while others rifle through or grab the belongings. A group of assailants may surround the victim in a crowded popular tourist area or on public transportation, and only after the group has departed does the person discover he/she has been robbed. Purse-snatchers may grab purses or wallets and run away, or immediately pass the stolen item to an accomplice. A passenger on a passing motorcycle sometimes robs pedestrians. There have been increasing reports of thieves posing as plainclothes police officers, beckoning to pedestrians from cars and sometimes confronting them on the street and asking for documents or to inspect their cash for counterfeit bills, which they ultimately "confiscate" as evidence. The U.S. Embassy in Madrid has received several reports of cars on limited access motorways being pulled over by supposed unmarked police cars. The Spanish police do not operate in this fashion. American citizens are encouraged to ask for a uniformed law enforcement officer if approached.

Theft from vehicles is also common. "Good Samaritan" scams are unfortunately common, where a passing car or "helpful" stranger will attempt to divert the driver's attention by indicating there is a flat tire or mechanical problem. When the driver stops to check the vehicle, the "Good Samaritan" will appear to help the driver and passengers while the accomplice steals from the unlocked car. Drivers should be cautious about accepting help from anyone other than a uniformed Spanish police officer or Civil Guard. Items high in value like luggage, cameras, laptop computers, or briefcases are often stolen from cars. Travelers are advised not to leave valuables in parked cars, and to keep doors locked, windows rolled up and valuables out of sight when driving.

While the incidence of sexual assault is statistically very low, attacks do occur. Spanish authorities have warned of availability of so-called "date-rape" drugs and other drugs, including "GBH" and liquid ecstasy. Americans should not lower their personal security awareness because they are on vacation.

A number of American citizens have been victims of lottery or advance fee scams in which a person is lured to Spain to finalize a financial transaction. Often the victims are initially contacted via internet or fax and informed they have won the Spanish Lottery (El Gordo), inherited money from a distant relative, or are needed to assist in a major financial transaction from one country to another. For more information, please see the Bureau of Consular Affairs brochure [Advance Fee Business Scams](#).

Andorra has a low rate of crime.

INFORMATION FOR VICTIMS OF CRIME: The loss or theft abroad of a U.S. passport should be reported immediately to the local police and to the nearest U.S. Embassy or Consulate. If you are the victim of a crime while overseas, in addition to reporting to local police, please contact the nearest

U.S. Embassy or Consulate for assistance. The Embassy/Consulate staff can, for example, assist you to find appropriate medical care, to contact family members or friends and explain how funds could be transferred. Although the investigation and prosecution of the crime is solely the responsibility of local authorities, Consular Officers can help you to understand the local criminal justice process and to find an attorney if needed. Consular Staff are prepared to assist victims of crime in anyway they can.

See our information on [Victims of Crime](#).

MEDICAL FACILITIES AND HEALTH INFORMATION: Good medical care is available in both Spain and Andorra. Regulations regarding medications may vary from those in the U.S.; Americans with need for specific medications are encouraged to bring a supply sufficient for their anticipated period of stay as the medication may not be available and customs regulations prohibit medications to be mailed from the United States to Spain or Andorra. The Department of State strongly urges Americans to consult with their medical insurance companies prior to traveling abroad to confirm whether their policy applies overseas and if it will cover emergency expenses such as a medical evacuation. U.S. medical insurance plans may not cover health costs incurred outside the United States unless supplemental coverage is purchased. Further, U.S. Medicare and Medicaid programs do not provide payment for medical services outside the United States. However, many travel agents and private companies offer insurance plans that will cover health care expenses incurred overseas, including emergency services such as medical evacuations.

When making a decision regarding health insurance, Americans should consider that many foreign doctors and hospitals require payment in cash prior to providing service and that a medical evacuation to the United States may cost well in excess of \$50,000. Uninsured travelers who require medical care overseas often face extreme difficulties, whereas travelers who have purchased overseas medical insurance have found it to be life saving when a medical emergency has occurred. When consulting with your insurer prior to your trip, please ascertain whether payment will be made to the overseas healthcare provider or if you will be reimbursed later for expenses that you incur. Some insurance policies also include coverage for psychiatric treatment and for disposition of remains in the event of death.

Information on vaccinations and other health precautions, such as safe food and water precautions and insect bite protection, may be obtained from the Centers for Disease Control and Prevention's hotline for international travelers at 1-877-FYI-TRIP (1-877-394-8747) or via the CDC's internet site at <http://www.cdc.gov/travel>. For information about outbreaks of infectious diseases abroad consult the World Health Organization's (WHO) website at <http://www.who.int/en>. Further health information for travelers is available at <http://www.who.int/ith>.

MEDICAL INSURANCE: The Department of State strongly urges Americans to consult with their medical insurance company prior to traveling abroad to confirm whether their policy applies overseas and whether it will cover emergency expenses such as a medical evacuation. Please see our information on [medical insurance overseas](#).

TRAFFIC SAFETY AND ROAD CONDITIONS: While in a foreign country, U.S. citizens may encounter road conditions that differ significantly from those in the United States. The information below concerning Spain and Andorra is provided for general reference only, and may not be totally accurate in a particular location or circumstance.

Traffic in Madrid and Barcelona is faster-paced than in U.S. cities and can be unnerving due to unfamiliar signs or motorbikes weaving between traffic lanes. Drivers should always obey the closest traffic light, as there are separate pedestrian lights in the city. Drivers should be alert when driving at night in urban areas, due to the possibility of encountering drivers or pedestrians under the influence of alcohol. Night driving in isolated rural areas can be dangerous, because of farm animals and

poorly marked roads. Rural traffic is generally heavier in July and August as well as during the Christmas and Easter seasons. Traffic regulations in effect in Spain include the prohibition on the use of a mobile phone without a hands-free device while driving a car. There is a fine of 300 euros for violation of this regulation and loss of driving privileges. In addition, all drivers are required to carry a reflective vest and to put it on if they need to stop on the roadside and to use a reflective triangle warning sign for a vehicle stopped on the side of the road. Those renting vehicles are encouraged to check with the rental company about traffic regulations and safety equipment. U.S. Citizens using U.S. issued drivers licenses must obtain International Driving Permits if they plan to drive in Spain. Pedestrians should use designated crossing areas when crossing streets and obey traffic lights.

Public transportation in large cities is generally excellent. All major cities have metered taxis, and extra charges must be posted in the vehicle. Travelers are advised to use only clearly identified cabs and to ensure that taxi drivers always switch on the meter. A green light on the roof indicates that the taxi is available. Rail service is comfortable and reliable, but varies in quality and speed. Intercity buses are usually comfortable and inexpensive.

Please refer to our Road Safety page for more information. For specific information concerning Spanish driving permits, vehicle inspection, road tax and mandatory insurance, please contact the Spanish National Tourist Organization offices in New York via the Internet at www.okspain.org. For information about driving in Andorra refer to the Andorran website at <http://www.andorra.ad>.

AVIATION SAFETY OVERSIGHT: The U.S. Federal Aviation Administration (FAA) has assessed the Government of Spain's Civil Aviation Authority as being in compliance with International Civil Aviation Organization (ICAO) aviation safety standards for oversight of Spain's air carrier operations.

As there is no direct commercial air service between the United States and Andorra, the U.S. Federal Aviation Administration (FAA) has not assessed Andorra's Civil Aviation Authority for compliance with ICAO aviation safety standards.

For more information, travelers may visit the FAA's Internet web site at www.faa.gov/safety/programs_initiatives/oversight/iasa.

SPECIAL CIRCUMSTANCES: It is advisable to contact the Embassy of Spain in Washington, D.C., or one of Spain's consulates in the United States for specific information regarding customs requirements. Spain's customs authorities encourage the use of an ATA (Admission Temporaire/Temporary Admission) Carnet for the temporary admission of professional equipment, commercial samples, and/or goods for exhibitions and fair purposes. ATA Carnet Headquarters, located at the U.S. Council for International Business, 1212 Avenue of the Americas, New York, NY 10036, issues and guarantees the ATA Carnet in the United States. For additional information, please call (212) 354-4480, or send an e-mail to atacarnet@uscib.org, or visit <http://www.uscib.org> for details. Please see our information on Customs Regulations.

CRIMINAL PENALTIES: While in a foreign country, a U.S. citizen is subject to that country's laws and regulations, which sometimes differ significantly from those in the United States and may not afford the protections available to the individual under U.S. law. Penalties for breaking the law can be more severe than in the United States for similar offences. Persons violating Spain or Andorra's laws, even unknowingly, may be expelled, arrested or imprisoned. Penalties for possession, use, or trafficking in illegal drugs in Spain and Andorra are severe, and convicted offenders can expect long jail sentences and heavy fines. The cities of Madrid and Barcelona and The Balearics Regional Government have banned the consumption of alcohol in the street, other than in registered street cafes and bars. Visitors to Madrid, Barcelona, Mallorca, Ibiza, and Menorca should be aware that failure to respect this law might result in the imposition of fines. Engaging in sexual conduct with

children or using or disseminating child pornography in a foreign country is a crime, prosecutable in the United States. Please see our information on Criminal Penalties.

CHILDREN'S ISSUES: For information on international adoption of children and international parental child abduction, see our web pages on inter-country adoption and international parental child abduction.

REGISTRATION / EMBASSY LOCATION: Americans living or traveling in Spain or Andorra are encouraged to register with the nearest U.S. Embassy or Consulate through the State Department's travel registration website to obtain updated information on travel and security within Spain or Andorra. Americans without Internet access may register directly with the nearest U.S. Embassy or Consulate. By registering, American citizens make it easier for the Embassy or Consulate to contact them in case of emergency. The U.S. Embassy is located at Serrano 75; telephone (34)(91) 587-2200, and fax (34)(91) 587-2303. U.S. citizens who register in the Consular Section at the U.S. Embassy, Consulate General, or one of the Consular Agencies listed below can obtain updated information on travel and security within Spain or Andorra. Additional information is available through the U.S. Embassy's Internet homepage at <http://madrid.usembassy.gov>.

The U.S. Consulate in Barcelona is located at Paseo Reina Elisenda 23-25; telephone (34)(93) 280-2227 and fax (34)(93) 205-5206. Visitors to Barcelona can access additional information from the Consulate General's web page at <http://madrid.usembassy.gov/barcelonaen.html>.

There are six consular agencies in Spain, which provide limited services to American citizens, but are not authorized to issue passports. Anyone requesting service at one of the consular agencies should call ahead to verify that the service requested will be available on the day you expect to visit the agency.

- Fuengirola (in Malaga Province), at Avenida Juan Gomez Juanito #8, Edificio Lucia 1C, Fuengirola 29640 Spain, telephone (34)(952) 474-891 and fax (34)(952) 465-189, hours 10:00 a.m. to 2:00 p.m.
- La Coruna, at Canton Grande 6, La Coruna 15003 Spain. Telephone (34)(981) 213-233 and fax (34)(981) 22 28 08. Hours 10:00 a.m. to 1:00 p.m.;
- Las Palmas, at Edificio Arca, Calle Los Martinez de Escobar 3, Oficina 7, Las Palmas, Gran Canaria 35007 Spain. Telephone (34)(928) 222-552 and fax (34)(928) 225-863. Hours 10:00 a.m. to 1:00 p.m.;
- Palma de Mallorca, Edificio Reina Constanza, Porto Pi, 8, 9-D, 07015 Palma de Mallorca 07015 Spain. Telephone (34)(971) 40-3707 or 40-3905 and fax (34)(971) 40-3971. Hours 10:30 a.m. to 1:30 p.m.;
- Seville, at Plaza Nueva 8-8 duplicado, 2nd Floor, Office E-2 No.4, Sevilla, 41101 Spain. NOTE: THIS IS A NEW LOCATION AS OF MARCH 1, 2006. Telephone: (34)(65) 422-8751 and fax (34)(91) 422-0791. Hours: 10:00 a.m. to 1:00 p.m.
- Valencia, at Doctor Romagosa #1, 2-J, 46002, Valencia 46002 Spain. Telephone (34)(96)-351-6973 and fax (34)(96) 352-9565. Hours 10:00 a.m. to 2:00 p.m.

For Andorra, please contact the U.S. Consulate in Barcelona.

* * *

This replaces the Consular Information Sheet dated April 16, 2007, to update sections on Safety and Security and Traffic Safety and Road Conditions.

TO: Board of Trustees

FROM: Dr. Raghu P. Mathur, Chancellor

RE: SOCCCD: Study Abroad Program to Brazil

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. Study abroad programs are authorized under Education Code 72640.

STATUS

The Liberal Arts and Learning Resources Division at Saddleback College proposes to offer the study abroad program: Studies in Brazil during the fall 2007 semester from December 27, 2007 to January 7, 2008. The program will be organized and arranged by the American Institute for Foreign Study (AIFS) for a fee of \$3,745 per student or \$312 per day. Following the July 23, 2007 Board of Trustees meeting, Saddleback College solicited additional bids for this program. The proposed program is the best of the three in terms of educational and student services. The details of the program are summarized in the Study Abroad Program Information Summary in Exhibit A. The required Educational Tour/Field Study Contractor Agreement is provided in Exhibit B, which includes evidence of liability insurance of not less than \$5,000,000. The proposal from AIFS is included in Exhibit C. Financial Aid opportunities will be provided through the Office of Financial Aid for those students who qualify. There is no impact to the General Fund.

The current travel warnings list, Exhibit D, which is issued by the U.S. Department of State, does not include Brazil.

RECOMMENDATION

The Chancellor recommends that the Board of Trustees approve the Saddleback College study abroad program: Studies in Brazil in the fall of 2007 as summarized in Exhibit A, and direct the administration to execute the Educational Tour/Field Study Travel Contractor Agreement (Exhibit B) with the American Institute for Foreign Study for coordinating all travel arrangements.

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

STUDY ABROAD PROGRAM INFORMATION SUMMARY

1. PROGRAM									
Location/Destination:		Rio & Paraty, Brazil			First Trip:		Yes:	X	No:
Dates:		From:	12/27/07	To:	01/07/08	Total No. of Days:		12	
Partner Name (Academic Institution):				N/A					
Address:		N/A							
Contact Person:		N/A			Telephone No.:		N/A		
Description of Institution:		N/A							
Includes:	Accredited Instruction		Yes:	X	No:				
	Transfer College Units		Yes:	X	No:				
	Orientation		Yes:	X	No:				
	Books/Supplies		Yes:	x	No:				
	Tutors		Yes:	X	No:				
	Weekend Study Activities		Yes:	X	No:				
	Food		Yes:	X	No:				
	Transportation		Yes:	X	No:				
	Lodging		Yes:	X	No:				
Other:									
Does Not Include: (Examples: Local Transportation at home; Personal Items, etc.)		Fees exclude a \$125 refundable damage deposit, passport or visa fees, meals other than those indicated on the itinerary, personal expenses, SOCCCD tuition or administrative fees, textbooks, additional fieldtrips or excursions required by the SOCCCD faculty, U.S. government and airline-imposed departure taxes, fees and fuel charges (estimated at \$202), and anything not specified.							
Other:		Single supplement is \$675. Optional extra protection insurance coverage, including increased medial insurance (\$65) and/or personal effects insurance (\$90) as outline in the AIFS program brochure.							
2. FACULTY									
Lead Faculty Name:		Carmenmara Hernandez-Bravo (3 OSH)							
Coordinates Trip:		Yes:	X	No:					
If No, Explain:									
Travels to Site:		Yes	X	No:					
Dates:		From:	12/27/07		To:	12/28/07			
Teaching Assignment at Program Site:		Yes	X	No:					
Dates:		From:	12/28/07		To:	1/06/08			
Requires Substitute at IVC and/or SC?		Yes		No:	X				
Unpaid Faculty Exchange:		Yes		No:	X				
If Yes, Faculty Name(s) Required:									
Assignments to be Covered:									
Course No.:	Course Title:			Date(s)			Time(s)		
Other:									

3. COURSE(S) OFFERED AT PROGRAM SITE							
Course No.:	Course Title:						No. of Units
FRLG 189	SPTPS: African Influence on Brazil						3
4. STUDENTS							
Minimum number of students required to make program:						15	
Minimum number of units:						3	
Maximum number of units:						3	
If this is a repeat program site, what is the average number of units taken per student?							
Other							
5. COSTS							
Student:							
Contracted cost per student:						\$	3,745.00
Average cost per day:						\$	312.08
<i>(It costs approximately \$13,000 per year for a student to reside in South Orange County and attend SOCCCD.)</i>							
College:							
Additional costs to the District?		Yes:		No:	X		
If Yes Explain:							
Cost of substitute pay if instruction is also receiving salary for courses at IVC and/or SC during the same period of time.						\$	N/A
Other Costs						\$	0
6. OTHER ACTIVITIES NOT PART OF THE COURSE(S) (ATTACHMENTS)							
7. TYPICAL WEEKLY SCHEDULE OF INSTRUCTIONAL/ACTIVITIES							
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
8 a.m.	Educational	Educational	Educational	Educational	Educational	Educational	Educational
9 a.m.	Excursions,	Excursions,	Excursions,	Excursions,	Excursions,	Excursions,	Excursions,
10a.m.	Field Trips	Field Trips	Field Trips	Field Trips	Field Trips	Field Trips	Field Trips
11a.m.	& Tours	& Tours	& Tours	& Tours	& Tours	& Tours	& Tours
12 Noon							
1 p.m.							
2 p.m.							
3 p.m.							
4 p.m.							
5 p.m.							
6 p.m.							
7 p.m.							
8 p.m.							
9 p.m.							
10 p.m.							
Exceptions to weekly schedule:							
8. ATTACHMENTS							
1. AIFS Proposal							
2. Travel Warnings							
3. Consular Information Sheet							

9. REQUIRED SIGNATURES

CMBravo
Lead Faculty Member

9/12/07
Date

CMBravo
Department Chair

9/12/07
Date

[Signature]
Division/School Dean

9/12/07
Date

[Signature]
Vice President, Instruction

9/12/07
Date

[Signature]
College President

9/12/07
Date

Travel Contractor Agreement

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

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

African Influence on Brazil, Fall, 2007

This Agreement is made this 24th day of September, 2007 between the South Orange County Community College District, located at 28000 Marguerite Parkway, Mission Viejo, California ("DISTRICT") and American Institute for Foreign Study (AIFS) ("TRAVEL CONTRACTOR") located at River Plaza, 9 West Broad Street, Stamford, Connecticut 06902-3788 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 TRIP 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 TRIP 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 TRIP 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

Travel Contractor Agreement

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 TRIP DETAILS." Cost figures so disclosed will not be changed, except that costs quoted may be based on tariffs and foreign exchange rates in effect at the time of the quote and may be subject to change without amendment to this Agreement if the possibility of such changes has been disclosed in advance and in writing by TRAVEL CONTRACTOR to the DISTRICT and each participant in the Educational Tour/Field Study Trip. In the event an Educational Tour/Field Study Trip is for any reason cancelled prior to the time of its scheduled departure, TRAVEL CONTRACTOR shall refund in full within (10) ten days, any payments received from Educational Tour/Field Study Trip participants provided, however, that if any Educational Tour/Field Study Trip participants cancel after the date specified for final payment for participation in a particular Educational

Travel Contractor Agreement

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

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

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

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

Travel Contractor Agreement

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 TRIP 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

Travel Contractor Agreement

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 TRIP DETAILS. If the Educational Tour/Field Study Trip is to travel to locations beyond the continent of the United States, such policy shall be endorsed to provide coverage for planes brought into the United States, for occurrences elsewhere.

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

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

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

Travel Contractor Agreement

days upon the express mutual written agreement of DISTRICT and TRAVEL CONTRACTOR specifically set forth SPECIFIC TRIP DETAILS) if the minimum number of participants specified in SPECIFIC TRIP 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 TRIP 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

Travel Contractor Agreement

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

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

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

TRAVEL CONTRACTOR

Name: American Institute for
Foreign Study (AIFS)

Date: _____

By: _____
Paul H. Watson

Title:
Senior Vice President

Address:
River Plaza, 9 West Broad Street
Stamford, Connecticut 06902-3788

Phone: (800) 727-2437

DISTRICT

South Orange County Community
College District

Date: _____

By: _____
Gary L. Poertner

Title:
Deputy Chancellor

Address:
28000 Marguerite Parkway
Mission Viejo, California 92692

Phone: (949) 582-4347



AIFS LONDON PROGRAMME HEADQUARTERS
PROPOSAL FOR SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
(Saddleback College)
2 – WEEK RIO AND PARATY, BRAZIL PARTNERSHIP PROGRAMME
2007-2008

Depart U.S.:	Thursday 27 December 2007
Arrive Rio, Brazil:	Friday 28 December 2007
Depart Rio, Brazil:	Monday 7 January 2007

PROGRAMME COMPONENTS INCLUDED IN THE STUDENT FEE:

- A transportation package consisting of international airfare (Los Angeles-Rio, Brazil/Rio,Brazil-Los Angeles) and round-trip transfers overseas between the airport and the hotels in Brazil excluding mandatory U.S. government and airline-imposed departure taxes, fees and fuel surcharges (estimated at \$202) for which for which students will be billed separately. (Please see Airfare Conditions.)

RIO SECTION

- Accommodation in twin rooms in a tourist-class hotel on a bed and breakfast basis.
- Welcome dinner in local restaurant.
- 28th Dec - General sightseeing tour with professional English speaking-guide and entrances.
- 29th Dec - Morning Favela tour by private transportation with professional English speaking-guide.
- 29th Dec - Afternoon visit to a Samba school at the Cidade do Samba (purpose built Samba City with 13 samba schools where dancers prepare for February carnival). Visit will be by private bus with English speaking guide.
- 30th Dec - Morning Colonial Rio tour with professional English speaking-guide and entrances to monuments.
- 31st Dec - Morning visit to Corcovado (Christ The Redeemer) by private bus with professional English speaking-guide and entrance to Corcovado.
- 1st Jan - Afternoon visit by cable car to Sugar Loaf mountain followed by a visit to the Maracana soccer stadium with professional English speaking-guide and entrances to Sugar Loaf Mountain and the Maracana soccer stadium. Evening dinner at Churrascaria Palace. Transportation to all locations will be by private bus.

- 2nd Jan - Morning boat tour of Guanabara Bay with professional Professional English speaking-guide and entrances. Transportation will be by private bus and by boat.

PARATY SECTION

- 3rd Jan - transfer by private bus from Rio to Paraty (World Heritage City listed by UNESCO) along the Green Coast.
- Accommodation in twin rooms in a pousada on a bed and breakfast basis.
- 3rd Jan - Afternoon walking tour along the historical city with Professional English speaking-guide.
- 4th Jan - Day-trip to the Paraty Bay by private boat. Lunch will be included on the boat. You will be accompanied by a professional English speaking-guide.
- Evening presentation of Capoeira (semi-balletic/martial arts dance) given by pupils learning to dance Capoeira. You will be accompanied by a professional English speaking-guide.
- 5th Jan - Excursion to Praia do Sono. Morning departure by local mini-bus to the village of Laranjeiras (approx 45 minutes). Then commence a 90-minute hike through the Atlantic Rain Forest ending at the tiny hamlet of Sono. Lunch by the Praia do Sono beach. Return to Larenjeiras in the afternoon by foot and back to Paraty by local bus.

RIO SECTION

- 6th Jan - Free morning. Afternoon transfer to Rio (approx 4 hours) by private bus.
- Final night in hotel in Rio in twin-bedded rooms in a tourist-class hotel on a bed and breakfast basis.

ALL SITES

- \$50 non-refundable application fee
- Student medical and programme fee refund insurance policies, as outlined in the AIFS insurance brochure. Coverage includes \$10,000 accidental medical expense and \$10,000 accidental death payment plus 24-hour emergency care assistance during the programme and repatriation in cases of verified emergency beyond the students' control.
- \$51,000,000 liability coverage with SOCCCD named as co-insured for the duration of the programme

- Accounting / billing services in the U.S.
- Pre-departure information services and a toll-free contact number in the U.S.
- Promotional materials
- Advance planning services of the AIFS London programme headquarters.

FACULTY BENEFITS INCLUDED IN THE STUDENT FEE:

Faculty support services (target enrolment 15-19 students with 1 faculty member) as listed below:

- Roundtrip flights between Los Angeles-Rio, Brazil/Rio, Brazil-Los Angeles. Alternatively, faculty may wish to make their own flight arrangements. In this situation AIFS will reimburse SOCCCD faculty the student airfare fee once the group has departed the U.S.
- AIFS can arrange air travel for faculty companions if they are traveling on the same flight as the faculty member (either outbound or inbound). Since airfares change frequently, the cost cannot be determined until the ticket has been booked. Faculty will be billed for any companion tickets and they must be paid for in advance of planned travel. If, for any reason, a faculty member no longer requires an issued ticket, cancellation notification must reach AIFS by Wednesday 7 November 2007, and s/he will need to pay a \$100 cancellation fee. After this date, the ticket is non-refundable and faculty will be responsible for the entire cost. Faculty may charge tickets to a major credit card.
- AIFS will provide the SOCCCD faculty member with accommodation in single rooms in hotels in Rio and Paraty.
- 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 enrolment of 15 to 19 paying students, or pro rata for a lower enrolment.

FEES

Based on an enrolment of 15-19 paying student participants with 1 faculty member, for the services specified above, the fee per person is \$3745.

Should SOCCCD wish to run this programme with an enrolment below 15 paying student participants it would be necessary to either add a supplement to the fee above or to remove some components from the programme. AIFS would discuss these options with SOCCCD.

This fee excludes a \$125 refundable damage deposit, passport or visa fees if applicable, meals other than those indicated on the itinerary, personal expenses, any SOCCCD tuition or administrative fees, textbooks, 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. AIFS will charge a \$35 returned cheque fee on each cheque returned by the bank for insufficient funds.

OPTIONAL COMPONENTS

- Single Supplement is \$675.
- Optional Extra Protection Insurance Coverage, including increased medical insurance (\$65) and/or personal effects insurance (\$90) as outlined in the AIFS insurance brochure.

PROGRAMME APPLICATION PROCEDURE AND BILLING

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

Penalties apply to changed flight bookings after Friday 14 September. Therefore AIFS would require SOCCCD to collect the flight sign-up sheet and deposit of \$100 per student and forward them to AIFS by Friday 14 September 2007. The application forms and deposits of \$450 per student should be forwarded to AIFS by Friday 12 October 2007. AIFS would then bill the individual student for the balance of fees owing. Full payment and confirmation of final numbers must be received by Wednesday 7 November 2007. Please note that these are not postmark dates, but the dates by which funds must arrive in the AIFS Connecticut office.

AIFS reserves the right to withdraw students who are not paid in full by the final payment deadline. AIFS can accept applications after Friday 12 October 2007, but cannot guarantee programme costs after this date.

Students applying after the application deadline date of Friday 12 October 2007 can only be accepted on a space-available basis.

AIRFARE CONDITIONS

AIFS will reserve spaces according to information on the flight sign-up sheet. Once airline tickets have been issued to students they can only be changed directly with the issuing agent by the student once overseas – agent and airline-imposed penalties apply.

AIFS cannot arrange airline tickets for students applying after Friday 14 September 2007.

AIFS is financially committed to any confirmed airline seats from Friday 14 September 2007 and therefore an airfare review will take place prior to this date. AIFS requires that SOCCCD provide a final number of students planning to purchase the AIFS Transportation Package by Friday 14 September 2007. However, should SOCCCD decide to offer the programme but arrange their own student airfare then AIFS must be notified before Friday 14 September 2007 and will be able to provide a land only fee.

REFUND POLICY

Should an individual participant withdraw on or before Wednesday 7 November 2007 s/he will receive a refund of all fees paid less \$250 plus any non-refundable deposits

paid by the student or by AIFS on behalf of the student. Should s/he withdraw after Wednesday 7 November 2007, but on or before Friday 14 December 2007, a refund of all fees paid would be made less \$450 plus any non-refundable deposits paid by the student or by AIFS on behalf of the student. No refunds would be possible after Friday 14 December 2007.

Students who must withdraw from the programme because of a covered injury or illness will receive a refund of all fees paid less the \$50 non-refundable application fee, a \$100 processing fee and a \$125 insurance premium.

Please note that students who are academically withdrawn by their home institutions after their applications have been processed by AIFS are subject to the standard refund policy.

It is understood that the SOCCCD will not cancel the programme if the necessary minimum number of participants have been enrolled by Friday 12 October 2007.

In the event of the U.S. State Department issuing a travel warning which advises U.S. citizens not to travel to Brazil, or if they are already in Brazil, 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 \$50 non-refundable application fee, the \$100 processing fee, the \$125 insurance premium and any costs incurred flying the student home

ACCEPTANCE OF PROPOSAL

AIFS require written acceptance of this proposal as soon as possible in order to prepare programme 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 fulfil your programme requirements. This will enable us to prepare your programme materials accurately. A confirmation in writing is required by Monday 25 June 2007. This confirmation should be faxed to Sharon Secki, Director of Admissions, AIFS, Partnership Programs in Stamford, CT on 203 399 5597.

PROPOSAL ACCEPTED BY

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

DATE _____

U.S. Department of State

Tuesday, September 11, 2007

Current Travel Warnings

Travel Warnings are issued when the State Department recommends that Americans avoid a certain country. The countries listed below are currently on that list. In addition to this list, the State Department issues Consular Information Sheets for every country of the world with information on such matters as the health conditions, crime, unusual currency or entry requirements, any areas of instability, and the location of the nearest U.S. embassy or consulate in the subject country.

[Sudan](#) 09/06/2007
[Haiti](#) 08/31/2007
[Burundi](#) 08/09/2007
[Central African Republic](#) 08/09/2007
[Iraq](#) 07/23/2007
[Israel, the West Bank and Gaza](#) 07/13/2007
[Lebanon](#) 06/14/2007
[Saudi Arabia](#) 06/14/2007
[Chad](#) 06/11/2007
[Colombia](#) 06/04/2007
[Côte d'Ivoire](#) 06/01/2007
[Iran](#) 05/31/2007
[Timor-Leste](#) 05/11/2007
[Nepal](#) 05/07/2007
[Eritrea](#) 05/02/2007
[Yemen](#) 04/30/2007
[Philippines](#) 04/27/2007
[Uzbekistan](#) 04/25/2007
[Congo, Democratic Republic of the](#) 04/24/2007
[Sri Lanka](#) 04/05/2007
[Afghanistan](#) 04/04/2007
[Algeria](#) 03/22/2007
[Kenya](#) 02/06/2007
[Nigeria](#) 01/19/2007
[Indonesia](#) 01/09/2007
[Pakistan](#) 12/05/2006
[Syria](#) 11/13/2006
[Somalia](#) 06/05/2006

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U.S. Department of State
Bureau of Consular Affairs
Washington, DC 20520

Consular Information Sheet

Brazil

October 20, 2006

COUNTRY DESCRIPTION: Brazil, a nation the size of the lower 48 United States, has an advanced developing economy. Facilities for tourism are excellent in the major cities, but vary in quality in remote areas. The capital is Brasilia. Read the [Department of State Background Notes on Brazil](#) for additional information.

ENTRY/EXIT REQUIREMENTS: A passport and visa are required for U.S. citizens traveling to Brazil for any purpose. Brazilian visas must be obtained in advance from the Brazilian Embassy or consulate nearest to the traveler's place of residence. There are no "airport visas" and immigration authorities will refuse entry to Brazil to anyone not possessing a valid visa. All Brazilian visas, regardless of the length of validity, must initially be used within 90 days of the issuance date or will no longer be valid. Immigration authorities will not allow entry into Brazil without a valid visa. The U.S. Government cannot assist travelers who arrive in Brazil without proper documentation.

In response to the introduction of the US-VISIT program, on January 1, 2004 the Government of Brazil began fingerprinting/photographing all U.S. citizens arriving in Brazil. In the first six weeks of 2004, two U.S. citizens were fined (an average \$15,000 each) for making obscene gestures while being photographed at a Brazilian port of entry. Travelers are reminded that they are subject to local law, and that showing contempt to a government official is a serious offense in Brazil. (Fines for such offenses are based on the offender's claimed income).

Additionally, travelers who have recently visited certain countries, including most other Latin American countries (check Brazilian Embassy website linked below) may be required

to present an inoculation card indicating they had a yellow fever inoculation or they may not be allowed to board the plane or enter the country. Minors (under 18) traveling alone, with one parent or with a third party, must present written authorization by the absent parent(s) or legal guardian specifically granting permission to travel alone, with one parent, or with a third party. The authorization (in Portuguese) must be notarized and then authenticated by the Brazilian Embassy or Consulate.

For current entry and customs requirements for Brazil, travelers may contact the Brazilian Embassy at 3009 Whitehaven St. N.W., Washington, D.C., 20008; telephone 1-202-238-2828, e-mail consular@brasilemb.org; Internet: <http://www.brasilemb.org>. Travelers may also contact the Brazilian consulates in Boston, Houston, Miami, New York, Chicago, Los Angeles, or San Francisco. Addresses, phone numbers, web and e-mail addresses, and jurisdictions of these consulates may be found at the Brazilian Embassy web site linked above.

See [Entry and Exit Requirements](#) for more information pertaining to [dual nationality](#) and the prevention of [international child abduction](#). Please refer to our [Customs Information](#) to learn more about customs regulations.

DUAL NATIONALITY: U.S. citizens also possessing Brazilian nationality cannot be issued Brazilian visas and must obtain a Brazilian passport (from the Brazilian Embassy or Consulate nearest to their place of residence) to enter and depart Brazil. In addition to being subject to all Brazilian laws affecting U.S. citizens, dual nationals may also be subject to other laws that impose special obligations on Brazilian citizens. Note that children adopted from Brazil are still considered Brazilian citizens and must be documented as such should they return to Brazil. For additional information, please contact the nearest Brazilian embassy or consulate; also, see our [Dual Nationality Flyer](#).

SAFETY AND SECURITY: Political and labor strikes and demonstrations occur sporadically in urban areas and may cause temporary disruption to public transportation. Naturally, protests anywhere in the world have the potential to become violent. In addition, criminal organizations, during 2006, staged several violent campaigns against public institutions in the Sao Paulo State leading to a large number of deaths. While it is unlikely that U.S. citizens would be targeted during such events, U.S. citizens traveling or residing in Brazil are advised to take common-sense precautions and avoid any large gatherings or any other event where crowds have congregated to demonstrate or protest. Individuals with ties to criminal entities operate along the tri-border area of Argentina, Brazil, and Paraguay. These organizations are involved in the trafficking of illicit goods; some individuals in the area are financially supporting designated foreign terrorist organizations. U.S. citizens crossing into Paraguay or Argentina may wish to consult the [Consular Information Sheets](#) for those countries.

Colombian terrorist groups have been known to operate in the border areas of neighboring countries. Although there have been reports of isolated small-scale armed incursions from Colombia into Brazil in the past, we know of no specific threat directed against U.S. citizens

across the border in Brazil at this time. Colombian groups have perpetrated kidnappings of residents and tourists in border areas of Colombia's neighbors. Therefore, U.S. citizens traveling or residing in areas of Brazil near the Colombian border are urged to exercise caution. U.S. citizens are urged to take care when visiting remote parts of the Amazon basin and respect local laws and customs. U.S. visitors should ensure that their outfitter/guide is experienced in the Amazon.

For the latest security information, Americans traveling abroad should regularly monitor the Department's [Internet web site](#) where the current [Worldwide Caution Public Announcement](#), [Travel Warnings](#) and [Public Announcements](#) can be found.

Up-to-date information on safety and security can also be obtained by calling 1-888-407-4747 toll free in the U.S., or for callers outside the U.S. and Canada, a regular toll-line at 1-202-501-4444. These numbers are available from 8:00 a.m. to 8:00 p.m. Eastern Time, Monday through Friday (except U.S. federal holidays).

The Department of State urges American citizens to take responsibility for their own personal security while traveling overseas. For general information about appropriate measures travelers can take to protect themselves in an overseas environment, see the Department of State's pamphlet [A Safe Trip Abroad](#).

CRIME: Crime throughout Brazil has reached very high levels. The Brazilian police and the Brazilian press report that the rate of crime continues to rise, especially in the major urban centers – though it is also spreading in rural areas. Brazil's murder rate is several times higher than that of the U.S. Rates for other crimes are similarly high. The majority of crimes are not solved. There were several reported rapes against American citizens in 2006.

Street crime remains a problem for visitors and local residents alike, especially in the evenings and late at night. Foreign tourists are often targets of crime and Americans are not exempt. This targeting occurs in all tourist areas but is especially problematic in Rio de Janeiro and Salvador.

Caution is advised with regard to nighttime travel through more rural areas and satellite cities due to reported incidents of roadside robberies that randomly target passing vehicles. Robbery and "quicknapping" outside of banks and ATM machines are common. In a "quicknapping," criminals abduct victims for a short time in order to receive a quick payoff from the family, business or the victim's ATM card. Some victims have been beaten and/or raped.

The incidence of crime against tourists is greater in areas surrounding beaches, hotels, discotheques, bars, nightclubs, and other similar establishments that cater to visitors. This type of crime is especially prevalent during Carnival (Brazilian Mardi Gras), but takes place throughout the year. While the risk is greater at dusk and during the evening hours, street crime can occur both day and night, and even safer areas of cities are not immune. Incidents of theft on city buses are frequent and visitors should avoid such transportation. Several

Brazilian cities have established specialized tourist police units to patrol areas frequented by tourists. In Rio de Janeiro, crime continues to plague the major tourist areas (see separate section on Rio de Janeiro).

At airports, hotel lobbies, bus stations and other public places, incidents of pick pocketing, theft of hand carried luggage, and laptop computers are common. Travelers should "dress down" when outside and avoid carrying valuables or wearing jewelry or expensive watches. "Good Samaritan" scams are common. If a tourist looks lost or seems to be having trouble communicating, a seemingly innocent bystander offering help may victimize them. Care should be taken at and around banks and internationally connected automatic teller machines that take U.S. credit or debit cards. Very poor neighborhoods known as "favelas," such as those located on steep hillsides in Rio de Janeiro, are found throughout Brazil. These areas are sites of uncontrolled criminal activity and are often not patrolled by police. U.S. citizens are advised to avoid these unsafe areas. Carjacking is on the increase in Sao Paulo, Recife and other cities.

Travelers using personal ATMs or credit cards sometimes receive billing statements with non-authorized charges after returning from a visit to Brazil. The Embassy and Consulates have received numerous reports from both official Americans and tourists who have had their cards cloned or duplicated without their knowledge. Those using such payment methods should carefully monitor their banking online for the duration of their visit.

While the ability of Brazilian police to help recover stolen property is limited, it is nevertheless strongly advised to obtain a "boletim de ocorrencia" (police report) at a "delegacia" (police station) whenever any possessions are lost or stolen. This will facilitate the traveler's exit from Brazil and insurance claims.

In many countries around the world, counterfeit and pirated goods are widely available. Transactions involving such products may be illegal under local law. In addition, bringing them back to the United States may result in forfeitures and/or fines. More information on this serious problem is available at <http://www.cybercrime.gov/18usc2320.htm>.

BRASILIA: Once spared the crime rates of other Brazilian cities, Brasilia now has significant crime problems. Armed robberies (which are sometimes violent) and street crime are becoming commonplace. Following the citywide trend of previous years, reports of residential burglaries continue to occur in the generally affluent residential sections of the city. Public transportation, hotel sectors and tourist areas are still the locations with the highest crime rates, though statistics show that incidents can happen anywhere and at anytime. A significant number of criminals now use lethal weapons in the course of carrying out their criminal activities and the level of gratuitous violence is on the increase. The majority of kidnappings in Brasilia continue to be the "quicknappings."

RIO DE JANEIRO: The city continues to experience a high incidence of crime. Tourists are particularly vulnerable to street thefts and robberies on and in areas adjacent to major tourist attractions and the main beaches in the city. Walking on the beaches is very

dangerous at night. During the day, travelers are advised not to take possessions of value to the beach. Incidents affecting tourists in 2006 included the robbery of cars and a tourist bus going into the city from the airport and the murder of a Portuguese tourist at 8:30 a.m. on Copacabana beach. Drug gangs are often responsible for destruction of property and other violence, such as the burning of public buses at the end of 2005 caused the deaths of some passengers. While these occurrences have not resulted in any injuries to U.S. citizens, visitors and residents alike should be aware that such incidents could result in closed shops and disrupted municipal services. In Rio de Janeiro City, motorists are allowed to treat stoplights as stop signs between the hours of 10 p.m. and 6 a.m. to protect against holdups at intersections. While most police officials are honest, in 2006, there were several cases of corrupt police officials extorting money from American tourists. All incidents should be reported to the tourist police, who can be reached at 3399-7170/71/72/73.

SAO PAULO: While similar incidents may occur elsewhere, all areas of Sao Paulo have a high rate of armed robbery of pedestrians at stoplights. There is a particularly high incidence of robberies and pick pocketing in the Praca da Se section of Sao Paulo and in the eastern part of the city. As is true of "red light districts" in other cities, the areas of Sao Paulo on Rua Augusta north of Avenida Paulista and the Estacao de Luz metro area are especially dangerous. There are regular reports of young women slipping knockout drops in men's drinks and robbing them of all their belongings while they are unconscious. Armed holdups of pedestrians and motorists by young men on motorcycles ("motoboy") are an increasingly common occurrence in some parts of Sao Paulo. Victims who resist risk being shot. The number one item of choice by robbers in Sao Paulo, especially with regards to business travelers, is laptop computers. Recent efforts of incarcerated drug lords to exert their power outside of their jail cells have resulted in sporadic disruptions in the city, violence directed at the authorities, bus burnings and vandalism at ATM machines. These occurrences have not resulted in any injuries to U.S. citizens. Visitors and residents should respect police roadblocks and be aware that some municipal services may be disrupted.

INFORMATION FOR VICTIMS OF CRIME: The loss or theft abroad of a U.S. passport should be reported immediately to the local police and the nearest U.S. Embassy or Consulate. If you are the victim of a crime while overseas, in addition to reporting to local police, please contact the nearest U.S. Embassy or Consulate for assistance. The Embassy/Consulate staff can, for example, assist you to find appropriate medical care, contact family members or friends, and explain how funds could be transferred. Although the investigation and prosecution of the crime is solely the responsibility of local authorities, consular officers can help you to understand the local criminal justice process and to find an attorney if needed.

See our information on [Victims of Crime](#).

MEDICAL FACILITIES AND HEALTH INFORMATION: Medical care is generally good, but it varies in quality, particularly in remote areas, and it may not meet U.S. standards outside the major cities. Expatriates in Brazil regularly use the Albert Einstein Hospital in Sao Paulo. The hospital phone is (55-11) 3747-1301.

Plastic and other elective/cosmetic surgery is a major medical industry in Brazil. While Brazil has many plastic surgery facilities that are on par with those found in the United States, two U.S. citizens died and one was left in vegetative state from complications following plastic surgery in 2005. U.S. citizens should make sure when arranging such surgery that emergency medical facilities are available, as some "boutique" plastic surgery operations offer luxurious facilities, but are not hospitals and are therefore unable to deal with unforeseen emergencies. Several U.S. citizens have also died while visiting non-traditional healers outside of urban areas. While this is not surprising given that this type of treatment often attracts the terminally ill, U.S. citizens are advised to ensure they have access to proper medical care when visiting the site. In the unfortunate event of a death, relatives or friends of any deceased U.S. citizen are advised to immediately contact the U.S. Embassy in Brasilia and not to contract with local mortuary services before seeking embassy assistance.

Information on vaccinations and other health precautions, such as safe food and water precautions and insect bite protection, may be obtained from the Centers for Disease Control and Prevention's hotline for international travelers at 1-877-FYI-TRIP (1-877-394-8747) or via the CDC's Internet site at <http://www.cdc.gov/travel>. For information about outbreaks of infectious diseases abroad consult the World Health Organization's (WHO) website at <http://www.who.int/en>. Further health information for travelers is available at <http://www.who.int/ith>.

MEDICAL INSURANCE: The Department of State strongly urges Americans to consult with their medical insurance company prior to traveling abroad to confirm whether their policy applies overseas and whether it will cover emergency expenses such as a medical evacuation. Please see our information on [medical insurance overseas](#).

TRAFFIC SAFETY AND ROAD CONDITIONS: While in a foreign country, U.S. citizens may encounter road conditions that differ significantly from those in the United States. The information below concerning Brazil is provided for general reference only, and may not be totally accurate in a particular location or circumstance.

Travelers may consider obtaining an Inter-American Driving Permit, to carry along with their valid U.S. license if they plan to drive while in Brazil. Such permits can be obtained through AAA or other sources.

Road conditions in Brazil vary widely throughout the country. State roads (especially in the south) are often excellent, while federal, interstate roads (designated by 'BR') are often very poor due to lack of maintenance. There are occasional stretches of modern divided highway (especially in Sao Paulo State) that rival European or U.S. roads. In municipal areas, however, signs, shoulders, exits, and merge lanes tend to be haphazard. There are many potholes and surfaces are frequently uneven and bumpy. Some stretches of federal roads and rural state roads are so potholed that high-clearance vehicles are needed to traverse them. Many cities and towns have erected speed bumps, which are sometimes severe and may be unpainted and unmarked. Pedestrians, bicyclists, and horse-drawn vehicles all pose hazards and can be encountered even on major routes. Travel after dark outside city centers is not

recommended because of animals and disabled vehicles. Dirt roads are the rule in remote areas. These vary widely in quality and may quickly become more dangerous, even impassable, in rainy weather. Passenger car travel can be reasonably safe in most areas if one takes into account the prevailing conditions described above and exercises due prudence and caution. Passenger-bus hijacking, usually non-violent, occurs at random in some areas of the country.

Brazil's inter-city roads are widely recognized as among the most dangerous in the world. As is the case elsewhere in the region, poor driving skills, bad roads and a high density of trucks combine to make travel considerably more hazardous than in the United States. There are no laws requiring truckers to take mandatory rest stops and they often drive for excessive periods of time. All major inter-city routes are saturated with heavy truck traffic and for the most part have only two lanes. Road maintenance is inadequate and some long-distance roads through the Amazon forest are impassable much of the year. There are few railroads and passenger train travel is almost nonexistent. Private cars and public buses are the main modes of inter-city road travel. Buses can range (depending on the route and the price) from luxurious and well maintained to basic and mechanically unsound.

The Brazilian Federal Government maintains a (Portuguese language) website with up-to-date information on road conditions throughout the country (<http://www.dnit.gov.br>); the site also has downloadable state roadmaps. A private Brazilian company, Quatro Rodas, publishes road maps that contain local phone numbers to ascertain the current conditions of roads on the map. They are available at www.guia4rodas.com.br. Apart from toll roads, which generally have their own services, roadside assistance is available only very sporadically and informally through local private mechanics. There is a group called the "Angels of the Pavement" that provides roadside assistance on the main highway between Sao Paulo and Rio de Janeiro. The fastest way to summon assistance in an emergency anywhere in the country is to dial 193, a universal number staffed by local fire departments. This service is in Portuguese only. Many motorists in major urban areas and more developed parts of the country carry cellular phones, and can be asked to assist in calling for help.

Brazilian traffic laws impose severe penalties for a number of traffic offenses. Enforcement ranges from sporadic to non-existent, so motorists should not assume that others will necessarily follow even the most fundamental and widely accepted rules of the road. Some important local rules and customs include the following:

- **Seat Belts:** All states have seat belt laws, but enforcement varies from state to state
- **Child Car Seats:** Some states require child car seats, but they are not universally available or affordable, and enforcement is also lax. As a result, most children are not secured in car seats.
- **Speed Limits:** The maximum speed limit on major, divided highways is 120kmph (74 mph). Lower limits (usually 60kmph (40 mph)) are often posted in urban areas, depending on the road and the nature of the neighborhood. Speed limits are widely ignored and rarely enforced. Many towns and cities have marked electronic/photographic devices ("Fiscalisacao Electronica"), which verify speed and

snap photos of violators' cars and license plates as a basis for issuing speeding tickets. Brazilian drivers tend to brake suddenly when encountering these devices.

- **Yielding the Right of Way:** Drivers must yield the right of way to cars on their right. Compliance with stop signs is rarely enforced; so many motorists treat them as yield signs.
- **Driving Under the Influence:** Drivers are in violation of the law if blood/alcohol level reaches 0.06 percent.
- **Turns on Red Lights :** Not permitted, except for right turns where there is a sign with an arrow pointing right and the words "Livre a Direita."
- **Penalties for Drivers Involved in an Accident Resulting in Injury or Death:** In addition to possible criminal charges and penalties, compensatory and punitive damages may also apply.
- **Local Driving Customs:** Drivers often use flashes or wave a hand out of the window to signal other drivers to slow down. Drivers will often break suddenly to slow down for the electronic speed traps mentioned above. In addition, pedestrian "zebra" crossings are strictly observed in some places (especially in Brasilia) and ignored most everywhere else.

For general information about road safety, including links to foreign government sites, please refer to our [Road Safety](#) page.

For specific information concerning Brazilian driving permits, vehicle inspection, road tax, and mandatory insurance, please contact the Brazilian National Tourist Organization offices in New York via the Internet at <http://www.embratur.gov.br/>.

For additional information from other sources in Brazil about road safety and specific information about accident statistics, Brazilian driving permits, vehicle inspection, road tax, and mandatory insurance, please see the following web sites: <http://www.dprf.gov.br> (Brazilian Federal Highway Police, in Portuguese only), and <http://www.transportes.gov.br> (Ministry of Transportation, in Portuguese only).

AVIATION SAFETY OVERSIGHT: The U.S. Federal Aviation Administration (FAA) has assessed the Government of Brazil's Civil Aviation Authority as being in compliance with International Civil Aviation Organization (ICAO) aviation safety standards for oversight of Brazil's air carrier operations. Foreigners are required to carry their passports for internal flights. It can sometimes be difficult to book flights as a result of the 2006 financial collapse of Brazil's largest airline, Varig. For more information, travelers may visit the FAA's Internet web site at www.faa.gov/safety/programs_initiatives/oversight/iasa.

SPECIAL CIRCUMSTANCES: Brazilian customs authorities may enforce strict regulations concerning temporary importation into or export from Brazil of items such as firearms, antiquities, tropical plants, medications, and business equipment. In the Amazon region, there is a special concern for the export of biological material, which could have genetic value. People propagating or exporting biological material without proper permits run the risk of being accused of "biopiracy," a serious offence in Brazil. It is advisable to

contact the Embassy of Brazil in Washington or one of Brazil's consulates in the United States for specific information regarding customs requirements. Please see our information on [customs regulations](#).

CRIMINAL PENALTIES: While in a foreign country, a U.S. citizen is subject to that country's laws and regulations, which sometimes differ significantly from those in the United States and may not afford the protections available to the individual under U.S. law. Penalties for breaking the law can be more severe than in the United States for similar offenses. Persons violating Brazilian laws, even unknowingly, may be expelled, arrested or imprisoned. Penalties for possession, use, or trafficking in illegal drugs in Brazil are severe, and convicted offenders can expect long jail sentences and heavy fines. Engaging in sexual conduct with children or using or disseminating child pornography in a foreign country is a crime, prosecutable in the United States. Please see our information on [Criminal Penalties](#).

CHILDREN'S ISSUES: For information on international adoption of children and international parental child abduction, see the [Office of Children's Issues website](#).

REGISTRATION / EMBASSY LOCATION: Americans living or traveling in Brazil are encouraged to register with the nearest U.S. Embassy or Consulate through the [State Department's travel registration website](#) and to obtain updated information on travel and security within Brazil. Americans without Internet access may register directly with the nearest U.S. Embassy or Consulate. By registering, American citizens make it easier for the Embassy or Consulate to contact them in case of emergency. The U.S. Embassy is located in Brasilia at Avenida das Nacoes, Lote 3, telephone 011-55-61-3312-7000, after-hours telephone 011-55-61-3312-7400; web site at <http://www.embaixada-americana.org.br/>. Consular Section public hours are 2:00 p.m. - 4:00 p.m., Monday through Friday except Brazilian and U.S. holidays. Non-emergency services are provided by appointment, available at 61-3312-7471 or 7063.

There are consulates in the following cities:

Recife: Rua Goncalves Maia 163, telephone 011-55-81-3416-3050, after-hours telephone 011-55-3416-3060; web site at <http://www.embaixada-americana.org.br/index.php?itemmenu=161&submenu=14&action=recife.php>. Consular Section public hours are 1:00 p.m. - 4:00 p.m. Monday through Friday except Brazilian and U.S. holidays.

Rio De Janeiro: Avenida Presidente Wilson 147, telephone 011-55-21-2292-7117, after-hours 011-55-21-2220-0489; web site at <http://www.embaixada-americana.org.br/index.php?itemmenu=83&submenu=107&action=rio.php>. Consular Section public hours are 8:30 a.m. - 11:00 a.m. (passports and reports of birth by appointment) and 1:00 p.m. - 3:00 p.m. (notary services), Monday through Friday, except Brazilian and U.S. holidays. Non-emergency passports and reports of appointments should be done by appointment; please request at acsrio@state.gov.

Sao Paulo: Rua Henri Dunant, 500 Barrio Chacara Santo Antonio, telephone 011-55-11-5186-7000, after hours telephone 011-55-11-5181-8730; web site at <http://www.consuladoamericanosp.org.br>. Consular Section public hours are 8:30 a.m. -11:30 a.m., Monday through Friday and 2:00 p.m. -3:30 p.m., Monday, Wednesday, and Friday except Brazilian and U.S. holidays. Non-emergency services are done by appointments, please request at ACSAPPTSPL@state.gov, by phone: 11-5186-7315 or by fax: 11-5186-7159.

There are Consular Agencies in:

Belem: Edificio Sintese 21, Av. Conselheiro Furtado 2865, Rooms 1104/1106; telephone 011-55-91-3259-4566.

Manaus: Rua Franco de Sa, 230 Sao Francisco, Edificio Atrium, Rm. 306; telephone 011-55-92-3611-3333.

Salvador da Bahia: Av. Tancredo Neves, 1632, Rm. 1401 - Salvador Trade Center - Torre Sul, Caminho da Arvores; telephone 011-55-71-3113-2090/2091/2092.

Fortaleza: Av. Santos Dumont 2828 s.708 - Aldeota; telephone 011-55-85-3486-1306

Porto Alegre: The Instituto Cultural Brasil-Norteamericano, Rua Riachuelo, 1257, Centro; telephone 011-55-51-3226-3344.

* * *

This replaces the Consular Information Sheet dated September 6, 2006, with updates to the Crime section.

TO: Board of Trustees
FROM: Dr. Raghu P. Mathur, Chancellor
RE: Saddleback College: Grant Acceptance, National Science Foundation
ACTION: Approval

BACKGROUND

The South Orange County Community College District regularly applies for grants to carry out the mission of the district. On October 11, 2006, Saddleback College submitted application to the National Science Foundation (NSF) for funding under the NSF 05-530, Advanced Technological Education (ATE) Initiative.

STATUS

On September 13, 2007, the NSF notified Saddleback College that it intends to award a grant of \$3,951,956 to the South Orange County Community College District for the National Center for Rapid Prototyping and Additive Manufacturing Technologies (RAPIDTECH) project. The project, under the direction of Dean Ken Patton, is a collaborative effort involving several community colleges, universities, and industry throughout the United States to provide faculty development workshops in rapid prototype technologies and introduce faculty to project-based curriculum materials that demonstrate proper deployment of rapid prototyping through the product evolution process. Additional information on this project is contained in Exhibit A.

RECOMMENDATION

The Chancellor recommends that the Board of Trustees accept the award of \$3,951,956 from the National Science Foundation for the Saddleback College National Center for Rapid Prototyping and Additive Manufacturing Technologies (RAPIDTECH) project, for the period September 1, 2007, through August 31, 2011.

Item Submitted By: Dr. Richard McCullough, President

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
UNIT APPLYING: SADDLEBACK COLLEGE

- () GRANT APPLICATION ABSTRACT
(x) GRANT ACCEPTANCE ABSTRACT
() GRANT RENEWAL ACCEPTANCE ABSTRACT
() REVISIONS TO ACCEPTANCE ABSTRACT

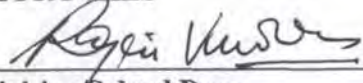
1. PROJECT TITLE: RAPIDTech National Center for Rapid Technologies
2. PROJECT DIRECTOR: Ken Patton
3. PROJECT ADMINISTRATOR: Ken Patton
4. GRANTOR AGENCY: National Science Foundation
5. FUNDING SOURCE: National Science Foundation
6. STARTING AND ENDING DATES OF THE PROJECT: Sept. 1, 2007 – August 31, 2008

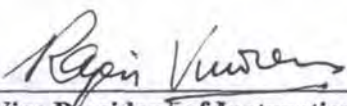
7. EXECUTIVE SUMMARY OF THE PROJECT (limit 125 words):
The RAPIDTech Project, funded by the National Science Foundation, will allow Saddleback College to develop a National Center to support curriculum dissemination efforts and expand research for dissemination. The use of rapid prototyping continues to evolve and has become a critical and increasingly indispensable aspect of product design and development. Various decisions regarding project aesthetics, component dimensions, tooling, and product functionality can be scrutinized using this modeling technique. Because rapid prototyping is rarely taught as a stand alone course, there is a pressing need to develop appropriately sized, formatted, and beta tested curriculum materials that are current and easily disseminated to faculty members for inclusion in design, manufacturing, engineering, and engineering technology courses.

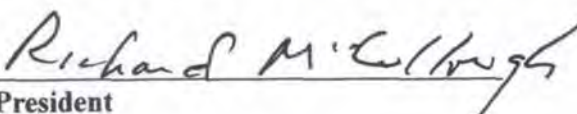
8. SUMMARY BUDGET

Grant Award	In Kind Matching	Indirect Costs	Project Total
\$3,951,956	\$0	751,888	\$3,951,956

9. APPROVALS


Division/School Dean


Vice President of Instruction/Students


President


Vice Chancellor, Technology & Learning Services

Chancellor

EXPENDITURES SUMMARY

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

	GRANT (Amount)	MATCHING* (In-Kind/Actual)	SOURCE OF MATCH (Partnership/College/Vendor)
1000 Certificated Salaries	\$ 60,000		
2000 Classified Salaries	\$ 1,514,429		
3000 Benefits	\$ 377,863		
4000 Supplies	\$ 20,000		
5000 Contracted Services and Other Expenses	\$ 1,227,776		
6000 Capital Outlay	\$ 0	\$ 0	
7000 Other Charges (e.g.: Indirect Costs)	\$ 751,888		
TOTALS	\$ 3,951,956		

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

PROJECT PERSONNEL (reflects the Expenditure Detail above)

<u>Positions</u>	<u>Full-Time</u>	<u>Part-Time</u>	<u>New</u>	<u>Existing</u>
1. Project Director	[x]	[]	[X]	[]
2. Research Coordinator	[x]	[]	[X]	[]
3. Lab Technician (1.5)	[x]	[x]	[X]	[]
4. Curriculum Specialist	[x]	[]	[X]	[]
5. Senior Administrator	[x]	[]	[]	[X]
6. Technical Director	[x]	[]	[]	[X]

PARTNERSHIPS (if applicable)

Partnership Name/Location Honolulu CC, Honolulu, HI;

Partnership Name/Location Portland Community College, Portland, Maine

Partnership Name/Location Edmonds CC, Edmonds, WA

Partnership Name/Location St. Louis Community College, St. Louis, MO

TO: Board of Trustees

FROM: Dr. Raghu P. Mathur, Chancellor

RE: SOCCCD: Board Policy Revision: BP 4000.2 – Electronic Communication

ACTION: Acceptance for Review and Study

BACKGROUND

Board policies and administrative regulations are periodically reviewed to ensure that they are satisfactory, meet the District's needs, and be in compliance with current laws and regulations.

STATUS

One board policy is being presented to the board for "Review and Study." The new language and amendments to the board policy was reviewed and revised by the District's Board Policy and Administrative Regulation Advisory Council, which was established by Chancellor Mathur, and includes shared governance group representatives.

Legal counsel has been involved throughout the review process. The proposed policies were presented to the Chancellor's Cabinet on September 13, 2007 for review and recommendation to the Chancellor.

RECOMMENDATION

The Chancellor recommends that the Board of Trustees accept for review and study Board Policy 4000.2 – Electronic Communication, as shown in EXHIBIT A.

DRAFT

BOARD POLICY

SOUTH ORANGE COUNTY
COMMUNITY COLLEGE DISTRICT

4000.2

PERSONNEL

ELECTRONIC COMMUNICATION

CURRENT POLICY

The Board of Trustees of the South Orange County Community College District recognizes that it is important for staff and students to have access to electronic-based research tools and skills through its electronic/digital information network. Such open access is a privilege and requires that individual users act responsibly. The electronic/digital information network consists of (but not limited to) District owned computers, computer networks, electronic mail and voice mail systems, internet services, audio and video conferencing, and related electronic devices such as cellular telephones, facsimile machines and copiers.

The Board recognizes that resources available on the network represent extraordinary learning opportunities and enriching educational materials, but they also offer persons with illegal or unethical motives with avenues for abuse of these resources. It is the policy of this District to restrict access to and use of the electronic/digital information network to students and staff for appropriate academic, professional and institutional purposes. Use of the District's electronic/digital information network for other purposes is not authorized and will constitute grounds for revocation of user privileges, removal of offending material, potential disciplinary action and, in appropriate cases, referral to law enforcement authorities.

There is no right to privacy in the use of the

Adopted: 4-28-97

Revised: 4-26-99

Revised: 2-18-03

REVISED POLICY

The Board of Trustees of the South Orange County Community College District recognizes that it is important for staff and students to have limited access to electronic-based research tools and skills through its electronic/digital information network for educational and work related purposes. Such ~~open~~ access is a privilege and requires that individual users act responsibly. The electronic/digital information network consists of (but not limited to) District owned computers, computer networks, electronic mail and voice mail systems, internet services, audio and video conferencing, and related electronic devices such as cellular telephones, facsimile machines and copiers.

~~The Board recognizes that resources available on the network represent extraordinary learning opportunities and enriching educational materials, but they also offer persons with illegal or unethical motives with avenues for abuse of these resources.~~ It is the policy of this District to restrict access to and use of the electronic/digital information network to: (1) students and staff for educational purposes and appropriate academic, professional and institutional purposes (2) employees for educational and work-related purposes. Use of the District's electronic/digital information network for more than incidental personal use or for other purposes is not authorized and will can constitute grounds for revocation of user privileges, removal of offending material, and potential disciplinary action, ~~and, in~~

DRAFT

BP-4000.2

District's resources. The District may monitor and access information contained on its resources for investigative and/or administrative purposes, and may take administrative action in response to any violation of this policy, applicable administrative regulation, or other law. The Chancellor is hereby authorized to adopt and implement such administrative regulations to implement this policy.

~~appropriate cases, referral to law enforcement authorities.~~

There is no right to privacy in the use of the District's resources. The District may monitor and access information contained on its resources for investigative and/or administrative purposes, and may take administrative action in response to any violation of this policy, applicable administrative regulation, or other law. The Chancellor is hereby authorized to adopt and implement such administrative regulations to implement this policy.

Adopted: 4-28-97
Revised: 4-26-99
Revised: 2-18-03

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

ITEM: 5.5
DATE: 9/24/07

TO: Board of Trustees

FROM: Dr. Raghu P. Mathur, Chancellor

RE: SOCCCD: Adopt Resolution 07-28: Support of the Community College Governance, Funding Stabilization, and Student Fee Reduction Act

ACTION: Approval

BACKGROUND

California Community Colleges serve 2.4 million students annually through a system of 72 locally-established and governed community college districts with 109 colleges within a statewide system.

STATUS

California Community Colleges need stable funding, including predictable student fees, local control, and the ability to provide effective leadership in making available opportunities for higher education for students. The California Community College Initiative would provide the local community colleges with a secure and stable source of funds that is tied to community college enrollment growth, and thus stop the annual competition for Proposition 98 funds between K-12 and community college districts without harming K-12 schools.

RECOMMENDATION

The Chancellor recommends that the Board of Trustees approve the resolution to support the Community College Governance, Funding Stabilization, and Student Fee Reduction Act.

Item Submitted By: *Dr. Raghu P. Mathur, Chancellor*

**RESOLUTION IN SUPPORT OF THE COMMUNITY COLLEGE GOVERNANCE,
FUNDING STABILIZATION, AND STUDENT FEE REDUCTION ACT**

WHEREAS, California Community Colleges serve 2.4 million students annually through a system of 72 locally-established and governed community college districts with 109 colleges within a statewide system;

WHEREAS, California Community Colleges need stable funding, predictable student fees, local control, and the ability to provide effective leadership for the system of 109 colleges;

WHEREAS, the California Community College Initiative (officially known as the Community College Governance, Funding Stabilization, and Student Fee Reduction Act) would ratify the bilaterally-governed community college system by placing it in the State Constitution, thereby securing local governance while enhancing state leadership;

WHEREAS, the California Community College Initiative would provide the local community colleges with a secure, stable source of funds that is tied to community college enrollment growth, and thus stop the annual competition between K-12 and community college districts for Proposition 98 funding without harming K-12 schools;

WHEREAS, the use of the actual community college enrollment growth figure would avoid the artificial funding cap that would otherwise be imposed on community colleges over the next ten years because of declining K-12 enrollment;

WHEREAS, the California Community College Initiative has qualified for the February 5, 2008 statewide election;

WHEREAS, the California Community College Initiative will provide the community college system funding for enrollment growth over the next five years;

WHEREAS, the California Community College Initiative would not threaten funding for K-12 education in California because primary and secondary education would retain a separate funding mechanism tied to its growth;

WHEREAS, the California Community College Initiative would end the "zero-sum" game of the Proposition 98 split, which has resulted in shifting funds from community colleges to K-12 schools under the current provisions of Proposition 98;

WHEREAS, the California Community College Initiative would ensure that promises made by the Legislature are kept with a property tax guarantee;

WHEREAS, the California Community College Initiative funds the increase to community colleges over the next ten years through natural growth in the state's general fund, without raising taxes;

WHEREAS, the California Community College Initiative reduces student fees to \$15 to make them stable and predictable as well as consistent with personal income, and prohibits the Legislature from increasing fees in the future by more than the change in per capita personal income;

WHEREAS, the California Community College Initiative would eliminate the possibility of mid-semester fee increases and guarantee that students will have at least 60 days' notice before any fee increase takes effect;

WHEREAS, the California Community College Initiative ensures that fee revenue stays with the community colleges for the improvement of education, instead of being diverted to other state programs;

WHEREAS, the California Community College Initiative would allow the Board of Governors and Chancellor to hire the senior staff professionals currently appointed by the governor, and thus have the same authority as that provided to the UC President and CSU Chancellor;

WHEREAS, the California Community College Initiative includes provisions in the state constitution for locally-elected governing boards accountable to voters and for a statewide chancellor hired by a board appointed by the governor;

WHEREAS, the California Community College Initiative allows locally-elected governing boards to overturn unreasonable and costly state regulations by a two-thirds vote; and

THEREFORE, be it resolved, that the Board of Trustees of the South Orange County Community College District supports the Community College Governance, Funding Stability, and Student Fee Reduction Act, as long as the California Legislatures and the Governor do not enact or pursue legislation to increase income and/or other taxes.

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

ITEM: 5.6
DATE: 09/24/07

TO: Board of Trustees
FROM: Dr. Raghu P. Mathur, Chancellor
RE: Academic Personnel Actions – Regular Items
ACTION: Approval/Ratification

BACKGROUND

In accordance with Education Code Section 70902(b)(4), all employee actions must be approved or ratified by the Board of Trustees of each respective community college district.

STATUS

Personnel are employed in the South Orange County Community College District for the purpose of meeting the needs of students.

Those academic personnel actions shown in Exhibit A are presented to the Board of Trustees for approval/ratification to be effective on the dates as shown on the Exhibit.

RECOMMENDATION

The Chancellor recommends that the Board of Trustees approve/ratify the academic personnel actions as shown in Exhibit A.

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

ACADEMIC PERSONNEL ACTIONS/RATIFICATIONS

A. ACADEMIC TEMPORARY PART-TIME/SUBSTITUTE STAFF

<u>Applicant</u>	<u>Highest Degree</u>	<u>Assignment</u>	<u>Approx. Salary Placement</u>	<u>Start Date</u>
Blank, Jason	Ph.D./Biological Sci.	Biology/SC	V/6	09/04/07
Hughes, Christopher	¹ BA/Media Management	Comm. Arts/SC	I/6	01/14/08
Mounsey, Kimberly	MA/Psychology	Psychology/SC	II/6	01/14/08
Nguyen, Pierre	MS/Physiological Sci.	Biology/IVC	II/6	01/14/08
Paz, Edward	MS/Biotechnology	Biology/IVC	II/6	01/14/08
Piantelli, Mark	MFA/Acting-Directing	Theatre Arts/SC	II/6	01/14/08

B. 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>
Bear, Teresa	MA/Chemistry	Chemistry/SC	II/6	08/20/07
Berry, Diane	MFA/Dance	Dance/SC	II/6	08/20/07
Boyd, Melody	MA/Early Child. Ed.	CDES/SC	II/6	08/20/07
Bruns, Cristy	Ph.D./English	English/SC	V/6	08/20/07
Chao, Iris	MA/English	English/SC	II/6	08/20/07
Christensen, Walter	MS/Physics	Physics/IVC	II/6	08/20/07
² DeGennaro, John	MA/English	English/SC	II/6	08/20/07
Flaherty, Penny	MA/Deaf Education	SPS/SC	II/6	08/20/07
Galbraith, Mark	MD/Medical Doctor	Physician/SC	DR06	08/20/07
Garretson, Joshua	MA/Chemistry	Chemistry/SC	II/6	08/20/07
³ Gaschen, Fred	MA/Special Education	Physical Ed./SC	II/6	08/20/07
Gutierrez, Vanessa	MS/Biology	Biology/IVC	II/6	08/20/07
Hanson, Marcus	MBA/Real Estate	Real Estate/IVC	II/6	08/20/07
Harris, Lisa-Beth	MA/Public Admin.	Pol. Sci./IVC	II/6	08/20/07
Hopkins, Dustin	MA/English	English/SC	II/6	08/20/07
⁴ Hunt, Mary	MA/Psychology	Counseling/SC	II/6	09/21/07
Kawaoka, April	MFA/Artisanry	Art/SC	II/6	08/20/07
Kirchoff, Jennifer	MA/English Lit.	English/IVC	II/6	09/04/07
Liu, Steven	MFA/Music	Music/IVC	II/6	08/20/07
Matteau, Melissa	MA/History	History/IVC	II/6	08/20/07
McDaniel, Sheila	MA/Speech Comm.	Speech/SC	II/6	08/20/07
McKim, Brett	¹ BA/Industrial Arts	Design-Model Mkg./IVC	I/6	08/20/07
McLeod, Paul	⁵ BA/Radio-Television	Journalism/SC	I/6	08/20/07

¹ Per California Community Colleges State Chancellor's Office this discipline does not require a Master's Degree.

² Last worked at SOCCCD Spring 2005.

³ Mr. Gaschen holds Lifetime California Community College Teaching Credentials earned prior to July 1, 1990 in the subject of Physical Education.

⁴ Last worked at SOCCCD Spring 2003.

⁵ Mr. McLeod holds Lifetime California Community College Teaching Credentials earned prior to July 1, 1990 in the subjects of Communication Services and Related Technologies, including Printing.

B. ACADEMIC TEMPORARY PART-TIME/SUBSTITUTE STAFF (Ratified - Pursuant to Board Policy 4002.1) - Continued

<u>Applicant</u>	<u>Highest Degree</u>	<u>Assignment</u>	<u>Approx. Salary Placement</u>	<u>Start Date</u>
Moraga, Pete	⁶ MA/Education	Drafting/IVC	II/6	08/20/07
Nguyen, Pierre	MS/Physiological Sci.	Biology/IVC	II/6	08/20/07
Ross, Christina	MFA/Creative Writing	Writing/IVC	II/6	08/20/07
Slack, Robert	MA/Liberal Arts	Music/IVC	II/6	08/20/07
Vogel, Sarah	MS/Education-Reading	Reading/SC	II/6	08/20/07
Volmer, Kimberly	MA/English	English/SC	II/6	08/20/07
Wie, Gene	MFA/Music	Music/SC	II/6	08/20/07

EQUIVALENCY

As outlined in the Academic Hiring Policies, Division 1, Part 4, Section 3B, Review of Equivalent Minimum Qualifications, members of the hiring committee, including faculty with discipline expertise, have met and rendered an affirmative decision that each recommended candidate possesses the educational background equivalent to the minimum qualifications for each respective position. As such, the following individuals are submitted for approval/ratification as part-time instructors under Equivalencies as outlined in the Title 5 Regulations and Minimum Qualifications, Article 2, Section 53430.

<u>Applicant</u>	<u>Highest Degree</u>	<u>Assignment</u>	<u>Approx. Salary Placement</u>	<u>Start Date</u>
d'Arcy, Kim	Psy.D./Psychology	Learning Disability Spec/SC	V/6	09/10/07

Equivalency is based on a Doctor of Psychology degree in Clinical Psychology from Argosy University in Santa Ana, California, a Bachelor of Arts degree in Psychology from the University of Arizona in Tucson, Arizona, and a certificate in Learning Disabilities Eligibility Model Training from the Chancellor's Office of California Community Colleges in Sacramento, California. As a pre-doctoral psychology intern, Ms. d'Arcy had the opportunity to perform learning disability assessments, manage psychological disability cases, and provide individual psychotherapy. At Santa Ana College, Ms. d'Arcy developed a neuropsychological assessment program in which she compiled a standard battery of tests, completed administrations, and provided assessment results for participants. Her background includes work for community mental health agencies like West County Counseling Center in Huntington Beach and Western Youth Services in Laguna Hills, as well as at local community colleges including Santa Ana College in Santa Ana and Golden West College in Huntington Beach.

⁶ Mr. Moraga holds a Lifetime California Community College Teaching Credential earned prior to July 1, 1990 in the subject of Architecture & Mechanical Drafting.

B. ACADEMIC TEMPORARY PART-TIME/SUBSTITUTE STAFF (Ratified - Pursuant to Board Policy 4002.1) - Continued

EQUIVALENCY

<u>Applicant</u>	<u>Highest Degree</u>	<u>Assignment</u>	<u>Approx. Salary Placement</u>	<u>Start Date</u>
Fitzpatrick, William	Performance Diploma	Music/IVC	I/6	08/20/07

Equivalency is based on a Performance Diploma from the Julliard School in New York City and studies with the Blair School of Music in Nashville, Tennessee. Mr. Fitzpatrick is the founder and CEO of MusiShare, Inc., whose programs have been used in the Morasha School in Rancho Santa Margarita, California, since 1999. Mr. Fitzpatrick is both a violinist and conductor, and has performed with such artists as Itzhak Perlman, Emmanuel Ax, and Yoko Matsuda, among others. He has performed in venues such as the Aspen Music Festival, the Kyoto Concert Hall, and Carnegie Hall. Mr. Fitzpatrick is regularly invited to give Master Classes throughout the United States and France.

Islam, Nadia	MS/Social Work	Women's Studies/SC	II/6	08/20/07
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Equivalency is based on a Master's of Science degree in Social Work from Columbia University, and candidacy toward a Doctoral of Philosophy in Social Work at the University of Southern California. Ms. Islam completed a minor in Women's Studies at Wellesley College in Wellesley, Massachusetts. She has been actively involved in women's issues throughout her social work career. Ms. Islam is the current Director of Client Programs at Laura's House, an organization devoted to assisting individuals and families affected by domestic violence. From March 2004 to August 2006, she was the Clinical Director of Su Casa – Ending Domestic Violence, another organization providing services, housing, and education to those affected by domestic violence. She is a member of the National Women's Studies Association, and has provided field instruction to undergraduate and graduate students of social work, psychology, and human services.

Loftus, Nicole	BA/Sociology	Sociology/SC	I/6	08/20/07
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Equivalency is based on a Bachelor of Arts in Sociology from University of California, Los Angeles and coursework completed toward a Master's Degree in Sociology, degree expected in 2008, at California State University, Fullerton. In addition to her personal studies, Ms. Loftus has served as a guest lecturer at Chapman University, tutored at University High School in Santa Monica, California, and served as a Teaching Assistant at Saddleback College in the Sociology Department.

Throckmorton, Julianna	BA/Communication	Speech/SC	I/6	08/20/07
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Equivalency is based on a Bachelor of Arts Degree in Communication from California State University, Long Beach. Ms. Throckmorton is currently attending Whittier School of Law and studying to obtain an advanced degree in the field of Law. She has served as Debate Coach for both Cerritos College and Saddleback College, served as Team Captain of the National Champion South Orange County Speech & Debate Team from 2002 through 2004. Ms. Throckmorton has also won numerous awards while debating, including bronze and silver medals at both State and National levels.

C. ADDITIONAL COMPENSATION: GENERAL FUND

1. It is recommended that the following Irvine Valley College/Saddleback College faculty members be compensated as indicated below for the 2007/2008 fiscal years.

<u>Name</u>	<u>Activity</u>	<u>Not to Exceed</u>	
		<u>Amount</u>	<u>Effective Date</u>
Adams, Howard	EMS Paramedic Scheduling/SC	\$ 795.83	08/13/07-12/16/07
Bahar, Lisa	Coordinate Human Services/SC	1,273.20	08/14/07-10/14/07
Bertot, Cathey	Chair, Emeritus Institute/IVC	3,183.30	08/20/07-12/16/07
Borron, Brenda	Co-Chair, English/IVC	1,909.98	08/21/07-12/16/07
Cavazzi, Deidre	Dance Concert Choreography/SC	200.00	08/20/07-11/30/07
DeAguiro, Walter	Trainer/Facilitator Accounting/SC	3,819.36	08/20/07-12/16/07
Gabriella, Wendy	Co-Chair Accreditation/IVC	3,183.30	08/20/07-12/16/07
Galbraith, Mark	Team Physician, PE & Athletics/SC	2,500.00	08/01/07-05/22/08
Hastings, Ronald	Chair, Adapted PE/SC	1,425.00	08/20/07-12/16/07
Himes, Marji	Dance Concert Choreography/SC	200.00	08/20/07-11/30/07
Inlow, Lisa	Co-Chair, CFS/Food & Nutrition/SC	795.83	08/20/07-12/16/07
Long, Lewis	Co-Chair, English/IVC	1,909.98	08/21/07-12/16/07
Lukasik, Linda	Co-Chair, CFS/Food & Nutrition/SC	795.83	08/20/07-12/16/07
Millard, Mindy	Dance Concert Choreography/SC	300.00	08/20/07-11/30/07
Myers, Charles	Chair, Cross-Cultural Studies/SC	1,909.98	01/14/08-05/22/08
Taylor, Yemmy	Facilitator, Flex Officer/IVC	2,546.64	08/20/07-12/16/07
Yell, Lacey	Dance Concert Choreography/SC	500.00	08/20/07-11/30/07

2. It is recommended that the following Irvine Valley College/Saddleback College faculty members be compensated at their respective hourly rate for Non-Instructional Assignments/Projects (3-for-1) for 2007/2008 fiscal year.

<u>Name</u>	<u>Assignment/Project</u>	<u>Effective Dates</u>
Albanez, Marguerite	ESL Assessment/IVC	08/20/07-12/17/07

D. ADDITIONAL COMPENSATION: CATEGORICAL/NON-GENERAL FUND

1. It is recommended that the following Irvine Valley College/Saddleback College faculty members be compensated as indicated below for 2007/2008 fiscal years.

<u>Name</u>	<u>Activity</u>	<u>Not to Exceed</u>	
		<u>Amount</u>	<u>Effective Date</u>
Daneili, Homa	Mentor Prog. EOPS/CalWks/SC	\$ 1,000.00	09/07/07-12/07/07
Forouzes, Jennifer	Mentor, Enrollment Growth/SC	500.00	09/01/07-09/30/07
Milovich, June	VETA, CDES Inst. Lab. Dev./SC	3,000.00	01/14/08-05/22/08
Skaff, Penelope	Director, Kaleidoscope Grant/SC	4,386.00	08/20/07-12/16/07
Skaff, Penelope	Foundation-Alumni Association/SC	5,131.00	08/20/07-05/16/08
Skaff, Penelope	Director, Kaleidoscope Grant/SC	4,386.00	01/14/08-05/22/08
Venable, Samantha	Mentor, Enrollment Growth/SC	500.00	09/01/07-09/30/07

E. LEAVE OF ABSENCE

1. DO, TAM, ID # 7799, Counselor, Pos #1646, School of Guidance and Counseling, Irvine Valley College, on a leave without pay, with paid benefits effective September 9, 2007 through September 21, 2007.

E. LEAVE OF ABSENCE - Continued

2. CAPUTO SPAR, CONSTANCE, ID # 2511, Counselor, Pos #1823, School of Guidance and Counseling, Irvine Valley College, on a leave without pay, extension of benefits through May 31, 2009.

F. REDUCED CONTRACT

1. AHEARN, AMY, ID #10821, English Composition Instructor, Pos #1554, Division of Liberal Arts and Learning Resources, Saddleback College, is requesting a 100 percent load reduction for the Fall 2007 Semester, in accordance with Article XXIX, I.C., of the Academic Employee Master Agreement 2004-2007.
2. LEBAUER, RONI, ID #3607, ESL Instructor, Pos #1825, Division of Liberal Arts and Learning Resources, Saddleback College, is requesting a 20 percent load reduction for the 2007/2008 Academic year, in accordance with Article XXIX, I.C., of the Academic Employee Master Agreement 2004-2007.

G. RESIGNATION/RETIREMENT/CONCLUSION OF EMPLOYMENT

1. ANDERSON, RANDY, ID #8154, DSP&S Director, Pos #2237, Division of Counseling Services and Special Programs, Saddleback College, resignation effective September 3, 2007. (Initial and Tenure Track Hire date: January 7, 1997)

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

ITEM: 5.7

DATE: 09/24/07

TO: Board of Trustees
FROM: Dr. Raghu P. Mathur, Chancellor
RE: Classified Personnel Actions – Regular Items
ACTION: Approval/Ratification

BACKGROUND

In accordance with Education Code Section 70902(b)(4), all employee actions must be approved or ratified by the Board of Trustees of each respective community college district.

STATUS

Personnel are employed in the South Orange County Community College District for the purpose of meeting the needs of students.

RECOMMENDATION

The Chancellor recommends that the Board of Trustees approve/ratify the classified personnel actions as shown in Exhibit A.

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
CLASSIFIED PERSONNEL ACTIONS/RATIFICATIONS

A. NEW PERSONNEL APPOINTMENTS

1. CLASSIFIED EMPLOYMENT (Ratified – Pursuant to Board Policy 4002.1)

A. BANDEKAR, VIJAYETA is to be employed as Senior Laboratory Technician, Biology, Pos #3720, Division of Mathematics, Sciences and Engineering, Saddleback College, Classified Bargaining Unit Salary Range 130, Step 1, 29 hours per week, 12 months per year, effective August 20, 2007. This is a new position approved by the Board of Trustees on April 23, 2007.

2. The following individuals are to be employed as **Substitutes** in the classification noted below, on an if-and-as-needed basis. (Ratified – Pursuant to Section 70902(d) of the California Education Code)

<u>Name</u>	<u>Classification</u>	<u>Range/Step</u>	<u>Start Date</u>
Abbas, Cheryl	Child Development Specialist/IVC	122/1	08/17/07
Abbas, Cheryl	Sr. Child Development Specialist/IVC	128/1	08/17/07
Alemu, Tsion	Library Technician/IVC	125/1	09/01/07
Alhadeff, Andrew	Athletic Equipment Specialist/IVC	121/1	08/15/07
Anderson, Suzanne	Administrative Assistant/SC	121/1	08/28/07
Anderson, Suzanne	Sr. Administrative Assistant/SC	127/1	08/28/07
DeVlugt, Mary	Sr. Administrative Assistant/SC	127/1	08/06/07
Doxey, Danielle	Child Development Specialist/IVC	122/1	08/20/07
Doxey, Danielle	Sr. Child Development Specialist/IVC	128/1	08/20/07
Ebol, Anne Merielle	College Information Operator/SC	113/1	08/06/07
Grandstaff, Min	International Student Prog. Tech./IVC	125/1	08/28/07
Jensen, Miranda	Accounting Assistant/IVC	118/1	08/02/07
Martelloti, Patricia	Accompanist/IVC	126/1	08/13/07
Martinez, Cheryl	Administrative Assistant/District	121/1	08/17/07
Park, Woon	Library Technician/IVC	125/1	09/01/07
Pohl, Judi	Office Assistant/SC	113/1	08/06/07
Seronick, Sandra	Library Technician/IVC	125/1	09/01/07
Shea, Nora	Library Technician/IVC	125/1	09/01/07
Simien, Leslie	Disabled Student Program Spec./SC	123/1	08/06/07
¹ Waiksnis, Elaine	Human Resources Specialist/District	127/1	08/30/07
Watts, Erin	Library Technician/IVC	125/1	09/01/07
Yim, Jung	Library Technician/IVC	125/1	09/01/07

¹ PERS Retiree from SOCCCD on October 1, 2006.

A. NEW PERSONNEL APPOINTMENTS (Continued)

3. The following individuals are to be employed as **Short-Term (Temporary)** positions for the **2007/2008** academic year, on an if-and-as-needed basis, and shall work no more than 160 days in any fiscal year. (Ratified – 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>
Alvarez, Stefanie	Project Specialist/IVC	\$ 9.00	08/16/07-12/31/07
² Brennan, Karissa	Project Specialist/SC	10.50	08/15/07-12/31/07
Buchman, Bruce	Coaching Aide/SC	15.00	07/01/07-12/31/07
Burkholder, John	Coaching Aide/SC	15.00	08/13/07-12/31/07
Cook-Snethen, Amanda	Project Specialist/SC	8.50	08/20/07-12/31/07
Cordova, Lynne	Project Specialist/SC	14.00	08/29/07-12/31/07
Dean, Cynthia	Project Specialist/SC	14.00	08/15/07-12/31/07
Dutcher-Centers, Serina	Clerk, Short-Term/IVC	13.00	08/15/07-12/31/07
Geer, Marissa	Project Specialist/SC	10.00	08/02/07-12/31/07
Housky, Michael	Project Specialist/SC	20.00	08/23/07-12/31/07
Jarema, Veronica	Theater Aide/SC	9.00	08/15/07-12/31/07
Khachikyan, Garegin	Project Specialist/IVC	14.00	08/24/07-12/31/07
Kohlas, Paul	Project Specialist/IVC	15.00	08/27/07-12/31/07
Lawson, Raphael	Coaching Aide/SC	15.00	08/08/07-12/31/07
Long, Jeffrey	Project Specialist/SC	16.00	08/22/07-12/31/07
Matthews, Atesha	Project Specialist/ATEP	18.00	08/08/07-12/31/07
May, Michael	Project Specialist/IVC	12.50	07/01/07-12/31/07
McConnell, Tracy	Project Specialist/SC	20.00	08/06/07-11/15/07
Nolan, Lyndsey	Project Specialist/SC	10.50	08/15/07-08/27/07
Poling, Ellen	Clerk, Short-Term/SC	12.00	08/06/07-12/31/07
Rezaian, Mahta	Project Specialist/IVC	14.00	08/15/07-12/31/07
Simien, Leslie	Project Specialist/SC	18.00	08/13/07-12/31/07
³ Smets, Meredith	Clerk, Short-Term/IVC	12.00	08/06/07-12/31/07
Smith, Jason	Project Specialist/IVC	15.00	08/20/07-12/31/07
Varholick, Erick	Project Specialist/SC	10.50	08/13/07-12/31/07

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 **2007/2008** academic year.

<u>Name</u>	<u>Start/End Date</u>
Crane, David	08/16/07-06/30/08
Dadkhab, Mohammad	08/09/07-06/30/08
Florentino, Yesenia	08/06/07-06/30/08
Forghani, Kamran	08/09/07-06/30/08
Jafar Gholizadeh, Omid	08/09/07-06/30/08
Lagrew, David	08/21/07-06/30/08
Leung, Hung-Hing	08/13/07-06/30/08
McKinley, Tully	08/22/07-06/30/08

² Daughter, of Kathleen Brennan, Athletic Equipment Specialist, Division of PE & Athletics, Saddleback College

³ Daughter of Pamela Kite, Admissions & Records Specialist II, Office of Admissions, Records & Enrollment Services, Irvine Valley College and Daniel Kite, Substitute Electrician, Office of Physical Plant, Irvine Valley College. Sister of David Kite, Graphic Designer, Office of Public Information, Irvine Valley 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 **2007/2008** academic year.

<u>Name</u>	<u>Start/End Date</u>
McQuillan, Jonathan	08/15/07-06/30/08
Mitchell, Lindsay	08/29/07-06/30/08
Nolan, Lyndsey	08/09/07-06/30/08
Nouri, Esterela	08/20/07-06/30/08
Olson, Jack	08/14/07-06/30/08
Patterson, Reggie	08/02/07-06/30/08
Punche-Caiquo, Andre	08/28/07-06/30/08
Sadeghieh, Iden	08/20/07-06/30/08
Sangalang, Kristine	08/13/07-06/30/08
Senkbiel, Susan	08/02/07-06/30/08
Shah, Ashish	08/16/07-06/30/08
Taylor, Jessica	08/29/07-06/30/08

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 **2007/2008** academic year. Each individual's rate of pay not to exceed the amount as defined below. (Ratified – 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>
Broida, David	Comm. Ed./SC	\$ 2500.00/cs	08/14/07-06/30/08
Donobarros Locken, Rosaura	Tutor/IVC	12.00/hr	08/29/07-06/30/08
Grace, Klair	Clinical Skills Spec./SC	15.00/hr	08/28/07-06/30/08
Hernandez, Raquel	Comm. Ed./IVC	2500.00/cs	08/08/07-06/30/08
Lundgren, Cherise	Clinical Skills Spec./SC	30.00/hr	08/23/07-06/30/08
Padgett, Jeffrey	CACT/ATEP	7000.00/cs	08/08/07-06/30/08
Salvatierra, Saul	Tutor/SC	10.00/hr	08/24/07-06/30/08

B. AUTHORIZATION TO ELIMINATE CLASSIFIED POSITION AND/OR POSITION NUMBERS

1. PROGRAMMER ANALYST, CATEGORICAL, Classified Bargaining Unit Salary Range 140, Office of Technology and Learning Services, District seeks authorization to eliminate this part-time, 20 hours per week, categorical funded position, by the Transfer Counselor Website and Transfer Leadership Center Grant, from its staff compliment, effective September 24, 2007. (Position approved: April 23, 2007)

C. AUTHORIZATION TO ESTABLISH AND ANNOUNCE A CLASSIFIED POSITION

1. CUSTODIAN, Classified Bargaining Unit Salary Range 113, Facilities Custodial, Office of Physical Plant, Irvine Valley College, seeks authorization to establish and announce a full-time, 40 hours per week position to its staff complement effective September 25, 2007. (Description, Attachment 1)

**C. AUTHORIZATION TO ESTABLISH AND ANNOUNCE A CLASSIFIED POSITION -
Continued**

2. ELECTRICIAN, Classified Bargaining Unit Salary Range 128, Facilities Maintenance, Office of Physical Plant, Irvine Valley College, seeks authorization to establish and announce a full-time, 40 hours per week position, with a 5% shift differential, to its staff complement effective September 25, 2007.
(Description, Attachment 2)
3. HVAC TECHNICIAN, Classified Bargaining Unit Salary Range 128, Facilities Maintenance, Office of Physical Plant, Irvine Valley College, seeks authorization to establish and announce a full-time, 40 hours per week position, with a 5% shift differential, to its staff complement effective September 25, 2007. (Description, Attachment 3)
4. PROGRAMMER ANALYST, CATEGORICAL, Classified Bargaining Unit Salary Range 140, Office of Technology and Learning Services, District seeks authorization to establish and announce a full-time, 40 hours per week position to its staff complement effective October 1, 2007. This position is funded by the Transfer Counselor Website and Transfer Leadership Center and the Articulation of CTE Pathways to Four-Year Institutions grants, with continuous employment in this position contingent upon funding by these grants. (Job Description, Attachment 4)

D. CHANGE OF STATUS

1. CLASSIFIED EMPLOYMENT (Ratified – Pursuant to Board Policy 4002.1)
 - A. MONTIEL, RAMON, ID #14787, Custodian, Pos #1746, Classified Bargaining Unit Salary Range 113, Step 2, 40 hours per week, 12 months per year, Facilities Custodial, Office of Physical Plant, Saddleback College is to be employed as Utility Custodian, Pos #3660, Classified Bargaining Unit Salary Range 117, Step 1, 40 hours per week, 12 months per year, Advanced Technology and Education Park, effective August 20, 2007. This is a new position approved by the Board of Trustees on November 20, 2006.

E. OUT OF CLASS ASSIGNMENTS

1. SCHULTZ, KATHLEEN, ID #14623, Counseling Office Assistant, Pos #3445, Classified Range 115, Step 2, 40 hours per week, 12 months per year, Division of Counseling Services and Special Programs, Saddleback College, has been given a temporary change in assignment to Disabled Student Program Specialist, Pos #3220, Classified Salary Range 123, Step 1, 40 hours per week, DSPS, Division of Counseling Services and Special Programs, Saddleback College, effective August 27, 2007. This is a temporary reassignment for Connie Zucker, who is on leave.

F. LEAVE OF ABSENCE

1. BENDER, SUSAN, ID #6183, Child Development Specialist, Pos #3285, Classified Bargaining Unit Salary Range 122, Step 6, 27.5 hours per week, 12 months per year, Children's Center, Office of Student Services, Irvine Valley College is on an administrative leave of absence with pay and benefits, effective August 24, 2007.

F. LEAVE OF ABSENCE - Continued

2. SPENCER, CAROL, ID #11045, Administrative Assistant, Pos #3402, Classified Bargaining Unit Salary Range 121, Step 6, 40 hours per week, 12 months per year, Purchasing, Office of Administrative and Business Systems, District, to be on a leave without pay, with paid benefits for 20 days, effective October 1, 2007 through October 26, 2007.

G. RESIGNATION/RETIREMENT/CONCLUSION OF EMPLOYMENT

1. BENAVIDES, BARBARA, 10699, Counseling Office Assistant, Pos #3153, Classified Bargaining Unit Salary Range 115, Step 2, Division of Counseling Services and Special Programs, Saddleback College, resignation effective September 28, 2007. Payment is authorized for any compensated time off. (Initial hire date February 15, 2000 and Permanent hire date May 25, 2006)
2. HAMBRICK, KELLY, 10300, Financial Aid Specialist, Pos #2659, Classified Bargaining Unit Salary Range 125, Step 6, Office of Financial Aid, Irvine Valley College, resignation effective August 31, 2007. Payment is authorized for any compensated time off. (Initial hire date August 10, 1999 and Permanent hire date July 1, 2002)
3. MCGEE, LYNETTE, ID #10315, Accompanist, Pos #3616, Classified Bargaining Unit Salary Range 126, Step 2, School of Fine Arts, Irvine Valley College, resignation effective June 27, 2007. (Initial hire date August 14, 2006 and Permanent Probationary hire date January 8, 2007)
4. YOST, SHARON, ID#2547, Administrative Assistant, Pos #3538, Classified Bargaining Unit Salary Range 121, Step 6, Office of Instruction, Saddleback College, resignation effective October 1, 2007 and retirement effective October 2, 2007. Payment is authorized for any compensated time off. (Initial and Permanent Hire date: October 30, 1989)

H. VOLUNTEERS

1. The following individuals are to be approved as Volunteers for the 2007/2008 academic year.

Environmental Studies, Advanced Technology and Applied Science, Saddleback College

Abelsen, Ashley	Abelsen, Brianna	Adams, Amber	Agema, Danielle
Almaguer, Kalyn	Balsa, Lauren	Baker, Cody	Barker, Erick
Barraza, Angelica	Bendickson, Chase	Bennett, Samantha	Black, Chad
Bocker, Kacie	Boyd, Chelsea	Bridges, William	Brommer, Cryssie
Brooks, Taylor	Bunn, Tom	Burke, Clarity	Burnap, Allison
Burns, Caitlin	Burseth, Hunter	Bussjaeger, Joel	Caicedo, Juliana
Carrick, Monica	Chanoski, Zachary	Chaudhary, Supriya	Cherone, Danielle
Chilver, Nicholas	Clarke, Brennan	Coleman, Byron	Cook, M. Suzan
Cooper, Robert	Copeland, Russell	Corcoran, Molly	Corlett, Jessica
Cuevas, Mary Lynn	Danfield, Britney	Dansbach, Bryan	Dorman, Angela
Dunning, Katie	Durhek, Carolyn	Endemano, Ashley	Eslamieh, Nima
Fernandez, Jacob	Fitzgerald, Wade	Flatley, Johnny	Frausto, Ramiro
Frost, Jack	Fullenkamp, Nicole	Gahan, Ryan	Garrett, Brad
Gebara, Jamie	Gee, Eric	Geraghty, Patrick	Gley, Debra
Golshani, Koby	Good, Carly	Gornam, Christopher	Gosnell, Matthew
Greene, Elizabeth	Grider, Nicole	Groom, Tyler	Gunderman, Ryan

H. VOLUNTEERS - Continued

- The following individuals are to be approved as Volunteers for the 2007/2008 academic year.

Environmental Studies, Advanced Technology and Applied Science, Saddleback College

Hagerstrom, Peter	Hamilton, Kacie	Harrison, William	Heidner, Leslie
Henderson, Max	Henkemeyer, Alex	Hershey, Justin	Holmes, Candace
Hosono, Makoto	Hudson, Erik	Hunter, Austin	Islam, Laila
James, William	Jefferson, Brett	Jenkins, Brittany	Jaureguy, Matthew
Kannel, Craig	Kassel, Leah	Konier, Blair	Kirkwood, Matt
Kondenkov, Alexei	Lanis, Logan	Lopez, Victoria	Losak, Eric
Louer, Chad	Lucas, William	Lueras, Richard	Lukasik, Adam
Lusk, Steven	Malloy, Tracie	Manning, Candice	Marshall, Ryan
Medve, David	Mekrut, Julia	Melkonian, Andrew	McCarthy, Ingrid
McKinnon, Robert	McQuillan, Jonathan	Miller, Brittany	Miller, Ena
Mullen, Alexandra	Muniz, Sara	Nguyen, Viet Binh	O'Dell, Brian
Palomer, Angelika	Parsaeian, Anais	Pearl, David	Pegan, Jeremy
Petray, Megan	Petro, John	Petty, Justin	Phillips, Carena
Pirie, James	Price, Frederick	Pruss, Trisha	Quist, Graden
Richardson, David	Petuya-Rivera, Christian	Riley, Kevin	Ritchey, Chris
Roberts, Lauren	Robling, Joseph	Roche, Chelsea	Romano, Candace
Romero, Matt	Rosen, Ann	Rowe, Caitlan	Rueweler, Shane
Ruiter, Christopher	Ryan, Robert	Sadighi, Ali	Saifabad, Pantea
Sandhans, Elizabeth	Schumacher, Amber	Searle, Dustin	Serrantino, Scott
Seymour, Brandon	Sinnary, Adam	Sisto, Danny	Solomon, Jessica
Stefanovick, Caleb	Stember, David	Stromsness, Mike	Sudalnik, Kendra
Taberski, Carly	Talley, Andrew	Tanowitz, Stephanie	Thompson, Leah
Tong, Pei-Yee	Tross, Greg	Tuohey, Colin	Vanderhoof, Steven
Rikxoort, Natalia	Ventura, Hector	Wagner, Michael	Walker, Justin
Wallin, Summer	Weir, Amy	Weise, Andy	Westendorf, Evan
Williams, Ashley	Wright, Brian	Wolfe, Ivy	Zupanski, Morgan

Advanced Technology and Applied Science, Saddleback College

Eidenmuller, Heather	Moore, Harvey	Sueyoshi, Eric
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Fine Arts, Saddleback College

Filipouich, Debi	Filipouich, Lori	Kudell, Brent	Lee, Mike
Montes, Jeremy	Moreno, Rodrigo		

Health, Physical Education and Athletics, Irvine Valley College

Ho, Helen	Lee, Chris	Rivera, Ralph	Scalia, Larry
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Learning Assistance Program, Liberal Arts and Learning Resources, Saddleback College

Ahrar, Siavash	Ahrar, Seyed Sam	Asbee, Courtney	Azzazy, Youssef
Denecour, Ron	Doostzadeh, Payam	Fitzgerald, Gregory	Gerard, Henry
Karlan, Bruce	Neubauer, Laura	Nikbakht, Nima	Silva, Bill
Wyckoff, Dean			

Library Services, Irvine Valley College

Chakraborty, Jhuma	Huth, H. Wendell	Yang, Qing
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H. VOLUNTEERS - Continued

1. The following individuals are to be approved as Volunteers for the 2007/2008 academic year.

Life Sciences, Irvine Valley College

Carter, Beth

Mathematics, Sciences and Engineering, Irvine Valley College

Kaplan, Larry

Physical Education and Athletics, Saddleback College

Howard, Amanda

Ki, Steve

Stevenson, Tim

Vela, Vanessa

Physical Science and Technology, Irvine Valley College

Jenna Daniels

Ryck Daniels

Student Development, Irvine Valley College

Peralta, Kimberly

Student Health Center, Irvine Valley College

Fekrat, Marco

ATTACHMENT 1

South Orange County Community College District

CUSTODIAN - Classified Bargaining Unit Salary Range 113

Class specifications are intended to present a descriptive list of the range of duties performed by employees in the class. Specifications are not intended to reflect all duties performed within the job.

SUMMARY DESCRIPTION

Under general supervision from higher level supervisory and/or management staff, performs a full range of custodial duties related to the care, maintenance, and cleaning of assigned buildings and facilities; sets up and removes tables, chairs and equipment for meetings; and performs a variety of general tasks relative to assigned areas of responsibility.

May receive functional supervision, technical training and work direction from a higher-level custodian.

DISTINGUISHING CHARACTERISTICS

This is the journey level class within the Custodian series. Employees within this class are distinguished from the Lead Custodian in that the latter position serves as a lead worker over lower level custodial staff. Employees at this level are fully aware of the operating procedures and policies of the work unit.

REPRESENTATIVE DUTIES

The following duties are typical for this classification. Incumbents may not perform all of the listed duties and/or may be required to perform additional or different duties from those set forth below to address business needs and changing business practices.

1. Clean and sanitize restroom facilities and fixtures including sinks, urinals and toilets; wash windows, mirrors and walls; clean and sanitize showers; replenish supplies in restrooms; clear minor drain blockages as necessary.
2. Sweep, vacuum, mop, wax, strip, and polish floors; vacuum and shampoo carpets.
3. Dust and polish furniture, woodwork, fixtures, and equipment; remove cob webs; clean desks and counter tops; clean chalk boards and white boards; replenish chalk; clean erasers.
4. Empty, clean and sanitize waste receptacles; pick up papers and other debris; empty pencil sharpeners.
5. Move and arrange furniture and equipment and set up rooms for conferences and meetings; operate District vehicle to pick up or deliver supplies as requested.
6. Lock and unlock buildings and facilities as required; disarm and secure alarms; ensure buildings are locked and safeguarded against unauthorized use.
7. Replace lights and adjust shades and blinds.
8. Regulate ventilation and temperature; clean air vents as required.
9. Identify and report building maintenance needs in assigned buildings and facilities.
10. Remove graffiti from surfaces as necessary.
11. Assist in maintaining custodial closet; receive, stock, organize and maintain supplies and equipment as necessary.
12. Perform related duties as required.

QUALIFICATIONS

The following generally describes the knowledge and ability required to enter the job and/or be learned within a short period of time in order to successfully perform the assigned duties.

South Orange County Community College District
Page 2 - Custodian

QUALIFICATIONS

Knowledge of:

Methods, materials, and equipment used in custodial work.

Safe work practices.

Methods and techniques of cleaning and preserving floors, furniture, walls and fixtures.

Operational characteristics of cleaning equipment and materials.

Proper methods of storing equipment, materials and supplies.

Occupational hazards and standard safety practices.

Ability to:

Perform the full range of custodial tasks.

Clean and care for assigned areas and equipment.

Learn to use a variety of custodial equipment, supplies and materials.

Operate and use a variety of custodial equipment, supplies and materials in a safe and effective manner.

Perform minor maintenance repairs on assigned equipment.

Use and monitor the need for a variety of custodial equipment and materials.

Work independently in the absence of supervision.

Understand and follow oral and written directions.

Work with and exhibit sensitivity to and understanding of the varied racial, ethnic, cultural, sexual orientation, academic, socio-economic, and disabled populations of community college students.

Communicate clearly and concisely, both orally and in writing.

Establish and maintain effective working relationships with those contacted in the course of work.

EDUCATION AND EXPERIENCE GUIDELINES - Any combination of education and experience that would likely provide the required knowledge and abilities is qualifying. A typical way to obtain the knowledge and abilities would be:

Education/Training:

Equivalent to the completion of the twelfth grade.

South Orange County Community College District
Page 3 - Custodian

EDUCATION AND EXPERIENCE GUIDELINES

Experience:

Six months of custodial experience is desirable.

License or Certificate:

A valid California driver's license and proof of insurability may be required for some positions.

PHYSICAL DEMANDS AND WORKING ENVIRONMENT

The conditions herein are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential job functions.

Environment:

Work is performed in both indoor and outdoor environments; travel from site to site; exposure to noise, dust, grease, smoke, fumes, noxious odors and gases; work and/or walk on various types of surfaces including slippery or uneven surfaces. Occasional exposure to risks controlled by safety precautions. Positions may be required to work evenings and weekends.

Physical:

Primary functions require sufficient physical ability and mobility to perform moderately strenuous manual labor; to stoop, bend, kneel, crouch, reach, and twist; to lift, carry, push, and/or pull light to moderate amounts of weight; operate assigned equipment; and to verbally communicate to exchange information.

Vision:

See in the normal visual range with or without correction.

Hearing:

Hear in the normal audio range with or without correction.

Johnson & Associates - June, 2005
Board of Trustees Approved – February 27, 2006

ATTACHMENT 2

South Orange County Community College District

ELECTRICIAN – Classified Bargaining Unit Salary Range 128

Class specifications are intended to present a descriptive list of the range of duties performed by employees in the class. Specifications are not intended to reflect all duties performed within the job.

SUMMARY DESCRIPTION

Under general supervision from higher level supervisory and/or management staff, performs skilled electrical work in the installation, repair and maintenance of electrical systems and equipment including lighting circuitry, computerized fire and alarm systems, conduit systems and electrical control mechanisms; troubleshoots, diagnoses, and calibrates electrical equipment and systems; installs cable and conduit for fiber optic cable, phone and data systems; performs predictive, preventative, and corrective maintenance as assigned; and maintains a variety of records.

May receive functional supervision, technical training and work direction from a higher-level electrician.

DISTINGUISHING CHARACTERISTICS

This is the journey level class within the Electrician series. Employees within this class are distinguished from the Lead Electrician in that the latter position serves as a lead worker over lower level electrical staff and is assigned the more difficult and complex work of the unit. Employees at this level are fully aware of the operating procedures and policies of the work unit.

REPRESENTATIVE DUTIES

The following duties are typical for this classification. Incumbents may not perform all of the listed duties and/or may be required to perform additional or different duties from those set forth below to address business needs and changing business practices.

1. Install, maintain and repair a variety of electrical equipment and controls including interior and exterior electrical lighting circuits, conduit and duct systems, transformers and other types of electrical power equipment.
2. Install and maintain automated systems including parking lot lights, emergency lights and computerized fire and alarm systems.
3. Troubleshoot and repair short circuits, power failures and other electrical problems; test, locate and repair damaged electrical circuitry.
4. Repair and replace defective or worn electrical parts in motors, generators, pumps, telemetry equipment, controllers, switches and other facilities and equipment.
5. Inspect newly installed electrical equipment and lighting to ensure safe and satisfactory functioning.
6. Perform predictive, preventative, and corrective maintenance on equipment.
7. Inspect, clean, disconnect, improve, and reenergize high voltage networks as necessary.
8. Install low voltage fiber optic cable for networking purposes as required; inspect, correct and modify cable as needed.
9. Respond to electrical calls and emergencies as necessary.
10. Operate and maintain a variety of hand tools, power tools, pneumatic tools, trucks and other equipment in the performance of assigned duties.
11. Prepare and maintain a variety of written records and reports; read and interpret electrical and mechanical drawings and specifications.
12. Perform related duties as required.

South Orange County Community College District
Page 2 - Electrician

QUALIFICATIONS

The following generally describes the knowledge and ability required to enter the job and/or be learned within a short period of time in order to successfully perform the assigned duties.

Knowledge of:

Operational characteristics of electrical systems and internal components.
Methods, practices, equipment and tools used in the installation, repair and maintenance of electrical systems including lighting circuitry, computerized alarm systems, conduit systems and electrical mechanisms.
Principles of electrical theory as applied to electrical circuits and wiring systems.
Operational characteristics of a variety of electrical systems and high voltage networks.
Principles of electrical and electronic repair.
Use and maintenance of a variety of power and hand tools.
Methods and techniques of maintaining, installing and repairing electrical systems and equipment.
Operating characteristics and application of electrical test equipment.
Methods and techniques of troubleshooting and calibrating electric and electronic systems and components.
Instrumentation equipment and precision tools.
Preventive and corrective maintenance techniques.
Precautions necessary for working with high voltage.
Blueprint and symbol identification.
Basic principles of mathematics.
Office procedures, methods, and equipment including computers.
Principles and procedures of record keeping.
Occupational hazards and standard safety practices.
Pertinent federal, state and local codes, laws and regulations including Cal/OSHA safety rules, regulations and other safe work practices.

Ability to:

Perform a variety of installation, repair, and maintenance duties on electrical equipment and systems.
Install, troubleshoot, maintain and repair various types of electrical equipment and motors including lighting circuitry, computerized fire and alarm systems, conduit systems and electrical control mechanisms.
Operate a variety of electrical testing, maintenance, repair, and installation equipment in a safe and effective manner.
Use electrical test equipment.
Operate hand and power tools competently and safely.
Install low voltage fiber optic cable for networking purposes.
Maintain required work logs, records and related operational and maintenance data.
Prepare clear and concise written reports.
Perform accurate mathematical calculations.
Read, interpret, and work from blueprints, electrical diagrams and schematics, manufacturer instructions and directions.
Perform assigned work in accordance with appropriate safety practices and regulations.
Operate office equipment including computers.
Work independently in the absence of supervision.
Understand and follow oral and written instructions.

South Orange County Community College District
Page 3 - Electrician

QUALIFICATIONS

Ability to:

Communicate clearly and concisely, both orally and in writing.
Establish and maintain effective working relationships with those contacted in the course of work.

EDUCATION AND EXPERIENCE GUIDELINES - Any combination of education and experience that would likely provide the required knowledge and abilities is qualifying. A typical way to obtain the knowledge and abilities would be:

Education/Training:

Equivalent to the completion of the twelfth grade supplemented by specialized journey-level training in the maintenance and repair of electrical lighting, motor control panels and computerized alarm systems.

Experience:

Two years of responsible journey-level experience in the maintenance and repair of electrical systems including lighting systems, computerized alarm systems and components.

License or Certificate:

Possession of a valid California driver's license and proof of insurability. Obtain certificate of completion for Cal/OSHA high voltage electric safety and operation training as required.

PHYSICAL DEMANDS AND WORKING ENVIRONMENT

The conditions herein are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential job functions.

Environment: Work is performed in both indoor and outdoor field environment; travel from site to site; exposure to noise, dust, grease, smoke, fumes, electrical energy and high voltage and all types of weather and temperature conditions; work at heights on scaffolding and ladders. Occasional exposure to risks controlled by safety precautions. Positions may be required to work evenings and weekends. Frequent exposure to hazardous activities including high voltage electricity.

Physical: Primary functions require sufficient physical ability and mobility to walk, stand, and sit for prolonged periods of time; frequently stoop, bend, kneel, crouch, crawl, climb, reach, and twist; push, pull, lift, and/or carry moderate to heavy amounts of weights; operate assigned equipment and vehicles; verbally communicate to exchange information.

Vision: See in the normal visual range with or without correction; vision abilities required by this job include close, distance, and peripheral vision, color perception, depth perception, and the ability to adjust focus; and to operate assigned equipment.

Hearing: Hear in the normal audio range with or without correction.

Johnson & Associates - June, 2005
Board of Trustees Approved - February 27, 2006

ATTACHMENT 3

South Orange County Community College District

HVAC TECHNICIAN – Classified Bargaining Unit Salary Range 128

Class specifications are intended to present a descriptive list of the range of duties performed by employees in the class. Specifications are not intended to reflect all duties performed within the job.

SUMMARY DESCRIPTION

Under general supervision from assigned supervisory and/or management staff, performs skilled work in the installation, servicing, repair, and maintenance of refrigeration, heating, ventilation and air conditioning equipment and systems; operates and maintains a wide variety of hand and power tools and equipment; and assists in performing other skilled maintenance duties as assigned.

May receive functional supervision, technical training and work direction from a plant engineer.

REPRESENTATIVE DUTIES

The following duties are typical for this classification. Incumbents may not perform all of the listed duties and/or may be required to perform additional or different duties from those set forth below to address business needs and changing business practices.

1. Inspect, test, troubleshoot, repair, maintain and service all types of heating, refrigeration, ventilation and air conditioning equipment and systems; ensure proper functioning; repair leaks and malfunctioning dampers in systems.
2. Install, replace, repair and adjust valves, thermostats, fans, pressure and air regulators, filters, belts, fuses, controls, gauges, air compressors, blowers, dryers and pumps; test joints and insulate pipes of refrigeration and air conditioning systems; clean, lubricate and adjust systems as required.
3. Test water used in air conditioning systems for proper levels of chemical treatment; maintain appropriate levels to maximize corrosion protection in cooling towers and water supply.
4. Fabricate, repair and install duct work and chassis covers; cut threads and assemble pipe and tubing to other components of air conditioning, heating and refrigeration equipment.
5. Perform inspections of powerhouses throughout the assigned campus; monitor operation of mechanical systems that supply air conditioning to buildings.
6. Perform scheduled preventative maintenance on all air conditioning and related equipment.
7. As assigned, assists in operating the Energy Management System in order to control time schedule and temperature of conditioned areas on campus.
8. As assigned, assist outside contractors; provide information within the area of assignment; provide hands on assistance as necessary.
9. Order, stock and maintain equipment and supplies.
10. Provide assistance on various other maintenance and repair projects as assigned.
11. Perform related duties as required.

QUALIFICATIONS

The following generally describes the knowledge and ability required to enter the job and/or be learned within a short period of time in order to successfully perform the assigned duties.

Knowledge of:

Methods, practices, equipment and tools used in the repair and maintenance of air conditioning, heating and ventilation systems.

Methods and techniques of troubleshooting and diagnosing of HVAC malfunctions.

HVAC system design, equipment capabilities and requirements.

South Orange County Community College District
Page 2 - HVAC Technician

QUALIFICATIONS

The following generally describes the knowledge and ability required to enter the job and/or be learned within a short period of time in order to successfully perform the assigned duties.

Knowledge of:

Electronic, pneumatic and mechanical principles as applied to the maintenance and repair of heating, ventilation and air conditioning systems .

Operational characteristics of energy management systems and related components.

Proper methods, materials, tools, terminology and equipment used in the HVAC trades.

Methods and techniques of preparing and interpreting drawings, diagrams, schematics and blueprints.

Time, material, and labor cost estimating principles and practices used in maintenance and repair projects.

Occupational hazards and standard safety practices.

Pertinent federal, state, and local codes, laws, and regulations.

Ability to:

Perform preventive HVAC maintenance work.

Maintain, install and repair complex HVAC systems, equipment and components.

Operate a variety of tools and equipment used in HVAC maintenance and repair work.

Read and interpret mechanical drawings, schematics, blueprints and sketches.

Order and maintain parts and supplies according to established guidelines and repair requirements.

Install, maintain and repair energy management systems and related components.

Maintain detailed and accurate records.

Ensure adherence to safe work practices and procedures.

Work independently with little direction.

Understand and follow oral and written instructions.

Work with and exhibit sensitivity to and understanding of the varied racial, ethnic, cultural, sexual orientation, academic, socio-economic, and disabled populations of community college students.

Communicate clearly and concisely, both orally and in writing.

Establish and maintain effective working relationships with those contacted in the course of work.

EDUCATION AND EXPERIENCE GUIDELINES - Any combination of education and experience that would likely provide the required knowledge and abilities is qualifying. A typical way to obtain the knowledge and abilities would be:

Education/Training:

Equivalent to the completion of the twelfth grade supplemented by specialized training in the maintenance and repair of heating, air conditioning and ventilation systems or a related field.

Experience:

Two years of responsible experience in the maintenance and repair of heating and air conditioning equipment and systems.

License or Certificate:

Possession of a valid California driver's license and proof of insurability.

Possession of, a valid EPA Refrigerant Handling certificate.

South Orange County Community College District
Page 3 - HVAC Technician

PHYSICAL DEMANDS AND WORKING ENVIRONMENT

The conditions herein are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential job functions.

Environment:

Work is performed in indoor and outdoor environments; travel from site to site; exposure to noise, dust, grease, smoke, fumes, noxious odors, gases, and all types of weather and temperature conditions; work and/or walk on various types of surfaces including slippery or uneven surfaces and rough terrain; exposure to electrical energy. Occasional exposure to risks controlled by safety precautions. Positions may be required to work extended hours including evenings and weekends.

Physical:

Primary functions require sufficient physical ability and mobility to walk, stand, and sit for prolonged periods of time; frequently stoop, bend, kneel, crouch, crawl, climb, reach, and twist; push, pull, lift, and/or carry moderate to heavy amounts of weights; requires a sense of touch, finger dexterity, gripping with fingers and hands; operate assigned equipment and vehicles; verbally communicate to exchange information.

Vision:

See in the normal visual range with or without correction.

Hearing:

Hear in the normal audio range with or without correction.

Johnson & Associates - June, 2005
Board of Trustees Approved – February 27, 2006

ATTACHMENT 4

South Orange County Community College District

PROGRAMMER ANALYST – Classified Bargaining Unit Salary Range 140

Class specifications are intended to present a descriptive list of the range of duties performed by employees in the class. Specifications are not intended to reflect all duties performed within the job.

SUMMARY DESCRIPTION

Under direction from management staff, performs a variety of professional work in the design, programming, testing, installation and maintenance of information systems; and provides staff assistance to management.

DISTINGUISHING CHARACTERISTICS

This is the journey level class within the Programmer Analyst series. Employees within this class are distinguished from the Senior Programmer Analyst in that the latter provides functional and technical supervision over lower level programmer analyst staff and is expected to perform or take the lead on the most difficult and complex projects. Employees at this level are fully trained in their field and are aware of the operating procedures and policies of the work unit.

REPRESENTATIVE DUTIES

The following duties are typical for this classification. Incumbents may not perform all of the listed duties and/or may be required to perform additional or different duties from those set forth below to address business needs and changing business practices.

1. Analyze functional requirements and define system specifications for major software development projects; install newly developed software applications and integrate with existing products.
2. Develop, test and implement software components and computer programs according to overall system specifications; document new programs and changes to existing systems in accordance with established standards and procedures.
3. Consult with District and college faculty and staff to identify functional requirements for complex software systems; modify or enhance existing application system programs to meet user needs or system design changes; respond to requests and inquiries regarding operation, use and capabilities of the system.
4. Analyze, design and implement relational databases and perform database administrator tasks including database programming and user access management; design user interfaces, data structures and logical components of complex software systems.
5. Perform ongoing system maintenance tasks including upgrades, enhancements and operational requirements.
6. Evaluate system requirements and designs and generate various reports to support executive management decision making; submit reports to various governmental agencies as required.
7. Provide technical support to users who report system problems; work in conjunction with user support staff to resolve problems in an efficient manner.
8. Respond to ad hoc requests for a variety of computing services; provide technical support and expertise to resolve problems in an efficient manner during and outside of normal business hours.
9. Serve as project team member or leader as assigned.
10. Attend and participate in professional group meetings; stay abreast of new trends and innovations in the field of information systems.
11. Perform related duties as required.

South Orange County Community College District
Page 2 - Programmer Analyst

QUALIFICATIONS

The following generally describes the knowledge and ability required to enter the job and/or be learned within a short period of time in order to successfully perform the assigned duties.

Knowledge of:

Programming languages and procedures and their application to various systems.
Principles of systems analysis, design and data modeling techniques as applied to mainframe, client-server and internet environments.
Methods and techniques of programming, data processing and programming documentation.
Methods and techniques of software development.
Various mainframe, server and workstation operating systems.
Principles of database design and maintenance.
Principles of business letter writing and basic report preparation.

Ability to:

Design, program, test, install and maintain computer application systems.
Identify, evaluate and solve complex system and programming problems.
Analyze data and establish system requirements to develop logical solutions to data processing problems or tasks.
Design, implement and maintain relational databases.
Integrate new system applications with legacy systems in a mixed platform environment.
Assist users and staff in troubleshooting system and hardware problems.
Present and explain technical information in understandable terms.
Work independently in the absence of supervision.
Understand and follow oral and written instructions.
Communicate clearly and concisely, both orally and in writing.
Establish and maintain effective working relationships with those contacted in the course of work.

EDUCATION AND EXPERIENCE GUIDELINES

Any combination of education and experience that would likely provide the required knowledge and abilities is qualifying. A typical way to obtain the knowledge and abilities would be:

Education/Training:

Equivalent to a Bachelor's degree from an accredited college or university with major course work in computer science or a related field.

Experience:

Two years of related programming applications experience.

PHYSICAL DEMANDS AND WORKING ENVIRONMENT

The conditions herein are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential job functions.

Environment:

Work is performed primarily in a standard office setting. Duties are typically performed at a desk or computer terminal; subject to noise from office equipment operation; frequent interruptions and contact in person and on the telephone with academic and classified staff and others. At least minimal environmental controls are in place to assure health and comfort.

South Orange County Community College District
Page 3 - Programmer Analyst

PHYSICAL DEMANDS AND WORKING ENVIRONMENT

Physical: Primary functions require sufficient physical ability and mobility to work in an office setting; to stand or sit for prolonged periods of time; to occasionally stoop, bend, kneel, crouch, reach, and twist; to lift, carry, push, and/or pull light to moderate amounts of weight; to operate office equipment requiring repetitive hand movement and fine coordination including use of a computer keyboard; and to verbally communicate to exchange information.

Vision: See in the normal visual range with or without correction.

Hearing: Hear in the normal audio range with or without correction.

Johnson & Associates - June, 2005
Board of Trustees Approved – February 27, 2006

TO: Board of Trustees
FROM: Dr. Raghu P. Mathur, Chancellor
RE: SOCCCD: Strategies for Enrollment Enhancements
ACTION: Discussion/Information

BACKGROUND

A request was made for a presentation to the SOCCCD Board of Trustees on the topic of strategies for increasing enrollments in the district.

STATUS

In addition to Exhibit A, Dr. Andreea Serban, Vice Chancellor Technology and Learning Services; Dr. Richard McCullough, President, Dr. Glenn R. Roquemore, President, and Dr. Robert Kopecky, Provost, will present information on enrollment management strategies employed at Saddleback College, Irvine Valley College, and the Advanced Technology and Education Park.

Strategies for Enrollment Enhancement

September 13, 2007

Prepared by
Andreea M. Serban, Ph.D.
Vice Chancellor, Technology and Learning Services
South Orange County Community College District

with assistance from

Rajen Vurdien, Ph.D.
Vice President Instruction, Saddleback College

Lise Telson
Vice President Student Services, Saddleback College

Gwen Plano, Ed.D.
Vice President Student Services, Irvine Valley College

Introduction

Enrollment management is an organizational concept and a systematic set of activities designed to enable colleges to exert more influence over their student enrollments. Organized by strategic planning and supported by marketing, outreach, admissions, registration and records, financial aid, advising, student accounts, counseling, special and support services, tutoring, research, and technology, enrollment management activities concern student college choice, transition to college, student attrition and retention, and student success.

In September 2006, a brief presentation was made to the Board of Trustees on enrollment management concepts and strategies that colleges had in place or were planning to develop. The purposes of this follow up report are to: 1) provide an update on longitudinal enrollments district wide, 2) highlight some of the activities that the colleges and ATEP successfully pursued over the past year; and 3) outline enrollment management plans for 2007-08 and beyond.

District wide Enrollments

After an enrollment decline between 2002-03 and 2004-05, both colleges have experienced growth over the past two years (see Figure 1). District wide, the total 2006-07 FTES of 23,338 is 561 FTES below the high peak of 23,899 reached in 2002-03. Many California community college districts experienced the same trend in enrollments over the past five years. It is expected that in 2007-08, the colleges will exceed the 2002-03 FTES. The decline in enrollments experienced in 2003-04 and 2004-05 as well as increased awareness about enrollment management strategies and direction from the Chancellor led to the creation of enrollment management committees at both Saddleback College and Irvine Valley College. The purpose of these committees is to review appropriate analyses and information and provide recommendations and oversight for enrollment management activities at the colleges working in conjunction with other appropriate shared governance groups and committees. Appendices 1 and 3 include information about the enrollment management committees and processes at the two colleges.

Over the past five years, the courses offered either fully online or with at least 51% of the instruction online (hybrid courses) have expanded significantly. Saddleback's Internet based FTES increased by 1,306% from 108 Internet based FTES in 2002-03 to 1,523 in 2006-07. While Saddleback has had over time other types of distance education offerings, Irvine Valley College focused primarily on Internet based courses. Its Internet based FTES grew from 259 in 2002-03 to 630 in 2006-07, a 143% increase (see Figure 2). In 2006-07 Internet based FTES represented 9.23% of the total district wide FTES, compared to only 1.5% in 2002-03.

Figure 1. Total FTES

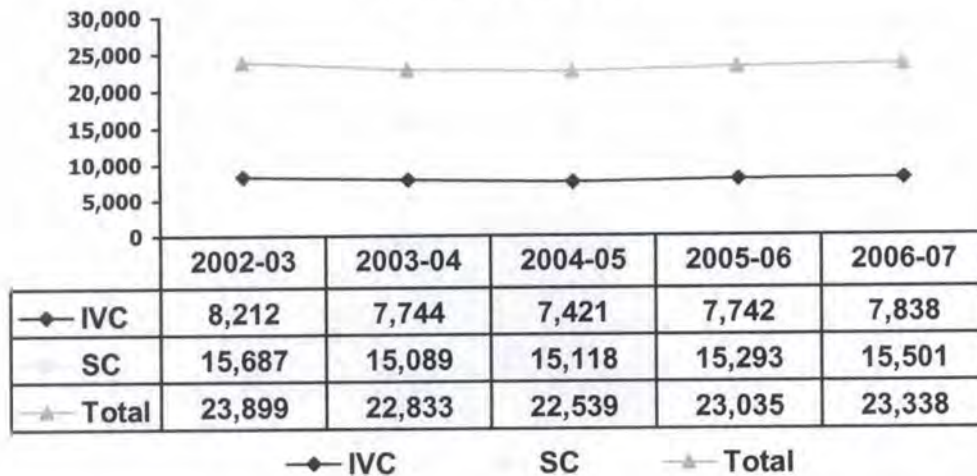
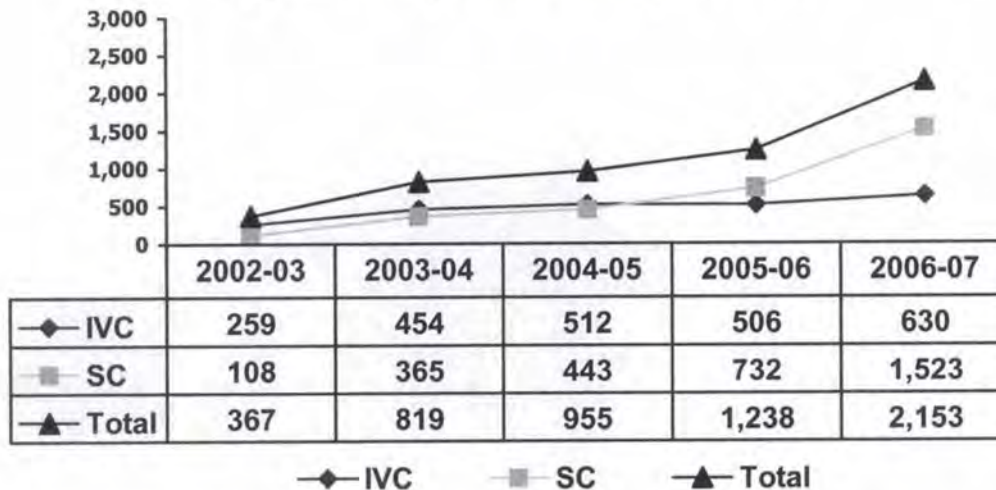


Figure 2. Fully Online and Hybrid FTES



Enrollment Management Strategies Utilized in 2006-07

In 2006-07, Saddleback College, Irvine Valley College and ATEP were actively engaged in enrollment management activities aimed at both increasing the recruitment of new students as well as improving retention of existing students. While there are many daily activities that support enrollment management efforts thorough the year, below are listed just some of the main strategies employed over the past year.

District wide Strategies

Increased student enrollments by improving online and in-person services:

1. Implemented the electronic signatures for both students and faculty.
2. Implemented the online parking permit system in November 2006 in time for the Spring 2007 registration.
3. Piloted the new online registration system and released it in production on July 9, 2007 on time for the Fall 2007 registration.
4. Upgraded the Emeritus Institute telephone registration system while continuing to search for ways to encourage and train more Emeritus students to use the online registration system.

Saddleback College

1. Increased distance education offerings
2. Promoted the concept of "College on your time"
 - o Creative scheduling
 - late starting classes
 - combined on campus and distance education offerings
3. Introduced new programs
 - o Rapid Digital Manufacturing Certificate
 - o Received System Office Grant, for Teacher Preparation Pipeline for Career/Technical Education \$300,000+.
4. Promoted basic skills math on IPODs, videos, and CDs
5. Increased admission to Nursing program by 36%
6. The Student Success Planning Group completed a comprehensive plan including detailed goals aligned with the 9 College Strategic Directions and recommended a tenth "Increase and Improve Student Retention and Success"
7. Implemented classified professional development for the college called-"Focus On Service" for student services and division front line classified staff to learn about the new Student Survey, the newly implemented College Strategic Planning Process, how each of the service departments operate and focus on methods together to best support student success and retention
8. Developed and administered the first comprehensive Student Satisfaction Survey, whose results will be used to further improve services and program offerings
9. Created international recruitment DVD
10. Conducted on campus recruitment events
 - o Hosted auto mechanic teachers from southwest USA
 - o Hosted 500 high school students at job fairs promoting rapid prototyping programs
 - o Senior Day
 - o Welcome Day (over 8,000 invitations went out to either new or prospective students to attend Saddleback College's 3rd Annual Welcome Day).
 - o Family Night
11. Outreach department over the summer participated in Aliso Viejo July 4th Celebration, Camp Pendleton Career Fair and Ocean Festival in San Clemente
12. Increased retention and transfer activities
13. Expanded early alert programs

14. ASG successfully organized and implemented the first ever Awareness Week at Saddleback College

Irvine Valley College

1. Increased distance education offerings
2. Created high school football banners (Beckman High School and Woodbridge High School)
3. Placed ads at Beckman and Irvine High Schools
4. Placed ads in high school athletic schedules
5. Placed ads in Chamber publications, OC Metro, and Orange County Business Journal
6. Placed ads in the Persian publications
7. Placed ads in US News & World Reports and Orange Coast Magazine
8. Purchased promotional items for outreach
9. Contributed to welcome week
10. Launched the Early College at Beckman High School, a dual enrollment program which allows high school students to enroll in IVC courses on their own high school campus
11. Implemented the Achieve College Early program for high school students wishing to concurrently enroll
12. Launched the Beacon program in which tutors work directly with the math faculty to improve student success in Math classes
13. Increased retention and transfer activities

ATEP

1. Solicited and reviewed 13 proposals for potential partnerships
2. Entered into Exclusive Right to Negotiate Agreement with Camelot
3. Continued discussions with the City of Tustin
4. Prepared for the Fall 2007 campus launch and worked with the two colleges to develop the schedule of classes and coordinate student support services. ATEP classes have more than 420 enrollments this fall.
5. Collaborated with the colleges and the district staff in the development of a document outlining potential program offerings and space requirements

Enrollment Management Plans for 2007-08 and Beyond

Just as every institution has a mission statement that expresses its purpose (educational goals and market segment), there needs to be a road map that shows where the college comes from, where it is now and where it is going in the future. The strategic and enrollment management plans are the road maps for the mission, as they outline goals, objectives, and strategies.

Over the past year, both colleges were engaged in significant planning efforts, which culminated with the development of strategic plans for 2007-10. Part of the overall planning efforts, both

colleges also developed enrollment management plans. Appendix 1 includes Saddleback's enrollment management plan for 2007-10, Appendix 2 includes the recommendations made by Saddleback's Student Success Planning Group for 2007-10, most of which are in direct support of enrollment management goals, Appendix 3 includes IVC's enrollment management plan for 2007-08 and Appendix 4 is a draft of the Spring 2008 schedule of classes for ATEP.

As these documents indicate, this year both colleges are planning to emphasize enrollment management as an overall, comprehensive institutional effort which encompasses all facets of the campus: instruction, student services, research, and technology. At the same time, the proposed 2007-08 activities address the continuum of student interactions with a college from recruitment and outreach to application to enrollment, retention, and departure, all integrated into a broad student success approach. It is expected that the implementation of the enrollment management at both colleges will have a significant positive impact on enrollments.

Appendix 1. Saddleback College Enrollment Management Plan 2007-10

Background Information

The Saddleback College Enrollment Management Committee, a shared governance body, was established in the Spring semester of 2005 by the Planning and Budget Council. The committee met for the first time in June 2005 and has been meeting regularly every other week.

The Enrollment Management Committee works very closely with three other college committees: Marketing Committee, Distance Education Committee, and Scheduling and Facilities Use Committee.

The purpose of the Enrollment Management Steering Committee is to recommend, implement, document, monitor, and periodically revise the structure of Enrollment Management at the College; encourage a process that is responsive, flexible, educationally sound, and research based; and provide leadership for a collaborative approach to establishing priorities and determining strategies.

The Enrollment Management Committee also serves as one of the four strategic planning groups of Saddleback College. The other three are Campus Environment, Student Success, and Institutional Effectiveness.

Strategic Planning Directions

Every year, the Planning and Budget Council establishes strategic directions for the college community. These directions also form the backbone of the strategic plans that the four strategic planning groups submit to the Planning and Budget Council.

The direction for the 2006-07 strategic plan for enrollment management was to develop strategies to increase enrollment. For the 2007-10 planning process, the Planning and Budget Council recommended nine strategic planning directions to the planning groups to guide them in the development of the 2007-10 strategic plan.

These directions are:

1. Select career technical programs for viability, enhancement, and development
2. Promote and enhance Health Science programs
3. Increase overall Saddleback College FTES growth
4. Enhance Distance Education offerings
5. Increase and sustain professional development for faculty and staff
6. Increase and sustain efficient use of technology campus wide

7. Provide and maintain state of the art facilities
8. Enhance Basic Skills
9. Increase transfer ready rates

Implementing the Strategic Plans

The Planning and Budget Council reviews the strategic plans submitted by the four planning groups and develops the college wide strategic plan. These recommendations guide the administration of the college in all areas.

Based on the recommendations, the Planning and Budget Council sets guidelines on how the strategies are going to be implemented. Some of the strategies require funding for equipment and staff. The planning groups are currently identifying the various strategies and separating them into those that require funding and those that do not. The next step is to prioritize the goals and strategies.

The Enrollment Management Plan

The Enrollment Management Plan presented below is the result of work performed by the Distance Education, Marketing, Scheduling and Facilities Use, and the Enrollment Management Committees. The committee followed the directions and guidelines of the Planning and Budget Council to complete its task.

SADDLEBACK COLLEGE GOALS AND STRATEGIES 2007-2010 Strategic Planning Group: Enrollment Management

STRATEGIC DIRECTION:

To develop strategies for increasing enrollment.

ENROLLMENT MANAGEMENT GOAL 1:

MEETS PBC GOAL 3: Increase overall SC FTES GROWTH.

The Enrollment Management Committee (EMC) will facilitate achievement of the goal of 7,943 semester FTES by 2010.

STRATEGIES	TARGET DATE	RESPONSIBLE PERSON/GROUP	ESTIMATED BUDGET	EXPECTED OUTCOME	METHOD OF ASSESSMENT
1. The EMC will list, collect, evaluate, and post the comprehensive reports necessary to establish annual enrollment targets.	May 2008	EMC, OOI Research Office	15,000	A comprehensive reporting system providing the data to necessary to establish realistic annual enrollment targets.	A spreadsheet will be developed and posted showing the reports identified, the date of preparation, and the date of posting.
2. The Distance Education Committee will design and implement an online student satisfaction survey for distance education classes.	May 2008	EMC, DEC, VPI		Student survey available for completion by DE students on-line	70% of DE students of record as of April 1 will complete survey.
3. The Enrollment Management Committee will work with the Student Success Committee to	Mar. 2010			Retention rates from Fall Semester 2009 to Spring Semester 2010 will have increased by 10% over	Comparison of enrollment statistics.

increase the fall to spring retention of enrolled students by 10% over the base figure for the year 2006-2007 by the end of 2010.				retention rates from Fall 2006 to Spring 2007.	
4. The Marketing Committee will implement marketing strategies targeting current students to increase retention	Aug. 2007	EMC, MC, Outreach	7,000	More effective marketing strategies.	Review of Marketing activities.
5. The Enrollment Management Committee will evaluate the effectiveness of the outreach events and activities sponsored by the College to promote and/or enhance enrollment.	Jan. 2010	EMC Outreach Specialist Marketing Chair	2,000	Quantitative and Qualitative Measurements will be developed to evaluate outreach activities.	Statistical data showing the effectiveness of outreach activities.
6. The Marketing Committee will implement marketing strategies that will target key groups to increase enrollment.	June 2010	EMC Marketing Committee	22,000	Implementation of the College Marketing Plan.	Evaluation of Marketing Activities.
7. The Marketing Committee will implement marketing strategies to appeal to all age groups and build community awareness of	June 2010	EMC Marketing Committee	60,000	Establishment of a Marketing Plan that addresses lifelong learning and emeritus education.	Evaluation of Marketing Activities as they relate to the Emeritus Program.

lifelong learning.					
8. The Enrollment Management Committee in conjunction with the Scheduling, Facilities, Marketing, and Distance Education Committees will recommend actions to PBC that will result in attaining the goal of 7,943 semester FTES by 2010.	June 2010	EMC Facilities Committee DE Committee		Enrollment of 7,943 equivalent FTES by 6/30/2010.	Enrollment Reports
9. The Marketing Department will be expanded to meet the enrollment goals of the College in accordance with the Marketing Plan.	June 2010	PBC, EMC	255,000	Implementation of Marketing Plan, Goal 4.	Administrative Assistant and PIO hired; Marketing Department budget increased.

ENROLLMENT MANAGEMENT GOAL 2:**MEETS PBC GOAL 8: Enhance basic skills.**

The Enrollment Management Committee will encourage the College academic divisions to work more closely with faculty and administration from its feeder high school districts to increase the number of students who are eligible to enter Saddleback College as freshman with eligibility for college level Math and English by 10% by the end of 2010.

STRATEGIES	TARGET DATE	RESPONSIBLE PERSON/GROUP	ESTIMATED BUDGET	EXPECTED OUTCOME	METHOD OF ASSESSMENT
1. The Math Department Faculty will interface with the Math faculty in the Saddleback Valley Unified School District and Capistrano Unified School District to develop curriculum that enables students to qualify to take College level math classes as freshmen.	6/30/09	OOI Divisions	3,000	Seamless curriculum that provides for placement at college level in Math coursework at entrance to Saddleback College as a freshman.	A 10% increase in the number of freshman students from the feeder high school districts who score at college level on their Matriculation placement at exam.
2. The English Department Faculty will interface with the English faculty in the Saddleback Valley Unified School District and Capistrano Unified School District to develop curriculum that enables students to qualify to take College level English classes as freshmen.	6/30/09	OOI Divisions	3,000	Seamless curriculum that provides for placement at college level coursework in English at entrance to Saddleback College as a Freshman.	A 10% increase in the number of freshman students from the feeder high school districts who are placed in English 1A on their Matriculation placement examination.

3. The Enrollment Management and Marketing Committees will develop informational materials for educationally and economically disadvantaged high school students and their parents which defines the high school courses that should be taken to provide for college readiness at admission to Saddleback College as a freshman and explains the importance of readiness.	6/30/08	Marketing OOI	4,500	Creation of at least three brochures or flyers that explains to economically and educationally disadvantaged high school students and parents the need to be college ready in English and Math at graduation from high school.	Development of three brochures or flyers.
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ENROLLMENT MANAGEMENT GOAL 3:**MEETS PBC GOAL 1: Select CTE Programs for: viability, enhancement, and development.**

The Enrollment Management Committee will establish a process to review external data reports, the 5-year Master Plan, and Program Review data to make recommendations for program establishment, expansion, and discontinuance, and tie the recommendations to the budget development process.

STRATEGIES	TARGET DATE	RESPONSIBLE PERSON/GROUP	ESTIMATED BUDGET	EXPECTED OUTCOME	METHOD OF ASSESSMENT
1. EMC will develop a process to evaluate surveys, governmental statistics, and local, state and national initiatives as they relate to new program implementation.	6/30/08	EMC		A process for review of data that creates a quantitative analysis of potential programs that would serve as partial program justification if submitted to the Chancellor's Office.	An established process.
1a. The EMC will use the data gathered and program review documentation to recommend up to three CTE programs that have growth potential and should be targeted for expansion.	10/30/07 10/30/08 10/30/19	EMC		An annual strategic planning recommendation for CTE program expansion.	A recommendation on the first PBC agenda in November of each year.
1b. The EMC will use the data gathered and program review documentation to evaluate	3/30/08 3/30/09 3/30/10	EMC		An annual strategic planning recommendation regarding possible discontinuance of CTE programs.	A statement about whether a recommendation for program discontinuance will be made by the first

whether to recommend discontinuance of any CTE program.					PBC meeting in April of each year.
2. The EMC will work with the Divisions to identify areas of potential program growth.	6/30/08	EMC OOI Divisions	5,000	A program expansion recommendation process.	80% agreement based on a campus survey that the process is fair and effective.
3. The EMC will work with the PBC and Institutional Effectiveness Committee to establish a process to evaluate the recommendations brought forward through program review as they relate to program expansion particularly as they relate to cost effective growth.	6/30/08	EMC IE PBC		A program expansion cost evaluation and budget development process.	80% agreement based on a campus survey that the process is fair and effective.
4. The EMC will work with the PBC to find ways to tie the supported recommendations identified through program review to the budget development and hiring processes.	4/30/08 4/30/09 4/30/10	EMC PBC		A developed list of strategies to tie programmatic recommendations to budget development.	80% agreement based on a campus survey that the process is fair and effective.
5. The EMC in conjunction with the Faculty Hiring Prioritization Committee	11/07 11/08 11/09	EMC, FHPC	1,800,000	New faculty positions approved	12 new faculty positions.

will recommend the addition of four new full time faculty annually to program establishment and expansion.					
6. The EMC will recommend additional classified staff support to accommodate program expansion and establishment.		EMC, CHPC	1,200,000	Increased classified staff support through increased assignments or new hires.	Total increase in FTE classified staff.

ENROLLMENT MANAGEMENT GOAL 4:**MEETS PBC GOAL 5: Increase & Sustain Professional development for faculty and staff.****MEETS PBC GOAL 6: Increase & sustain efficient use of technology campus wide.****Increase the amount of support and training given to instructors of distance education classes.**

STRATEGIES	TARGET DATE	RESPONSIBLE PERSON/GROUP	ESTIMATED BUDGET	EXPECTED OUTCOME	METHOD OF ASSESSMENT
1. EMC in conjunction with the DE Committee will increase the amount of support and training given to instructors of distance education classes.	June 2008 June 2009 June 2010	EMC DE Chair	156,000	Training and support opportunities will be provided to DE faculty through the hiring of a previously approved Application Specialist II.	Training schedules
2. EMC in conjunction with the DE Committee will provide sufficient technological training and support to distance education instructors.	June 2008 June 2009 June 2010	EMC DE Chair	140,000	Technology training will be provided to faculty and staff annually by hiring the previously approved DE Coordinator.	Technology training schedules
3. EMC in conjunction with the IEC will provide necessary training to faculty and staff in writing student learning outcomes and program reviews.	June 2008 June 2009 June 2010	EMC IE Chair	10,000	Student learning outcome and program review training will be provided annually.	SLO and Program Review Training Schedules.
4. Strategies will be	June 2010	PBC	100,000	Distance Education Plan	Assessment of the DE

implemented to enable the DE Committee to achieve its goals.		DE Committee		completed.	Plan.
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ENROLLMENT MANAGEMENT GOAL 5:**Increase student enrollment and retention in distance education classes at Saddleback College.****MEETS PBC GOAL 4: Enhance Distance Education offerings.**

STRATEGIES	TARGET DATE	RESPONSIBLE PERSON/GROUP	ESTIMATED BUDGET	EXPECTED OUTCOME	METHOD OF ASSESSMENT
1. Increase the number of courses offered through distance education.	2008-2010	VP Instruction; Division Deans		Make more classes available to students utilizing the distance education format.	Review DE enrollment statistics
2. Increase student satisfaction with DE classes currently offered.	2008-2010	DE Instructors		Utilize the results from the DE student satisfaction survey to improve DE classes and student support for DE classes.	Online student satisfaction survey
3. Additional equipment and technology will be purchased to support Distance Education according to the DE Plan.	Spring 2009	PBC, DEC	100,000	Recommended technology to support DE Plan purchased.	Completion of DE Plan Goal 3.
	Spring 2010		100,000		
4. DE Plan Goal 4 to locate all distance education staff in one area will be completed.	May 2010	PBC, EMC, Director of Facilities and Operations.	150,000	Location of all DE staff in one area.	Completion of DE Plan Goal 4.
5. DE Plan Goal 5 to establish proctored testing services will be implemented.	May 2008	OOL, Community Education	60,000	Develop and implement a procedure for proctored testing.	Completion of DE Plan Goal 5.

ENROLLMENT MANAGEMENT GOAL 6:
Enhance and Support Existing Transfer Program

MEETS PBC GOAL 9: Increase transfer ready rate.

STRATEGIES	TARGET DATE	RESPONSIBLE PERSON/GROUP	ESTIMATED BUDGET	EXPECTED OUTCOME	METHOD OF ASSESSMENT
1. The Enrollment Management Committee will recommend changes to process and programmatic offerings that will lead to an increase in the number of students who are transfer ready or complete a certificate within 2 years.	June 2010	EMC, OOI	10,000	A 10% increase in the number of students who are transfer ready or receive a certificate annually by 2010, as compared to 2006-2007 data, provided that Title 5 regulations in effect as of April 1, 2007, are not modified.	Comparison of 2009-2010 data to statistics from the 2006-2007 benchmark year.
2. The EMC will work with the Student Success Committee to identify programs to serve growing diverse communities and at risk populations.	May 2010	EMC, SSC, VPI, VPSS, TCD		Identification of appropriate programs.	A list of programs is developed.
3. The EMC and Marketing Committee will work with the SSC to inform the community of unique and/or exemplary transfer programs.	May 2008 May 2009 May 2010	EMC, MC, TCD		An annual increase in community awareness of transfer activities based on student surveys of 5% annually.	Student awareness survey results.

4. Transfer marketing and informational materials will be updated annually to ensure accurate information.	May 2008 May 2009 May 2010	EMC, MC, TCD	30,000	Accurate transfer based marketing materials.	Identification of revisions made.
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Appendix 2. Saddleback College
Student Success Planning Group • Recommendations 2007-2010 • Goals and Strategies

GOAL	STRATEGY	BUDGET REQUEST	YEAR	RESOURCE CODE	ACTION
1	Select Career Technical programs for : viability, enhancement and development.				
2	Promote and enhance Health Science Programs.				
2.A	Retain Nursing students via grant funds.	Grant funded	2007-2010	G	
3	Increase overall Saddleback College FTES growth.				
3.A	Increase Saddleback College Student Athletes by 50 FTES.	\$82,500		F, D, PTC, PTF	
3.B	Increase overall FTES growth through additional tutoring assistance offered to Saddleback students.	91,969	2007-2010	PTC, SH	
3.C	Increase overall Saddleback College growth of Hispanic / Latino students.	3,500	2007-2008	TS	
3.D	Implement outreach strategies in conjunction with marketing goals and strategies that will target key groups to increase enrollment..	77,700	2007 CONT.	SH, ISS, G,E	
4	Enhance Distance Education offerings.				
4.A	Increase student retention / completion of online classes.	20,000	2007-2008	PTF	
5	Increase & sustain professional development for faculty & staff.				
5.A	Initiate and support faculty & staff training in standards of campus and classroom behavior of students and the public.	\$0	2007 CONT.	No budget request	
5.B	Increased referral to Student Services & sensitivity to all students, particularly disabled and under represented.	1,000	2007 CONT.	ISS	
5.C	Campus Community Emergency Response Team (C-CERT)	4,500	2006	E	

			CONT.	
5.D	Develop & implement outreach programs that improve student, faculty & staff awareness of the signs of mental health distress.	101,449	2007	FTF, ISS, PTC,PTF
6	Increase & sustain efficient use of technology campus wide.			
6.A	Increase student retention and persistence.	\$0	2008	No budget request
6.B	Utilize My Academic Plan (MAP) to increase ease & ability of students & Counselors developing educational plans.	\$0	Fall 2007	No budget request
6.C	Increase student awareness and use of Student Services through online orientation.	24,000	2007	TS, PTF
6.D	Improve knowledge of class performance through Early Alert systems.	10,350	2007	TS
6.E	Provide efficient systems to Student Service professionals to best serve students.	90,000	Fall 2008	TS
6.F	Implementation of SARS appointment scheduling tracking system to provide accountability.	25,000	2007-2008.	TS
6.G	BOG fee waiver application as a part of CCCApply.	2,000	2007 CONT.	TS
7	Provide and maintain state of the art facilities.			
7.A	Increase ability of Instructional Faculty, Counselors & Staff to serve students & provide adequate workspace.	TBD	2007-2010	D, FR
7.B	Meet ADA accessibility requirements and increase the ability of Faculty, Counselors & staff to serve students & accommodate employees.	41,600	2007-2008	FR, E
7.C	Increase the ability of faculty, counselors & staff to serve students and accommodate all employees working for Transfer / Career Center, EOPS, Student services Leadership & CalWORKS.	37,000	2007-2008	FR
7.D	Increase the ability of Matriculation Faculty and Staff to better serve students.	21,000	2010	TS
7.E	Increase ability Faculty, Counselors & Staff to serve students (A&R)	30,000	2007-2008	FR
7.F	Increases and improve services and information provided to students.	10,000	2007-2008	FR
7.G	Remodel and create adequate space for a "one stop" Fiscal Office.	7,000	Jul-07	FR
7.H	House the Outreach Department.	15,000	Jul-07	FR

8	Enhance Basic Skills			
8.A	Increase student retention and persistence in Pre-Algebra & Beginning Algebra.	121,732	2007-2010	PTF, PTC, ISS
8.B	Increase student retention and persistence in Developmental English.	46,142 + OSH	2007-2010	PTF, PTC, ISS
8.C	Enhance Basic Skills through increased support of ESL program.	120,642	2007-2010	FTF, PTF, C
8.D	Enhance Basic Skills through Focus on Reading.	127,296 + OSH	2007 CONT.	PTF,ISS,SH,E
8.E	"Basic Skills as a Foundation for Student Success in California Community Colleges"	2,000	2007 CONT.	ISS
8.F	Enhance Math and English Basic Skills with increased tutoring.	30,000	2007 CONT.	SH
9	Increase transfer ready rates.			
9.A	Enhance transfer services to achieve rates.	(92,804?) + 130,112	2007-2010	FR, PTF, ISS, PTC,G
9.B	Expand the number of transfer "ready" students.	64,372	2007-2010	PTF, PTC
9.C	Develop a "Puente" or Bridge Program to expend the number of transfer ready.	223,985	2007-2010	ISS,PTF, PTC,FR, G
10	Increase and improve Student Retention and Success.			
10.A	Hire a full-time Matriculation Coordinator.	94,713	2008-2009	FTF
10.B	Reduce the number of students on probation.	47,480	Spring 2008	PTF
10.C	Increase student retention and success through Applied Psychology class.	28,488	2008	PTF
10.D	Expand hours of service in Enrollment Services to students (particularly evenings & key times) and via increased telephone reception.	56,148.38	2007 CONT.	PTC
10.E	Administration and use of Student Survey results to improve services to students.	7,000	Bi-Annualy	PTC, PTF
10.F	Insure that articulation agreements are up to date and enhanced continually.	21,326	Fall 2008	FTC
10.G	Full-time Administrative Assistant for Assistant Dean, Counseling and Special Programs.	52,923	Spring 2008	FTC

10.H	Enhance Fiscal and Veterans Services to all current and future students.	27,931	Jul-07	PTC
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ISS	INSTRUCTIONAL SERVICE
E	SUPPLY
TS	EQUIPMENT
PTF	TECHNOLOGY/SOFTWARE
FTF	PART TIME FACULTY
SH	FULL TIME FACULTY
PTC	STUDENT HOURLY
FTC	PART TIME CLASSIFIED
FR	FULL TIME CLASSIFIED
Q	FACILITIES REMODEL
G	NO BUDGET REQUEST
BSI	GRANT
C	BASIC SKILLS INITIATIVE
F	CATEGORICAL
D	FOUNDATION
SM	DISTRICT
	STATE MANDATE

Irvine Valley College

Enrollment Management Plan

2007 - 2008

**Glenn Roquemore, Ph.D.
Gwen Plano, Ed.D
Cal Nelson, Ed.D**

May 31, 2007

Background Summary

In February, 2003 a broad based Enrollment Management Committee (EMC) was formed to address declining enrollments. Four subcommittees were tasked with exploring needed change: Outreach, Student Success, Scheduling, and Assessment. By August 2004, the EMC was focused on scheduling problems (i.e., courses, hours, days), large lecture retention, room utilization, and assessment. The prospect of dipping enrollments also spurred renewed attention on Marketing and Outreach. Finally, in spring 2005, the EMC split into two committees: Enrollment Management: Scheduling and Enrollment Management: Outreach and Marketing.

In October 2006 the Chancellor asked the College Presidents to produce a report on Enrollment Management Strategies to supplement on-going enrollment management tactics already in place. This report was submitted and approved by District administration in November 2006.

The Enrollment Management Plan for 2007-2008 blends the strategies identified in October 2006 with the overall enrollment management goals of the college. It identifies key strategies which will assist the college in reaching a 333 FTES growth (4.2%) target set by the Chancellor. Not all of the strategies outlined in the Plan are achievable without notable budgetary augmentation. If funds are not adequately present, the outcome of the strategies cannot be guaranteed.

Enrollment Issues

Through the process of reviewing enrollment data and trends and the environmental scan provided by Maas Companies, Inc., the following enrollment issues were identified:

- Room utilization
- Low enrollment in multiple section classes
- Scheduling conflicts
- No *Shadow* classes
- Low large lecture retention rates for math
- Certificate viability
- Low persistence, course completion and success rates
- Declining university transfer rates
- Limited resources for marketing and outreach

Enrollment Objectives

Based on the identified issues, several objectives were established to increase enrollment:

1. Maximize room utilization;
2. Reduce multiple section classes to increase productivity and provide funding for additional courses in high demand;
3. Introduce Block Scheduling;
4. Introduce *Shadow* classes;

5. Increase distance education;
6. Limit large lecture math classes for basic skills;
7. Reduce certificate offerings to those that are effective and market them;
8. Increase tutoring and other support services;
9. Provide more assistance to the Transfer Center;
10. Increase visitations to local high schools and create partnerships with feeder schools;
11. Identify funds for Marketing and Outreach.

Enrollment Strategies

Enrollment strategies to accompany the Enrollment Objectives were developed and submitted to District earlier this year. In response to the new directive to increase FTES by 4.2%, additional enrollment strategies were developed for 2007-2008. Student Services managers met to identify key strategies associated with marketing, outreach, retention and services; and academic administrators met to focus on key curriculum concerns. Their combined efforts are manifest in the strategies that are categorized under four main themes:

1. Marketing and Outreach
2. Student Access and Services
3. Curriculum and Delivery
4. Retention

I. MARKETING AND OUTREACH

	Enrollment Strategy	Measurable Outcomes	Resources Needed	Access Barriers	Responsible Person(s)
1	Develop and implement new Student Success Scholarship Program.	10 new high school students will receive scholarship funds and attend IVC.	Foundation funds	\$	Darryl Cox Al Tello
2	Increase Matriculation of IUSD and TUSD students and other area high schools. <ul style="list-style-type: none"> ○ Visit high schools and attend college nights and community college days. ○ Deliver IVC application workshops at high schools. ○ Provide assessments at high schools. ○ Purchase ads in high school newspapers and athletic schedules. ○ Purchase banners at football and baseball stadiums. ○ Send congratulatory post cards to graduating seniors with information on summer/fall registration. 	Increase number of IUSD and TUSD graduates who enroll at IVC by 2.5%.	Senior Matriculation Specialist		Donna Sneed Diane Oaks
3	Enhance Advertising and Marketing Efforts: <ul style="list-style-type: none"> ○ Update recruitment brochures to reflect input from student focus groups. ○ Distribute information about the college to OCTFCU. ○ Develop a general college brochure, presentation folder and pop-up display. ○ Increase ads in ethnic newspapers. ○ Increase ads in CSUF, UCI, and CSULB college newspapers. ○ Place ads in other venues besides newspapers. ○ Utilize the opening of Performing Arts Center as a recruiting tool (F.A. calendar) ○ Increase the number of student events. ○ Increase promotional items utilized for events. 	Increase new student enrollment 2.5%.	\$15,000 \$8,000 \$15,000 \$5,000 \$11,000 \$4,000 \$10,000	\$ \$ \$ \$ \$ \$	Donna Sneed Diane Oaks

	Enrollment Strategy	Measurable Outcomes	Resources Needed	Access Barriers	Responsible Person(s)
4	Develop and implement an International Education Recruitment Plan Establish and market program to target areas.	Increase number of F1 visa students by 3%.	\$5000		John Edwards
5	Develop and implement a recruitment plan aimed at businesses to promote credit programs and courses.	Increase enrollment in business classes by 2%	\$7000	\$	Susan Corum, Susan Cooper, Donna Sneed
6	Recruitment of Adult Re-entry Students.	1. Increase contacts to 5 additional community agencies 2. Increase students age 25-59 2%.			Liz Cipres, Fawn Tanriverdi
7	Develop a recruitment team of staff and faculty.	1. Increase visitations to 3 per month at feeder schools.	Stipends monies \$3,500	\$	VPI
8	Create a parents (of high school students) informational guide that extols the benefits of a community college education.	Increase enrollment of targeted high schools by 3%.	\$6,000	\$	Donna Sneed Diane Oaks
9	Develop and implement a recruitment and retention plan for students who are veterans	Increase enrollment of veterans by 3%.			Darryl Cox
10	Advertise IVC events and registration on area Community Services calendars, including OC Magazine	5% increase on Internet site usage.	\$30,000	\$	Diane Oaks
11	Develop brochure for local businesses explaining services and the benefits of Contract Education.	20% increase in Contract Education.	\$5,000	\$	Dave Anderson, Susan Cooper

II. STUDENT ACCESS AND SERVICES

	Enrollment Strategy	Measurable Outcomes	Resources Needed	Access Barriers	Responsible Person(s)
1	Promote Summer Readiness in area high schools.	Enrollment increase of 5% in Summer Readiness classes.			Liz Cipres Fawn Tanriverdi
2	Create multi-lingual directory.	Student Satisfaction survey will attest to students feeling more supported.			Liz Cipres
3	Develop and implement an Online Student Orientation.	1. Student Satisfaction survey will attest to increased satisfaction. 2. 75% of students using the online orientation will enroll.	\$18,000 through Matriculation		Liz Cipres Donna Sneed

	Enrollment Strategy	Measurable Outcomes	Resources Needed	Access Barriers	Responsible Person(s)
4	Ensure IVC presence at One Stop through workshops and publications.	1. IVC becomes part of the management team. 2. Students enroll in classes.	\$1,500		Liz Cipres
5	Counselors will expand the number of classroom visitations to encourage enrollment and to explain the support programs available to students.	1. At least 10 classrooms will be visited each term. 2. At least 300 students will be reached in this process. 3. Students will enroll in more units. 4. Transfer rates will increase.	Counselor Time (Matriculation \$10,000)		Liz Cipres
6	Establish a system of follow-up letters and phone calls to increase the conversion rate of applications (moving potential students from just completing the application to enrolling in classes).	1. Increase registration rates by 4%.	Part time staff for a "call center" \$6,000	Locating, paying and training staff to provide personal calls to 3000 people.	Donna Sneed Tran Hong John Edwards

III. CURRICULUM AND DELIVERY

	Enrollment Strategy	Measurable Outcomes	Resources Needed	Access Barriers	Responsible Person(s)
1	Develop and offer more alternative delivery and alternative scheduling of classes.	1. Increase number of students registering for afternoon, weekend, late-start, on-line, rapid delivery and hybrid courses 2. 4% increased enrollment in targeted courses.			VPI
2	Partner with TUSD and IUSD to offer an "Early College" experience. Create brochures to market the program.	1. 50 students will enroll in the "Early College" program. 2. 75% will complete their courses successfully.	\$20,000 District funds		Gwen Plano VPI Donna Sneed John Edwards Diana Oaks
3	Expand Emeritus courses.	1. Increase the number of enrolled students.	OSH		Dave Anderson
4	Create and implement "shadow" courses.	1. Increased enrollment in key courses. 2. Increased productivity.	OSH	Classrooms, faculty resistance	VPI Deans
5	Implement the Achieve College Early (ACE) program for current high school students.	1. Increase high school concurrent enrollment by 2%.			John Edwards Donna Sneed
6	Implement the Early Priority Program for graduating seniors.	1. Increase high school senior enrollment by 3%.	\$1,000		John Edwards Donna Sneed

	Enrollment Strategy	Measurable Outcomes	Resources Needed	Access Barriers	Responsible Person(s)
7	Promote Second 8 weeks.	1. Increased productivity. 2. Email blast 3. Automated telephone calls 4. Flyers, poster, separate 8 week schedule	\$1,500	\$	Donna Sneed Diane Oaks Liz Cipres Tran Hong
8	Develop additional courses to serve Electrician Trainee program.	Increase enrollment by 15%.	VTEA funding for curriculum development		Susan Cooper
9	Develop CWE for DMP and Electrician Trainee programs.	Increase enrollment by 10% and better connect to local businesses.	VTEA funding for internships		Susan Cooper
10	Investigate possible programs in GIS and Pharmacy Technician.	Attract new students.	VTEA funding for curriculum development		Susan Cooper
11	Increase number of Math classes taught with Pod-casting and hybrid mode.	Better retention of Math students.			Susan Cooper

IV. RETENTION

	Enrollment Strategy	Measurable Outcomes	Resources Needed	Access Barriers	Responsible Person(s)
1	Implement the Early Alert System	1. 95% - 100% of referred students will be contacted. 2. 50% of contacted students will act upon recommendations.	Matriculation	Readiness of District software	John Edwards Donna Sneed Liz Cipres
2	Implement a "Beacon" program at IVC. Tutors will work directly with math faculty.	Completion and success rates will increase 25%.	Faculty stipends and tutors \$8,000 (Basic Skills)		Liz Cipres
3	Establish a Degree Audit Program to encourage students to apply for the AA degree when they near completion.	AA/AS degrees will increase by 15%.	\$50,000 (Matriculation)	District IT prioritization	John Edwards

Appendix 4. ATEP Draft Spring 2008 Schedule

Department	Course Number	Course Title	Time	Day	Room	Instructor	College
Architect/Draft							
	DR 50	Intro Comp. Aid Drafting	4-7pm	M/W	C. Lab	Staff	SC
CACT							
	CACT 20	Introduction to Lasers	6 - 9pm	M/W	D 101	DeShazer	ATEP
	CACT 22	Intro Fiber Optics	6 - 9 pm	T/TH	D 105	Young	ATEP
	CACT 101	Optics Fab I	6 - 9 pm	T/TH	D 105	Dempsey	ATEP
	CACT 102	Optics Fab II	6 - 9 pm	T/TH	D 105	Dempsey	ATEP
	CACT 120	Lens Design	6 - 9 pm	T	D 101	Doushkina	ATEP
	CACT 130	Solidworks	6 - 9 pm	T	E 101	Staff	ATEP
	CACT 150	Beg. Holography	6 - 9pm	T	D 105	Trollinger	ATEP
Business Sciences							
	ACCT 1 A	Accounting	5 - 9:50 pm	TH	B 101A	Staff	IVC
	BUS 160	Sml. Bus. Mgt.	7 - 8:20 pm	M	B 102	Newell	SC
	BUS 135	Elements of Marketing	7 - 8:20 pm	W	B 102	Newell	SC
	BUS 14	Business Law	9-1pm (2nd)	F	B 101A	Goldberg	SC
	CIM 279	Info Sec Fund	7-10pm	T	C. Lab	Meek	SC
	CIM 282	Network Defense	7-10pm	W	C. Lab	Meek	SC
	CIM 283	Information Security	7-10pm	TH	C. Lab	Meek	SC
Fine Arts							
	DMA 55	Graphic Design I	9am - 3pm	F	C. Lab	Staff	IVC
	CA 30	History of Film	online	TBA	online	Staff	SC
	EXP 289	Intro to Digital Camera	1:30 - 4:30pm	T	C. Lab	Staff	IVC

	PHOT 401	Photography	1-4pm	W	C. Lab	Staff	IVC
	SP /TA 35	Voice and Diction	1-4pm	T/TH	B 101B	Staff	IVC
	TA 415	Rehearsal & Perform.	TBA	F	B 101B	Staff	IVC
	SP 1	Comm. Fundamentals	9-12pm	F	B 102	Staff	IVC
	SP 1	Comm. Fundamentals	7-10pm (2nd)	T/TH	TBA		SC
Life Sciences & Technology							
	HSC 228	Calcu. Medication Admininstration	1-2:45pm (6wk)	Th	B 101A	Belyea	SC
	MA 200	Medical Terminology	1-4pm (2nd)	T	B 101A	Staff	SC
	N 160	Pharmacology	9:30am-12p	Th	B 101A	Venable	SC
	N 161	Life Cycle II: Growth & Dev.	4-7pm (8wk)	T	B 101A	O'Buchon	SC
Math, Computer Science, Engineering							
	DMP 200	Intro to Model Making	7 - 10pm	M	E 103	Schureman	IVC
	DMP 210	Rapid Visualization	7 - 10pm	T/TH	E 103	Schureman	IVC
	DMP 220	Basic Model Making	1 - 3:30pm	M/W	E 103	Schureman	IVC
	DMP 220	Basic Model Making	6 – 7:30 pm	M/W	E 103	Schureman	IVC
	DMP 221	Adv Model Making I	1-3:30pm	M/W	E 103	Schureman	IVC
	DMP 222	Adv Model Making II	7 – 9:30pm	T/TH	E 103	Schureman	IVC
	DMP 240	3D Model Making	7-9:30pm	T/TH	E 103	Monroe	IVC
	EXP 289	Math Modeling & Decision Analysis	3-4:20PM	M/W	B 101B	Staff	IVC
	MATH 251	Elem Algebra	5:30 - 7:50pm	T/TH	B 102	Staff	IVC
	MATH 253	Inter. Algebra	6:30 - 8:50pm	M/W	B101 B		IVC

	MUS 28	History of Rock Music	3:30p - 4:50pm	T/TH		Staff	IVC
	MATH 10	Intro. to Statistics	5:30-6:50pm	M/W	B101 B	Staff	IVC
Humanities & Languages							
	ARAB 1	Elementary Arabic				Staff	SC
	CHI 1A	Intro to Beg. Chinese	7 - 9:20pm	W		Staff	IVC
	CHI 1	Beg Chinese	9 – 11:20 am	T/TH	B 102	Staff	IVC
	ENG 1A	Prin. Of English Comp					SC
	ESL 363	Intermediate Pronunciation	1 – 2:20 pm	T/TH	B 102	Staff	IVC
	FREN 1	Beg. French	9 – 11:20 am	T/TH	B 101B	Staff	IVC
	JA 1	Beg. Japanese	7 – 9:00 pm	T/TH		Staff	SC
	SPAN 1	Spanish 1				Staff	SC
	SPAN 1 A	Intro Span	7 – 9:20 pm	W	B 101A	Saada	IVC
	WR 1	College Writing 1	7 – 9 pm	T/TH	B 102	Witt	IVC
Library Services							
	LIB 10	Intro to Library Research	7 – 10pm	T	B 101A	Wassman	IVC
Physical Sciences							
	ASTR 20	General Astronomy	2 - 3:20pm	T/TH		Staff	IVC
	ASTR 20	General Astronomy	7-10pm	W	B 101A	Staff	SC
Social & Behavioral Sciences							
	ECON 2	Economics	4-7pm (2nd)	MW	B 101A	Gensler	SC
	PSY 1	Intro to Psychology				Staff	SC

TO: Board of Trustees

FROM: Dr. Raghu P. Mathur, Chancellor

RE: ATEP: Submittal of Short Range Plan to the City of Tustin

ACTION: Information

BACKGROUND

The City of Tustin and SOCCCD entered into an Agreement dated April 22, 2004 for the *Conveyance of a Portion of MCAS Tustin and the Establishment of an Advanced Technology Educational Campus* ("Conveyance Agreement"). The Conveyance Agreement followed the closure of MCAS Tustin and the City's agreement to guide the redevelopment of the MCAS Property pursuant to the umbrella Federal Conveyance Agreement between the United States and the City of Tustin dated May 13, 2002. Both the City and SOCCCD acknowledged that the Conveyance Agreement is dependent upon and subordinate to the underlying Federal Agreement, Federal Quitclaim Deeds and Federal Leases of the MCAS Tustin Property to the City. The general intent of the Conveyance Agreement as evidenced by Section 1.3.2 is for the City to "...coordinate and assist SOCCCD in its development and use of the SOCCCD Property as a 68.37-acre Advanced Technology Education Campus provided the City received assurances from SOCCCD that the SOCCCD Property will be developed and used in a manner consistent with the Reuse Plan and Specific Plan..."

STATUS

Section 4.3 of the Conveyance Agreement requires SOCCCD, among other things, to prepare short range and long range academic and facilities plans for the SOCCCD to demonstrate financial and management plans to implement the requirements of the MCAS Tustin Reuse Plan/Specific Plan. Exhibit A is the short range plan that will be submitted to the City of Tustin.



AT



Short Range Improvement Plan

Prepared by

gkkworks
architecture and construction services

**Short Range Improvement Plan
for SOCCCD ATEP Site
September 11, 2007**

South Orange County Community College (SOCCCD) proposes the following short range improvement plan per section 4.0 Development and Reuse, of the agreement between The City of Tustin and SOCCCD Conveyance for the Advanced Technology & Education Park (ATEP) at the former MCAS Tustin area PA 1-A (learning village.) This plan is to be implemented over the next 2 years to include the following capital infrastructure improvement scope items:

1. Temporary Classroom /Lab and Administration Buildings –
 - a. Incorporate as-built site plan denoting temporary building locations and surface parking lot off of Valencia Avenue and Landsdowne Road.
 - b. Expand existing surface parking lot with additional lot lighting. Provide (2) 40' Containers (sea-train type) Constructed of corrugated steel painted to match ATEP classroom and lab buildings.
 - c. Prepare and submit interim building and site facility plans this includes the possible reuse of the existing helicopter hanger and commissary buildings. As noted in the conveyance document these buildings will need to be disconnected from all existing utilities and fed from the new public utilities. Additionally a temporary access road will be provided to the helicopter hanger from Armstrong Road. The location of the new curb cut and working drawings to be submitted, reviewed and approved by the City of Tustin.
2. Building/Site Demolition –
 - a. Prepare a site plan which denotes existing buildings to be demolished by SOCCCD within the next 2 years, along with a preliminary schedule to obtain Hazmat permits for such demolition. Currently SOCCCD has hired a consultant to sample, test and provide an abatement report for all the existing structures to be demolished. Additionally the district has been given clearance to sample and test the buildings that reside on the Navy portion of the site.

- b. Prepare a site plan which denotes the existing surface features to be removed, this includes access roads, curbs, gutters, sidewalks and miscellaneous site work.
- c. SOCCCD will hire an Arborist to evaluate existing site trees. The trees will be cataloged and evaluated for future relocation and or removal depending on the trees health and condition. It is important to try and maintain the old growth trees for future use.
- d. Obtain a site boundary plan from The City of Tustin which denotes surrounding roads including Redhill Road, Valencia Avenue, Armstrong Road and the future Warner Avenue for the ATEP site.
- e. Prepare a preliminary utilities (water, electrical, natural gas, telephone, sewage and storm drain) demolition plan to address the demolition of the abandoned utilities on the ATEP site.

3. Site Beautification –

- a. Prepare landscape/irrigation plans for edge treatments along Valencia Avenue, Red Hill Road, Armstrong Road and Warner Avenue. These plans will be based on the requirements set forth in the Specific Plan section 2. This includes Entry treatments as shown in figure 2-18 and streetscape treatments as shown in figures 2-20 for Warner, 2-30b for Red Hill and 2-23 for Armstrong and Valencia Avenue. Also denote temporary fencing location around perimeter of ATEP site. The figures above have been included for reference.
- b. Prepare preliminary easement agreements with The City of Tustin for landscape/sidewalk edge treatments along Valencia/North Loop Road, Red Hill, Armstrong and Warner Avenues, if required.
- c. Utilize existing trees from the ATEP site for beautification. The trees that are salvageable and appropriate for relocation will be utilized for the perimeter treatments.
- d. Locate temporary access entries to SOCCCD's 68 acre site, from Valencia Loop Road, Armstrong and future Warner Avenues.
- e. Prepare plan for overall site beautification. The site will be cleared and devoid of most of the structures and site work and will require an interim solution for dust control and curb appeal. In response to this the district intends to evaluate several options. One of which may be hydroseeding with a California native wild flower mix that

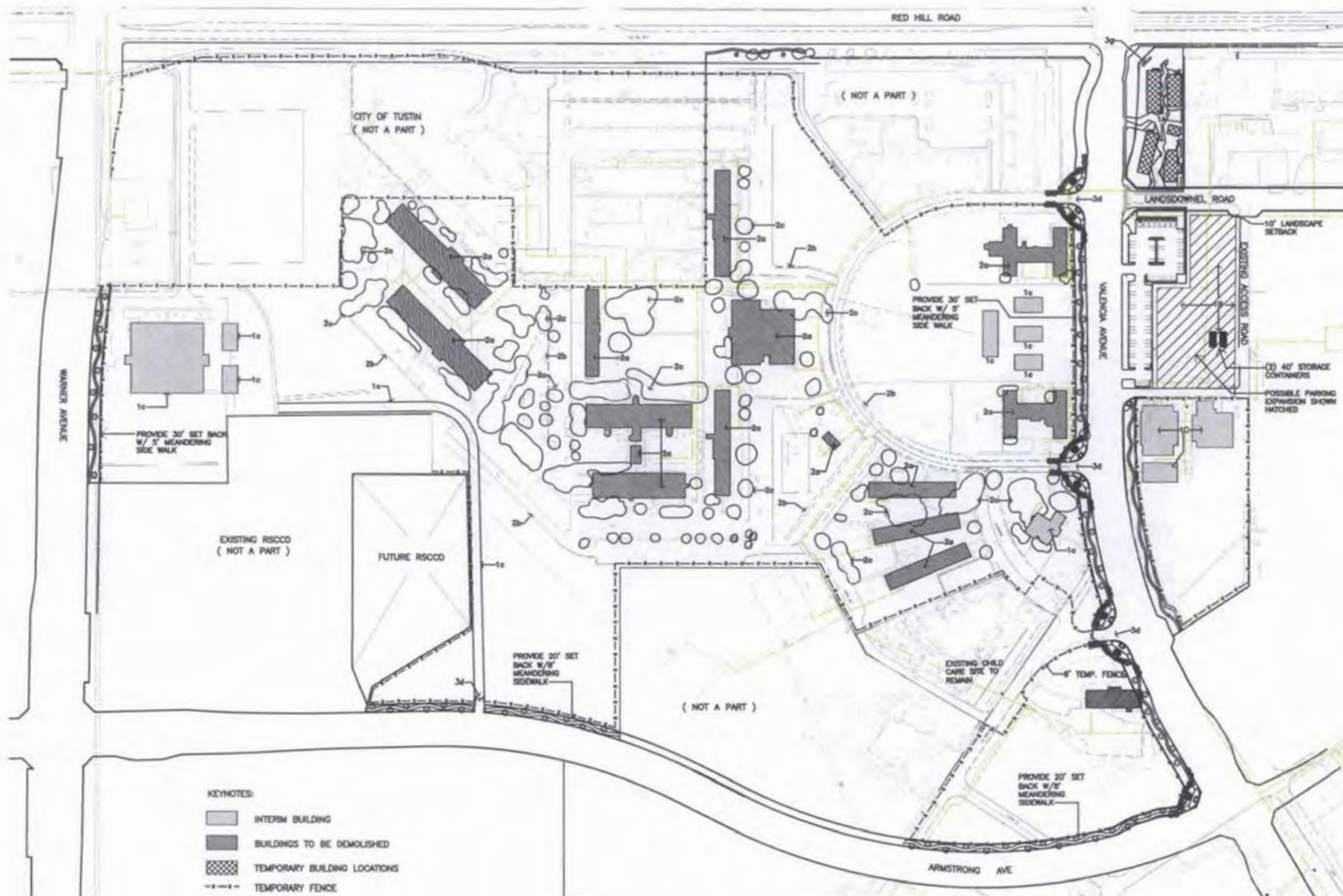
will cover the site with flora. Another option may be to grow strawberries over a portion of the site. Ultimately a consensus will need to be reached to satisfy the city as well as the district.

- f. Buildings to remain will be required to be upgraded to current Title 24 standards. This includes new parking and path of travel upgrades to the buildings. The buildings will also be required to meet current DSA standards for fire life safety, accessibility and will be evaluated for structural safety. Additionally the existing utilities will be replaced and fed underground from the new Public utility systems in the adjacent roadways. Any storm water runoff shall be evaluated by the City of Tustin Public Works department.
- g. SOCCCD shall develop and install a site Monument sign at the corner of Red Hill Road and Valencia Avenue. This sign shall be complimentary to the new sign being constructed by the City on the south east corner of the same intersection. The District intends to use the standards provided by the City. This will include similar materials, fonts and general size. The design will be presented to City of Tustin for approval.

4. Maintenance –

- a. Prepare a description of the site maintenance plan for the next 2 years to ensure that site beautification is maintained on occupied as well as unoccupied areas.
- b. A Stormwater Pollution Prevention Plan (SWPPP) shall be developed by the demolition contractor, deployed and maintained throughout the site development. The plan will be modified as portions of the site are developed but will always be maintained on the undeveloped portions.

Please see the attached plan labeled "SOCCCD Short Range Site Plan" for a graphical representation of this plan. The items listed above are keyed into the plan by item number and sub letter. Additionally excerpts from the MCAS Tustin Specific Plan are included for reference to clearly identify the intentions of the offsite improvements required by the local agency.



SHORT RANGE IMPROVEMENT PLAN

ATEP AT MCAS Soccod TUSTIN

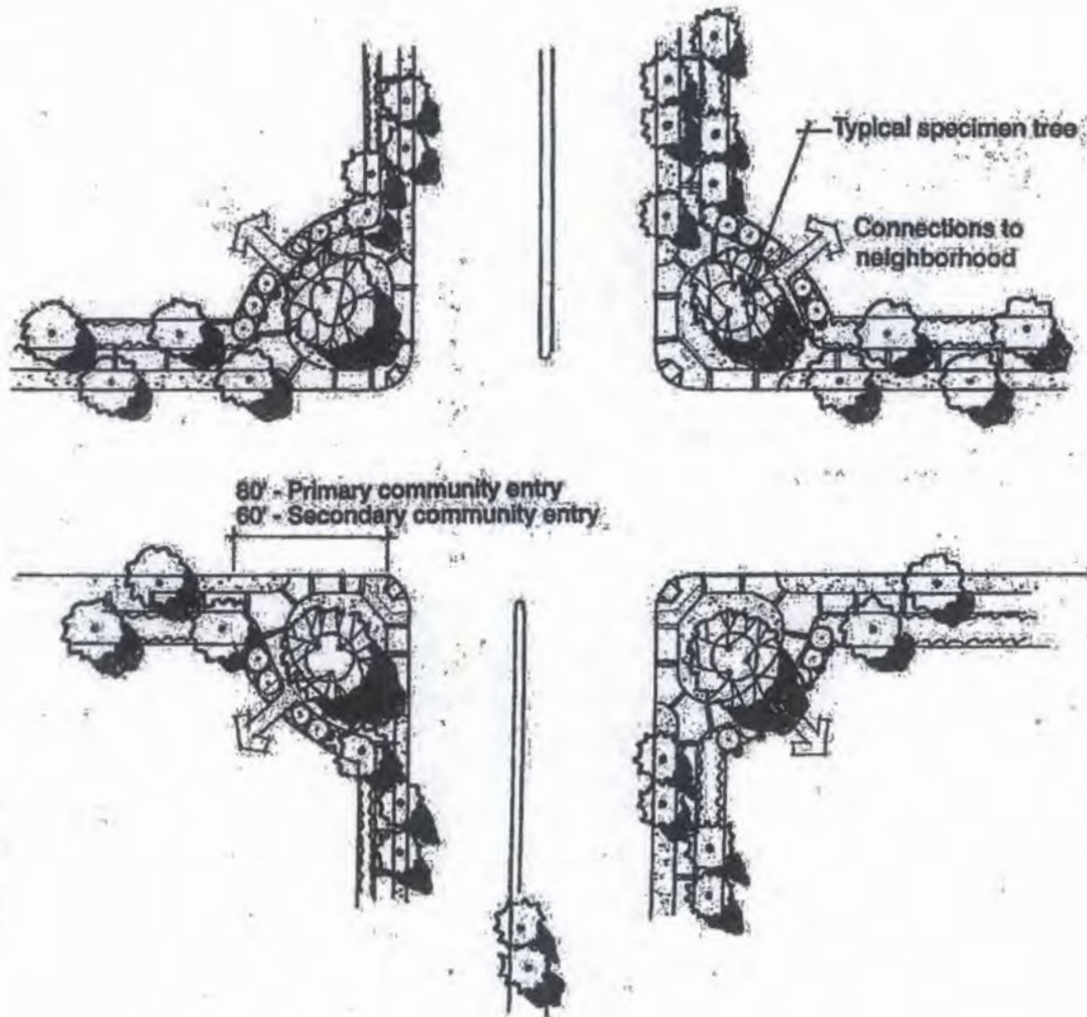
gkkworks

25441 Elm Street | Suite 200 | Newport Beach | CA 92660
949 261 0800 | 949 261 2708 fax | www.gkkworks.com

Excerpts
from
**MCAS Tustin
Specific Plan**
Included for Reference only

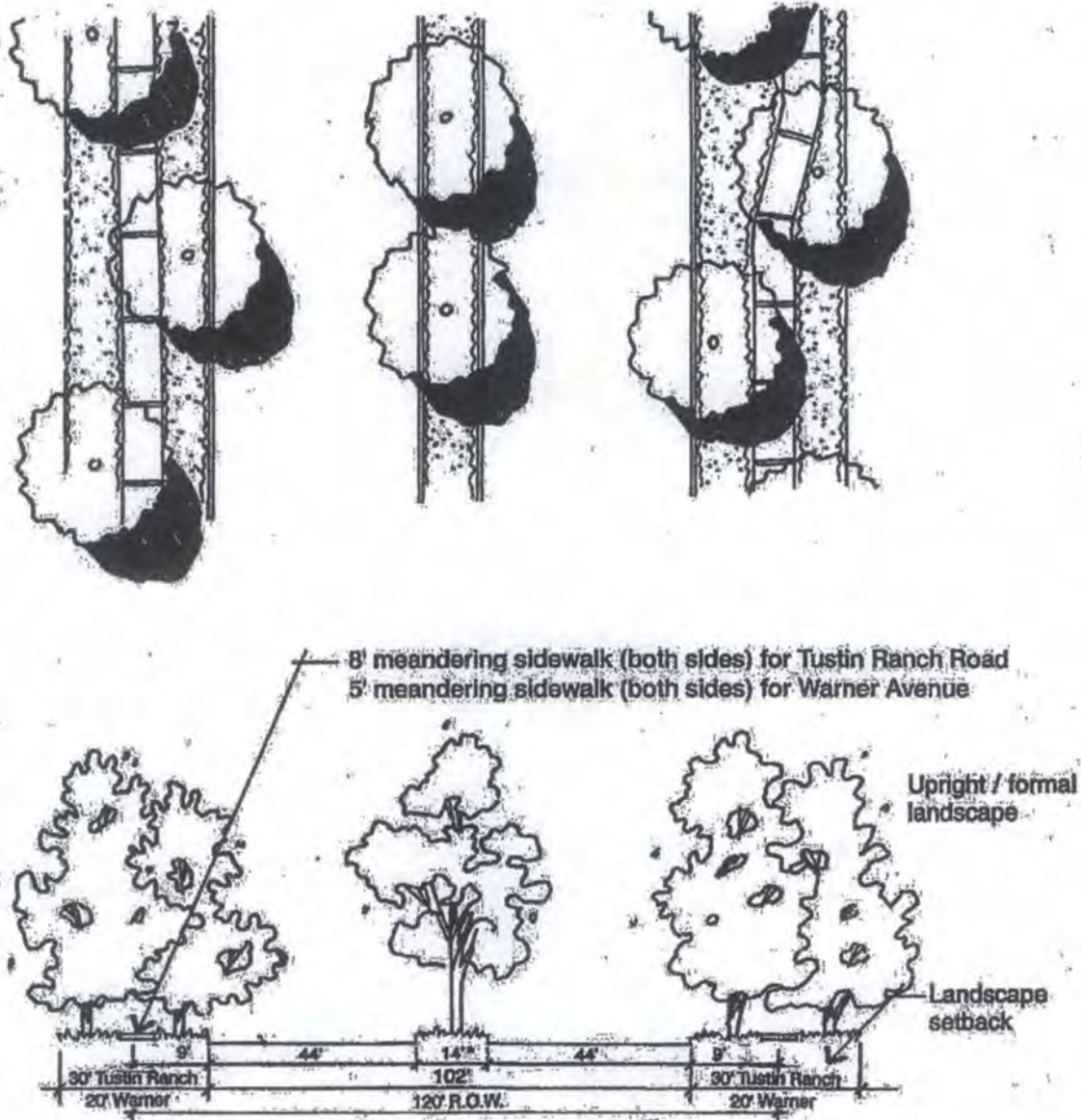
Chapter 2 • Plan Description

Primary & Secondary Community Entry Treatments



Chapter 2 • Plan Description

Tustin Ranch Road Streetscape – A & Warner Avenue Streetscape - A

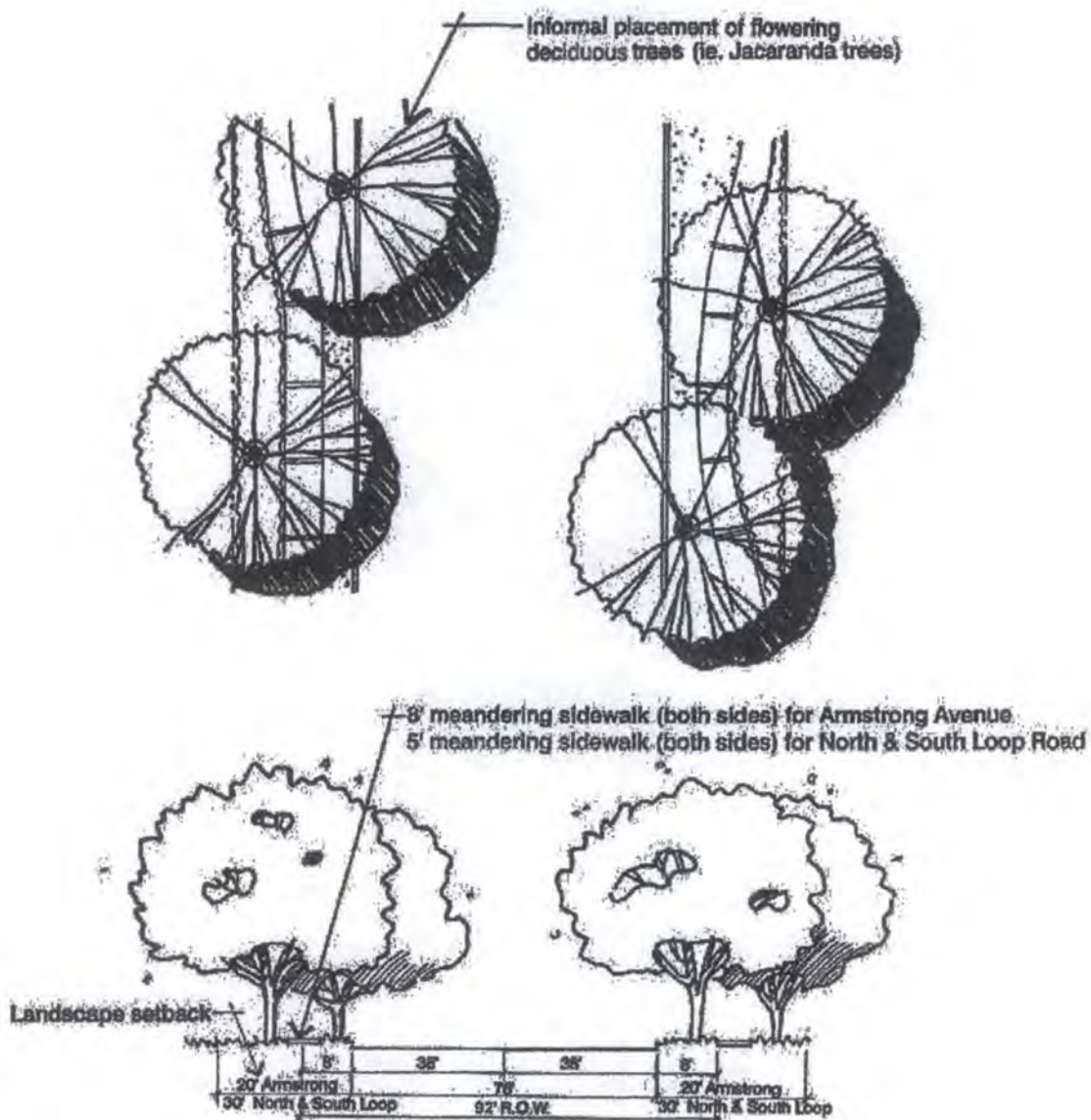


Notes:

- 1) A sidewalk easement and landscape maintenance agreement must be recorded when sidewalks occur outside of street right-of-way.
 - 2) A nine foot sidewalk width is required when sidewalks extend to the curb at intersections along major arterials.
- * Median width varies from 14'-24' to account for double left turn lanes at intersections.

Chapter 2 • Plan Description

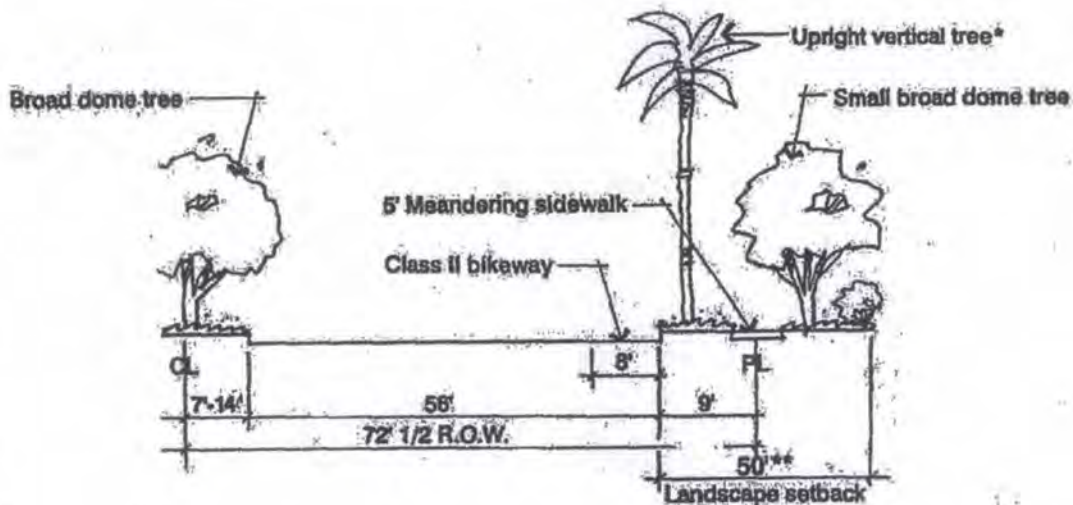
North Loop Road, South Loop Road & Armstrong Avenue Streetscape - B



Notes:

- 1) A sidewalk easement and landscape maintenance agreement must be recorded when sidewalks occur outside of street right-of-way.
 - 2) An eight foot sidewalk width is required when sidewalks extend to the curb at intersections along major arterials.
- * Median width varies from 12'-24' to account for double left turn lanes.

Chapter 2 • Plan Description
Redhill Avenue Edge Streetscape B
Northbound from Barranca Parkway to Valencia Avenue



Notes:

- 1) Median can vary from 14' to 24' at certain locations to account for double left turn lanes at intersections.
 - 2) A nine foot sidewalk width is required when sidewalks extend to the curb at intersections along major arterials.
 - 3) Landscape setback is measured from curb face corresponding to ultimate right-of-way.
- * Palm is an example only.
- ** A sidewalk and landscape maintenance agreement must be recorded when sidewalks occur outside of street right-of-way.

TO: Board of Trustees

FROM: Dr. Raghu P. Mathur, Chancellor

RE: Saddleback College and Irvine Valley College: Accreditation Focused Midterm Reports

ACTION: Information/Approval

BACKGROUND

Saddleback College and Irvine Valley College submitted accreditation progress reports on October 15, 2006 and were subsequently visited by teams in November 2006. On January 31, 2007, Saddleback College and Irvine Valley College received the letters from the Accrediting Commission for Community and Junior Colleges (ACCJC), which indicated that based on the progress reports submitted by the colleges and the evaluations of the visiting teams the progress reports were accepted. The decision of ACCJC was that both colleges need to submit a focused midterm report due to the commission on October 15, 2007. In addition, Saddleback College will be visited during the Fall 2007 semester by an accrediting team to validate the focused midterm report.

STATUS

Since receipt of the ACCJC letter of January 31, 2007, Saddleback College and Irvine Valley College have been engaged in an effort to provide comprehensive responses as requested by ACCJC and prepare the focused midterm reports. This effort has included analysis of college processes, programs, services and operations relative to the recommendations. The accreditation review process requires that the Board of Trustees be fully apprised of the colleges' efforts related to the recommendations, both in content and process of development, and certifies that the document accurately reflects the colleges' findings. The Board of Trustees participates in the validation of the progress report due to ACCJC on October 15, 2007. At the meeting of August 27, 2007, the Board of Trustees received the draft Focused Midterm Reports from Saddleback College and Irvine Valley College. Exhibit A is the Saddleback College final Focused Midterm Report. Exhibit B is the Irvine Valley College final Focused Midterm Report.

RECOMMENDATION

The Chancellor recommends that the Board of Trustees approve the inclusion of District/Board of Trustees Response in the Colleges' Accreditation Midterm Reports.

*Item Submitted By: Dr. Richard McCullough and Dr. Glenn R. Roquemore, President
and Dr. Raghu P. Mathur, Chancellor*

SADDLEBACK COLLEGE
ACCREDITATION PROGRESS REPORT

October 2007

***Presented to the Western Association of Schools
and Colleges***

Saddleback College
South Orange County Community College District
28000 Marguerite Pkwy.
Mission Viejo, CA 92692
Richard D. McCullough, Ph.D., President

Board of Trustees
Thomas A. Fuentes, William O. Jay, David B. Lang, Marcia Milchiker,
Nancy M. Padberg, Donald P. Wagner, John S. Williams
Raghu P. Mathur, Ed.D., Chancellor, SOCCCD

CERTIFICATION OF THE PROGRESS REPORT

To: Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

From: Saddleback College

This progress report is in response to recommendations cited in the October 2004, October 2005, and October 2006 visiting team reports and the corresponding January 31, 2005, and January 31, 2006, action letters from the accrediting commission.

We certify that preparation of this report included opportunities for participation by the campus community and that the progress report accurately reflects action taken by Saddleback College in response to the ACCJC recommendations.

David B. Lang, President, Board of Trustees _____ Date _____

Dr. Raghu P. Mathur, Chancellor, SOCCCD Date

Dr. Richard D. McCullough, President Saddleback College Date _____

Dr. Rajen Vurdien, Vice-President of Instruction
Accreditation Liaison Officer

Randy Anderson, Co-Progress Report Coordinator	Date
--	------

Mary Williams, Co-Progress Report Coordinator	Date
---	------

Dr. Carmen Dominguez, Academic Senate President Date:

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INTRODUCTION

This Progress Report is submitted in response to the requirement by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges that all colleges submit a mid-term report the third year after evaluation. It also recognizes and responds to the commission's requirement that the college prepare a Focused Mid-term Report, giving special attention to evaluation of progress in four specific areas that were selected for emphasis during the commission's visit to Saddleback College in November, 2006. The report addresses each of the six recommendations made by the ACCJC team that visited Saddleback College in October, 2004. Further, it describes specific actions that been taken or are planned to address the specific recommendations made by the commission in January, 2007, based on the November, 2006 team visit.

The ACCJC team last visited Saddleback College for a full study in October, 2004. The college was notified of the reaffirmation of its accreditation on February 4, 2005, in a letter dated January 31, 2005. The commission report cited six areas of concern and detailed specific areas where improvement was required. Three of these concerns specifically addressed college issues, while the other three addressed the relationship between the college and the district. Further, the college was required to provide a progress report in October, 2005.

The team that visited Saddleback College in October, 2005 noted significant improvement in a number of areas but once again required a progress report and visit in October, 2006. The report from the 2006 visit was released to the college on January 31, 2007. It noted that two areas of concern had been addressed to the commission's satisfaction, but four others needed further review during the required mid-term report. The commission's letter of January 31, 2007, required a Focused Mid-term Report with visit to be conducted in October, 2007.

In April, 2007, responsibility for the Focused Mid-term Report was transferred to Professor Randy Anderson and Grants Analyst Mary Williams. Professor Ana Maria Cobos, who prepared the previous three reports, agreed to act as a consultant to the co-chairs. In August, 2007 Professor Randy Anderson resigned from his responsibility upon accepting a new position at another college. Professor Ana Maria Cobos assumed the role of co-chair in August, 2007.

In order to better measure campus climate and provide concrete data for use in preparing this report, the "Employee Voice" a survey originally conducted in preparation for the 2004 self-study, was repeated in May, 2007. In addition, information was gathered from constituency groups through an all-campus meeting sponsored by the Academic Senate (May 2, 2007), through constituency group representation on the Planning and Budget Council, and as part of the draft document review process during the preparation and development of this document. The college community discussed the initial draft during the in-service week activities in August, 2007. On September 14, 2007, the draft report

was posted on the Accreditation web site¹. A campuswide email announcing its availability was distributed on the same day.

A draft report was presented to the Board of Trustees as an information item at their August 27, 2007, meeting. A revised report was submitted to the Classified Senate (CS) on August 22, 2007, and to the Academic Senate (AS) for its review at the August 29, 2007, meeting. The document was also discussed at Dean's Cabinet on July 25, and September 19, 2007. Suggested revisions were integrated and the final report was submitted to the AS on September 12, 2007, and to the CS on September 12, 2007. The final draft report was submitted to the board at the September 24, 2007, meeting for review and study.

At the August 24, 2007, meeting of the Board of Trustees, the document, "Board of Trustees and Chancellor Response to the November 30, 2006, Progress Visit Report for Saddleback College," was presented and discussed. This board and chancellor document appears after the college response to Recommendation 5 and after the college response to Recommendation 6.

¹ <http://www.saddleback.edu/gov/senate/accreditation.html>.

STATEMENT OF REPORT PREPARATION

This report was prepared in response to a requirement by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges. The report addresses each of the six areas of concern identified in the initial ACCJC team report issued in January, 2005, with specific in-depth focus on the four areas of concern identified by the visiting team of November, 2006. This report focuses on and provides a detailed history of actions taken between October, 2006, and September, 2007. The responses describe initiatives taken in response to the team's recommendations and, where appropriate, contain formative evaluations.

INSTITUTIONAL CONTEXT

Over the past year, Saddleback College has made considerable progress in validating and internalizing the decisions made through the strategic planning process initiated in 2005-2006. Many affirmative steps have been taken to institutionalize planning and link budget allocation and decision making to adopted strategic plans. The college believes that it has fully implemented the commission's recommendations with regard to Recommendation 2. The Board of Trustees, district leadership, and the college administration have also made measurable progress in fulfilling the requirements set forth in Recommendations 4, 5, and 6.

Among the steps taken by the district and college are:

District

- Active implementation of the Educational and Facilities Master Plans;
- Development, in coordination with Saddleback College, of an integrated strategic planning process;
- Establishment of district-wide vision, mission and goals based on shared governance group participation;
- Coordination of district and college research and planning staff, which resulted in more data-based decision making;
- Adoption of the resolution "Implementation of Accreditation Recommendations by the District and Board of Trustees";
- Participated in technical assistance session followed-up with sessions with shared governance groups, employee discussion forums, and a special meeting of the Board of Trustees;
- Adopted board policies and administrative regulations ensuring constituent group participation in decision-making processes;
- Continued operation of Board Policy and Administrative Regulations Advisory Council;
- Developed and promoted on-line access to board policies, administrative regulations, and board meeting agendas and minutes to improve employee and community access to information.

Saddleback College

- Student Learning Outcomes (SLO) team and process established and implemented;
- Institutional Effectiveness Committee established, assessment hardware and software funded, training programs implemented;
- Strategic planning process developed;
- Interim Strategic Plan, 2006-2007, adopted and implemented;
- Distance Education Committee recommended and PBC approved new classified positions based on Interim Strategic Plan;
- Process for annual review of the college mission and vision statements developed and implemented;

- College budget developed using priorities established through Interim Strategic Plan and process;
- Matriculation staffing requests from the Student Success Strategic Planning Committee reviewed by the PBC, followed by a recommendation to the college president, leading to his approval of a hiring authorization made in accordance with Interim Strategic Plan, 2006-2007;
- Equipment and Technology Committees review requests and make recommendations for funding using Interim Strategic Plan as a guideline;
- Strategic Plan, 2007-2010, developed and accepted;
- Staff development funding allocated to both classified staff and faculty in accordance with college goals, values, and Interim Strategic Plan;
- Faculty and classified hiring processes reviewed and revised to link hiring and strategic planning.

Recommendation 1.

The College create a formal process for the regular review of the mission statement. This process should:

A. Use college governance and decision-making structures (Standards LA3, LAA);

B. Be institutionalized through college publications and practices (Standards LA.2, LAA)

C. Ensure that the mission guide college planning and decision making (Standard LAA); and

D. Allow for the implementation of revisions as appropriate to assure continuous improvement of college efforts to accomplish the mission (Standards LA.6, LA.7)

Response: The findings of the ACCJC team that visited the college in November, 2005, were that the college had satisfied the requirements set forth in this area and had institutionalized an annual review of the mission statement. The college again reviewed and reaffirmed its mission statement in spring, 2007, and submitted it to the Board of Trustees. After review by the board, a slightly revised mission statement was approved at the board meeting held on July 23, 2007. The approved mission statement is published in the college catalog², appears in the college web site, PBC and other meeting agendas, as well as, serving as the foundation of the SLO and program review forms, and strategic and division planning.

Three questions from the "Employee Voice, 2007" survey addressed the college mission statement. Sixty-six percent of the 237 administrators, faculty, and staff who completed the survey felt that the college president made decisions that are consistent with the mission of the college. This figure is an eleven percent increase over the 2004 respondents. Moreover, significantly more of the 2007 respondents believe that the college is working to fulfill its vision and mission. Seventy-three percent of the 2007 respondents indicated that they agreed or strongly agreed with this statement as opposed to only forty-five percent in 2004. Finally, and most significantly, in 2004 only twenty-two percent of the respondents (Section 4, Q 3) indicated that all constituent groups worked collaboratively to achieve the college vision and mission. That number nearly doubled to forty-three percent in 2007³.

Evaluation: The Planning and Budget Council publishes the college mission statement on its weekly agenda and encourages other campus groups to follow this practice.

² By the time the revised college mission statement was approved by the Board of Trustees, the 2007-2008 college catalog had already gone to press.

³ Employee Voice Survey Comparison of 2003 to 2007 Data,
<http://www.saddleback.edu/gov/senate/accreditation.html>

College units review their own mission statements regularly and use these as the basis for all planning and decision making. Data from the Employee Voice, 2007 indicate that employee groups are confident that the college uses its mission and vision statement for planning purposes and works collaboratively to achieve these goals.

Recommendation 2.

The College fully develop, implement, and coordinate an integrated college planning and evaluation structure by:

Response: Since July, 2004, the college has taken affirmative steps to improve its institutional planning culture. In 2005-2006, the college focused on developing and strengthening the planning and evaluation infrastructure. During the 2006-2007 academic year the college made positive strides in integrating the use of the strategic planning process for decision making through the adoption and implementation of an Interim Strategic Plan and development of a means to link strategic planning to budget allocation. During this period, the college developed a three year plan that will guide decision making in 2007-2010. Although the planning process establishes three-year targeted goals, these will be critically reviewed and updated on an annual basis.

The Planning and Budget Council (PBC), established in March, 2005 (in response to a Planning Agenda recommendation from the 2004 Accreditation Report), makes recommendations to the college president. The PBC is the main body responsible for coordinating college planning and evaluation. PBC has as its primary goal the development of a strategic planning process that links budget allocation and planning. The charge of the PBC is, "to provide leadership in collegewide planning so that Saddleback College will have a defined mission that will drive budget augmentations to college committees and service areas."⁴ In 2006-2007, the PBC allocated more than \$3M in expenditures that showed a direct link to planning activities.

The PBC meets weekly and includes representation from all shared governance groups. Meetings are facilitated by the college president, who serves in an *ex officio* capacity. Minutes of PBC meetings are published on its web site and are disseminated widely⁵. Budget decisions tied to planning are also listed on the PBC web site and are communicated to the college community through the shared governance units represented on the PBC. The PBC web site also contains comprehensive information for the college community explaining its structure, the information gathering and decision-making processes used, and documentation of its accomplishments.

In 2005, the college established an Institutional Effectiveness (IE) Office for the purpose of enhancing coordinated planning and evaluation through the implementation of student learning outcomes (SLOs) and administrative unit outcomes (AUOs), curriculum update and revision, and the revision of the program review process. The IE Office consists of the Institutional Effectiveness Coordinator, the chairs of Curriculum Committee and Program Review, and a full-time Research Specialist dedicated to outcomes assessment and program review. The data generated by the IE Office establishes direct links between

⁴ PBC Minutes, March 28, 2006; <http://www.saddleback.edu/gov/pbc>.

⁵ <http://www.saddleback.edu/gov/pbc/>.

assessment, program review, and curriculum revision⁶.

Following months of study and deliberation by the Academic Senate and PBC, the Saddleback College Strategic Planning Process was adopted on March 13, 2006, and revised on April 26, 2006. During spring, 2006, the PBC established a Strategic Planning Steering Committee (SPSC). After extensive research and deliberation, this group that consisted of the two college vice-presidents, the Academic Senate president, a dean, a classified manager, a classified representative, and the college researcher, recommended that an interim strategic plan be developed to facilitate decision making and resource allocation in 2006-2007. The work of the four planning groups became the Interim Strategic Plan that has been used successfully to guide decision making and budget allocations during the 2006-2007 academic year. The Interim Strategic Plan, 2006 -2007, established four overarching planning groups responsible for devising goals and strategies in four key areas: enrollment management, student success, campus environment, and institutional effectiveness⁷. The Deans' Cabinet discusses issues concerning instructional programs and makes recommendations to the appropriate planning group.

The four planning groups, with membership determined by the SPSC and appointed through the shared governance process, were given two tasks: develop and implement the Interim Strategic Plan, 2006 -2007, and establish a more comprehensive plan to guide college planning over the 2007-2010 period. PBC also determined that the committees were to focus on developing and recommending to the PBC a means by which facilities, technology, and human resources planning would be tied to the strategic directions identified by the group. Key planning documents were identified for use in internal and external scanning. In particular, the committees were directed to rely heavily on the Saddleback College Educational and Facilities Master Plans, 2006-2010, finalized in 2005. Other tools used included demographic data provided by the Orange County Business Council, college statistical data and demographics, and community based information including feeder high school data.

Another focus of PBC during 2005 was its review of the core philosophies of the college. The mission, vision, and values statements were adopted in April, 2005, and reviewed and reaffirmed in May 2006 and May, 2007. As part of an annual process, the mission statement was submitted to the Board of Trustees for approval at the May meeting.

Enrollment Management

The mission of the Enrollment Management Committee (EMC) is, "To implement, document, monitor and periodically revise the structure of student enrollment and retention using processes that are flexible, educationally sound, evidence based, and provide guidance to the Planning and Budget Council for a collaborative approach to establishing priorities and determining strategies." The College Marketing, Distance

⁶ <http://www.saddleback.edu/gov/senate/ie/>

⁷ <http://www.saddleback.edu/gov/pbc/>

Education, and Scheduling and Facilities committees are sub-committees of Enrollment Management. These groups also develop annual goals and work plans. EMC developed an interim plan with five goals associated with the following strategic direction: "While developing strategies to increase enrollment, the college will renew its commitment to the three missions of a comprehensive community college of providing career and technical education, providing transfer-level courses, and to transition from basic skills classes to college-level courses"⁸.

Student Success

The mission of the Student Success Planning Group (SSPG) is to, "Encourage, document and support the persistence and retention of Saddleback College students." SSPG established three goals in order to accomplish its mission⁹. The Basic Skills Initiative Committee will be working closely with SSPG. The Student Services Leadership Council forwards relevant recommendations to the appropriate planning group or to PBC.

Campus Environment

The mission and strategic direction of the Campus Environment Committee (CEC) is, "To have safe, clean, and well-maintained facilities." To this end, the CEC established three goals. The Campus Beautification, Safety, and Disaster Preparedness committees are sub-committees of CEC¹⁰

Institutional Effectiveness

The mission of the Institutional Effectiveness Committee (IEC) is: "To promote institutional quality through a comprehensive process of assessment, planning, implementation, and evaluation in alignment with the college's mission and goals." The committee's strategic direction is "To create a culture of institutional effectiveness based on assessment of outcomes." In 2006-2007, the IEC established four goals to accomplish its mission¹¹.

The 15 goals established by the four planning groups was the basis of the 2006-2007 Interim Strategic Plan, approved by the PBC and college president on April 25, 2006. Each planning group reported progress toward completion of their goals on a quarterly basis. Final reporting was completed on July 19, 2007, at a PBC retreat. Any goals that had been partially achieved were carried over to the Strategic Plan, 2007-2010¹².

On April 25, 2006, with the four planning groups well established, interim goals developed, and 2006-2007 activities underway, the PBC directed its energies to the

⁸ http://www.saddleback.edu/gov/senate/enrollment_management.html

⁹ <http://www.saddleback.edu/gov/senate/StudentSuccess.html>

¹⁰ <http://www.saddleback.edu/gov/senate/CampusEnvironment.html>

¹¹ <http://www.saddleback.edu/gov/senate/InstitutionalEffectiveness.html>

¹² http://www.saddleback.edu/gov/pbc/PDF/07_24_07_PBC_Minutes.pdf

development of the 2007-2010 Strategic Plan. The college president presented both the interim plan and guidelines for development of the three year plan at the classified and faculty breakfasts, held during the August 2006 in-service program. All members of the college community were invited to provide input.

Discussions regarding the planning process were held at Academic and Classified Senate meetings, at Deans' Cabinet, and Student Services Leadership Council. The president also discussed the development and implementation of both the interim and three-year plans at each of his monthly President's Chats. Requests for input were extended during the January, 2007, in-service breakfasts for faculty and classified staff.

The strategic planning process developed and approved by the PBC set forth the documents to be used by each planning group. External and internal scans were conducted. The Student Success Planning Group relied heavily on the Transfer, Matriculation, and Equity Plans as well as the EOPS/CARE and DSPS plans. All four groups used the EFMP, accreditation reports, current work on SLOs and AUOs, and program review data. Finally, in order to arrive at commonly agreed goals, the PBC recommended and the college president approved nine strategic directions for the planning groups to use in developing their goals and action plans. Various opportunities for input were made available to the campus community including discussion of the work of the four planning groups at a Student Services retreat held on Friday, June 8, 2007.¹³

Each planning group provided documentation of its progress in developing the three-year strategic plan to PBC on a monthly basis. Final planning group recommendations were submitted to PBC for review, discussion, and acceptance in June, 2007. A decision was made at the June 26, 2007, PBC meeting to submit the proposed goals to an outside consultant for an objective review and recommendations¹⁴.

At a PBC retreat, held on July 19, 2007, the proposed 2007-2010 strategic plan was reviewed and consolidated into a single document. Following the plan's review, the PBC decided to address several key themes that were common to all four groups such as funding to upgrade technology and equipment and a revised process to prioritize new classified staff positions. In August, 2007, a process was developed per discussions at the PBC retreat¹⁵ to allow deans and managers to request increases in classified staffing levels in their areas. These requests will be forwarded to the appropriate planning groups for prioritization and then forwarded to the PBC. In fall 2007, it is anticipated that the PBC will make a recommendation to the president for additional classified positions and/or increased hours for permanent part-time employees. This process will effectively

¹³ Student Services retreat agenda.

¹⁴ President McCullough reports in an email message from September 5, 2007 that on two separate occasions a consultant reviewed the planning documents and agreed that the Strategic Plan, 2007-2010, was on solid ground.

¹⁵ <http://www.saddleback.edu/gov/pbc/PDF/July31PBCLeadershipForumMinutes.pdf>

link staffing levels with the planning process¹⁶.

The Strategic Plan, 2007-2010, was presented to faculty and staff at the fall 2007 in-service week breakfasts and a college-wide meeting was held during the fall semester to discuss the plan more fully. The campus community will have an opportunity for input through the shared governance process, which will allow the PBC to consider incorporating any suggested modifications prior to publication and dissemination of the plan to the college community in October or November, 2007.

For several years there has been healthy college-wide discussion about the process of developing goals. College goals and objectives have previously been developed in response to board and district goals and objectives. In spring 2007, the two colleges suggested an alternative process, believing that college and district goals should be symbiotic and developed collegially. The two Academic Senate presidents had met with Chancellor Mathur on two separate occasions in spring 2006 to voice their objections to the district-developed planning process. In response to these meetings, the chancellor created the District Planning Process Task Force and appointed its membership in summer 2006¹⁷. The task force was originally convened by Interim Vice Chancellor Allan McDougall pending the arrival of Vice Chancellor for Technology and Learning Services, Dr. Andreea Serban, who chairs the task force. A district planning process that integrated with the colleges' processes was submitted to the Chancellor on October 9, 2006, reviewed by Chancellor's Cabinet in February, 2007, and subsequently adopted by this group to be implemented in the 2007-2008 planning cycle. Based on the recommendations of the District Planning Process Task Force, the district goals to be developed were revised to be concept- rather than task-oriented.

Based on this document, meetings were held on February 27, 2007, and April 18, 2007, to formulate district goals. Leaders from both colleges and the district attended the meetings that resulted in the development of eleven goals that were submitted to the board of trustees and approved in May, 2007¹⁸.

Evaluation: Significant progress has been made since the PBC was created in fall, 2004, and began its work in spring, 2005. At that time, the college had no plan to guide decision making or link these decisions to budgetary allocations. By establishing the Strategic Planning Task Force and assigning it the charge of developing a one-year Interim Strategic Plan for 2006-2007, the PBC shifted college decision making toward a model that linked planning and research with resource allocation. As the Interim Strategic Plan, 2006-2007, was implemented and the three-year Strategic Plan, 2007-2010, developed and approved, another critically important component was put in place to

¹⁶ This revised process to prioritize new classified positions may be in doubt given the Friday, August 31st, 2007, announcement by Chancellor Mathur that there would be a partial moratorium on classified staff positions.

¹⁷ See also response to Recommendation 2.A below.

¹⁸ http://www.socccd.org/about_mission.html

integrate college planning and evaluation to strengthen the college's institutional effectiveness. With the revisions to district planning suggested by the District Planning Process Task force, faculty perceives that their concerns about faculty involvement have been addressed. While only one-third of the faculty and staff expressed satisfaction with the amount of opportunity they had to participate in college-wide planning in 2004, that figure has now increased to more than fifty-three percent based on results of the Employee Voice 2007 survey¹⁹.

A. *Updating the educational master plan annually at the college and department levels and using the master plan for decision making and resource allocation (Standards I.A.4, IA.6, I.B.4, II.A.2.e, and II.A.2.f);*

Response: In early spring, 2006, the Academic Senate presidents met with Chancellor Mathur to request integration of the college planning process with that of the district. In response to their request, the chancellor created the District Planning Process Task Force. The chancellor announced the composition of this task force in early summer 2006²⁰.

Saddleback College's Strategic Plan, 2007-2010, was developed by its four planning groups. This plan is to be updated yearly to provide flexibility while still ensuring that long-range planning is the basis of all decision-making and resource allocation at the college.

The strategic planning process was developed during spring 2006. Prior to its approval by PBC and the college president, the planning process was presented to the Academic Senate, the Classified Senate, Deans' Cabinet, the Student Services Leadership Council, and the Enrollment Management and Institutional Effectiveness Committees. The strategic planning process was presented to the college community during fall 2006 and spring 2007 in-service weeks. Efforts were made by the PBC, the Strategic Planning Steering Committee, and the four planning groups, to integrate as many members of the college community as possible into the development of the three-year strategic plan. Discussions were routinely held at meetings of the Academic Senate, Classified Senate, Deans Cabinet, and Student Services Leadership Council. When appropriate, subject matter experts were consulted and college and community demographics were analyzed. All college committees, divisions, and departments had the opportunity to provide input into the process through formal strategic planning committees and public forums.

The strategic planning process relies on numerous college planning documents including SLO, AUO, and department-level program reviews. An external scan, an internal scan, the Equity, Transfer and Matriculation Plans, among others, as well as the state-mandated Educational and Facilities Master Plan, finalized in March 2006, were consulted. Each of these documents is available for review by any member of the college community on the

¹⁹ Employee Voice Survey Comparison of 2003 to 2007 Data,
<http://www.saddleback.edu/gov/senate/accreditation.html>.

²⁰ May 26, 2006, Chancellor Mathur email announcing the creation of the District Planning Process Task Force.

college web site. Whereas in the past the college community believed that the Saddleback College Educational and Facilities Master Plan was rarely used, the departments, divisions, and strategic planning groups have learned to rely on the EFMP as they created the planning process.

During a recent redesign of the district web site the five-year Educational and Facilities Master Plan was placed on-line for easy access²¹. In addition, hard copies were secured and widely disseminated to district and college leadership. This key decision-making and resource allocation document has played a key role in the development of the Strategic Plan, 2007-2010, and was used by PBC as they implemented the Interim Strategic Plan, 2006-2007. Furthermore, the PBC, college divisions, and the four college planning groups will annually review the five-year Educational and Facilities Master Plan as part of the annual planning cycle.

Several significant changes were made to established college practices during 2006-2007 that demonstrate that the EFMP is a living document that is being used as the basis for overall college planning. One recent example is the Faculty Hiring Prioritization Committee process, which was modified through an agreement reached by this committee and PBC and approved by the college president to ensure that funding allocated to a division for a faculty member who has resigned or retired remains with the division for faculty replacement²². Also, the college Equipment Committee requested and received direction from the PBC that will lead to development of a policy that allows the committee to tie the allocation of funding for new equipment or technology to program review. The PBC will be working with the Academic Senate, the Classified Senate, and other shared governance groups to recommend revisions to additional college practices that will result in linking all new expenditures to the Strategic Plan, 2007-2010.

In spring, 2007, the college completed a comprehensive student survey to measure student satisfaction. Preliminary results of this survey were presented at the June, 2007, Student Services retreat and during fall 2007 in-service. This survey will be widely used to drive decision making and improve services to students.

Evaluation: The college has made great strides in building a foundation for linking planning with decision making and resource allocation with the creation and approval of the strategic planning process, the adoption of the Interim Strategic Plan, 2006-2007, and the Strategic Plan, 2007-2010. The college governance groups are ensuring that all committees and programs on campus use the strategic plan as the basis for their decision-making processes.

B. Refining the focus of institutional research so that research and information are used and integrated systematically in planning, decision making, and

²¹ http://www.socccd.org/about_masterplan.html

²² http://www.saddleback.edu/gov/pbc/PDF/05_08_07_PBC_Minutes.pdf

program review structures for ongoing institutional improvement (Standards I.A.4, I.A.5, I.A.6, I.A.7, I.B.3, I.B.4, IB.6, II.A.1, and II.A.2);

Response: Research is the basis of our strategic planning model, which relies on data from external and internal scans. Other planning documents used in the strategic planning process, such as the Student Equity Plan, completed program reviews, and the Facilities and Educational Master Plan, are also based on institutional research. The PBC also recommends and makes decisions about institutional research needs. Furthermore, the four planning groups that comprise the strategic planning process: Enrollment Management, Student Success, Campus Environment, and Institutional Effectiveness, have developed their respective research agendas as have the Deans' Cabinet and the Student Services Leadership Council.

During 2006-2007, a comprehensive student survey was professionally developed and administered. Survey results were presented to the college community at a flex-week in-service presentation prior to fall semester 2007. The results will be published for review by the entire college community in fall 2007. This data will allow the planning groups to complete the final two columns of the SLO/AUO forms and enable the college to better plan for the future. The survey will be administered again in 2008, and thereafter every two years, until a new survey is developed, possibly in 2014.

To provide data for the 2004 Accreditation report, an employee survey, Employee Voice 2003, was developed and administered. This survey measured faculty, administrator, and staff satisfaction with college and district governance and administration. In order to adequately measure changing perceptions, the PBC recommended and the college president approved repeating the survey in May, 2007.

The college recognizes the importance of research in institutional evaluation and improvement and has, therefore, allocated resources to strengthen the Research and Planning Office. The additional funds, requested through the Interim Strategic Plan, 2006-2007, recommended by the PBC, and approved by the president, were used to hire a research specialist and purchase assessment software and hardware. The new research specialist spends the majority of her time focused on the statistical data necessary to prepare accurate and informative program reviews, and to develop effective SLOs and AUOs. This new staff member has also freed up the Research Analyst to support other college-wide research needs. This second position in the research office was an essential component that allowed the college to provide the required support to measure institutional effectiveness. The college Research Analyst works closely with the district Director of Research and Planning to ensure that the college has current, reliable, and valid data. Together with the district, the Research and Planning Office is developing a set of annual reports to support college decisions²³.

In accordance with the Institutional Effectiveness Committee's recommendation and the Interim Strategic Plan, 2006-2007, the PBC recommended and the president approved the

²³ The Office of Planning and Research has its own internal research planning calendar.

purchase of PAR Score and the Scantron materials to support the creation and analysis of surveys. In mid-August 2006, funding to purchase the Scantron software and hardware was approved by the Board of Trustees at a cost of \$130,000. The system was purchased to provide to the entire campus a systematic data collection and analysis tool for SLO/AUO and program review. At the end of August, 2006, Class Climate (survey creation and data collection software), ParSystems testing software, and a specialized scanner designed to be used with the Scantron software systems, were purchased.

Two in-service presentations were conducted during fall in-service 2007 to highlight each piece of software and its capacity to collect data for SLO/AUOs and program reviews. Training for faculty who attended the workshop will follow. The research office will continue to offer training throughout the year and work with the divisions to facilitate more usage of these data collection systems.

In September, 2006, the college's Information Technology Center worked with Scantron to facilitate the implementation of the networked systems. Considerable time and energy was spent in the installation of a dedicated server and establishment of nine assessment stations, one for each division at the college and one in the Research and Planning Office. Each station has a dedicated CPU, monitor, and scanner. Full-day training sessions for each system were conducted in October and November, 2006. These sessions included the college researchers, faculty and staff representatives from the divisions, and members of the Institutional Effectiveness Committee.

After the training and installation of the Scantron systems, the college researchers spent most of spring 2007 testing and training faculty and staff on the systems. The Sign Language, Automotive, Library, Real Estate, Transfer Center, Counseling and Child Development programs developed surveys using Class Climate. Approximately 15-20 existing surveys using other software will be migrated to Class Climate. To date, faculty and staff from four divisions on campus have been trained in ParSystems and approximately 20 user accounts are active. The Nursing, Speech, Spanish, English, and Reading programs are currently using scannable test forms for their SLO assessments.

Two college-wide surveys were developed using Class Climate. Approximately 3,600 surveys were created and scanned with the new system to collect information from VTEA (Vocational Technical Education Act) classes. The second large assessment was a college-wide student survey that distributed over 5,000 surveys to randomly selected classes.

Evaluation: The college has taken concrete steps towards the systematic integration of planning, decision making, and assessment for ongoing institutional improvement. The college recognizes that research is a central component in this venture and resources are being allocated to the research and planning office to enhance its ability to support institutional effectiveness.

To date, 100 percent of the 69 instructional programs have completed SLOs up to column three of the college's five column model. Fifty-two percent of the programs have

completed all five columns and are working on the next cycle of their SLOs. Fifty-three percent of the 32 administrative and student support units have completed AUOs up to column three of the five column model. Twenty-two percent of these units have completed all five columns. The IE office is in the process of developing strategies to assist the remaining programs and units as they work to complete all five columns of their SLOs²⁴.

C. *Identifying intended institutional student learning outcomes, coordinated with the college mission statement, and measuring progress towards accomplishment (Standards I.A.1, I.B.1, I.B.2, I.B.3, II.A.1);*

Response: The SLO Implementation Plan, launched in summer 2005, requires that all instructional programs identify and assess student learning outcomes (SLOs). Similarly, every student support and administrative service unit must complete Administrative Unit Outcomes (AUOs)

The SLO Implementation Plan, which includes program review, begins with the college mission statement, assesses the strengths and weaknesses of programs or administrative units in fulfilling the college mission, and concludes with a discussion of steps that have been taken to improve programs and services including future efforts. The purpose of the SLO Implementation Plan is to link the unit's mission statement, intended outcomes, and assessment, with ongoing improvement²⁵.

The college mission statement reads, "Our mission:

To provide access to learning opportunities that promote student success; to foster intellectual growth and individual expression; and to support a dynamic and diverse environment of innovation and collegiality.

The college mission statement is placed on all PBC meeting agendas and meeting minutes as a reminder that drives the decisions made by PBC and the college president. As planned, the PBC reviewed the mission statement and approved its continued use in 2007-2008 without change. The mission statement was submitted to the Board of Trustees in May, 2007 but the board chose to delete the words "character development" from the college mission statement at its July, 2007 meeting²⁶

Evaluation: The college has made significant progress in institutionalizing outcomes assessment. One of the key changes that has taken place as a result of the SLO Implementation Plan is the recognition of the importance of having a mission statement and using it as a decision making and action guide. Many members of the college community were actively involved in the reevaluation of the college's mission statement

²⁴ <http://www.saddleback.edu/gov/senate/ie/>

²⁵ See response to Recommendation 3 that describes in depth the SLO Implementation Plan.

²⁶ For a discussion of this issue, please see Recommendation 5 below.

and in creation of their program/unit's mission statement.

D. *Coordinating program review more thoroughly with the educational master plan, department plans, and decision-making processes (Standards I.B.1, I.B.4);*

Response: In August, 2005, the college implemented a new, simplified, and integrated program review process for instructional programs. A similar plan for services and administrative units was recommended by the PBC and approved by the college president in September, 2005 with input from the Student Services Leadership Council and other instructional support units²⁷.

Under the process, program review will be conducted every two years for vocational programs and every five years for all other programs and units. At its May 15, 2007, meeting the PBC and president decided to not require a full program review for vocational programs every two years when an abbreviated program review will comply with Title V requirements. Therefore, vocational programs will now have to do a full program review only when required to do so by law. The data for program review includes: 1) an organization chart; 2) a five-year staffing profile; 3) SLO and AUO assessment forms for the previous years; and 4) data sets on enrollment and success indicators created by the college research analyst for the previous three to five years²⁸. As each needs assessment is created through the program review process it will serve as a tool to establish the basis for planning within departments and within the college as a whole. Program reviews are one of the key documents used in the strategic planning process. The PBC is still in the process of finalizing how program review will be used in the strategic planning and budget allocation processes.

Needs assessment plans will also be included in the justification of all requests such as hiring and funding. Since 2006, the college requires that an executive summary of the completed program review be formally presented during a PBC meeting. These presentations guide the decision-making process by ensuring that PBC members are cognizant of all programs on campus so they may evaluate their strengths and weaknesses, and have the opportunity to ask questions of the presenter. During 2006-2007, eighteen program reviews were presented to PBC during the regularly scheduled PBC meetings. The PBC is still discussing how much supporting documentation should be provided and developing a referral mechanism that will provide information that will allow relevant campus committees to prioritize the needs of the various presenters.

Program review is linked with curriculum revision. Each program is required by the state to review and revise its course offerings every two years for vocational programs and every five years for all other programs through the technical review process. In each

²⁷ Saddleback College Program Review Handbook for Instructional Programs, 2006-2007 and the Saddleback College Program Review Handbook for Student Support and Administrative Services, 2006-2007 (<http://www.saddleback.edu/gov/senate/ie/>).

²⁸ <http://www.saddleback.edu/gov/senate/ie/>

cycle, programs will undergo program review the year before they are due for curriculum technical review so that the data and assessment used in program review will be the basis for curriculum revisions. All completed program reviews are available to the entire college community in the IE web site and office²⁹. A schedule of the SLO assessment (yearly), program review (every two or five years), and curriculum technical review (every two or five years) cycles is regularly updated and can also be found on the IE web site.

The SLO Implementation Team includes the Institutional Effectiveness Coordinator, the Program Review chair, the Curriculum chair, and the Research Specialist. This team has primary responsibility for ensuring that the programs and units complete each phase of the cycle in a timely manner. In addition, college committees have a key role to play in implementing the needs assessments generated by program review. The use of needs assessments produced by program reviews, while envisioned, has not yet been written into the procedures of college committees. This was begun during 2006-2007 academic year and will continue as the college revises various committee procedures in alignment with the Strategic Plan, 2007-2010. Program review data was used to justify three new faculty positions that were approved in 2007. Previously completed program reviews for Matriculation and Counseling resulted in the decision to hire additional classified staff. All future technology and equipment requests must be documented through a completed program review, although no program will be penalized if it has not yet been required to complete the process³⁰.

Since December 12, 2004, there have been 9.4 FTE new classified positions funded from the general fund and 11 new classified positions funded from categorical budgets. Several years ago, the classified hiring process was revised to place decision making for replacement hiring of classified staff at the division level. If a division chooses to replace a departing employee's position they may do so.

New classified position requests were periodically submitted to a committee composed of a cross-section of shared governance representatives, with fifty percent of the members being appointed by the Classified Senate and classified union. The new policy recently developed by the PBC and approved by the president will centralize these decisions in the strategic planning groups and the PBC. New positions will be prioritized using the

²⁹ <http://www.saddleback.edu/gov/senate/ie/>

³⁰ According to Dean Don Taylor in his August 21, 2007 email, "The College Equipment committee is using the information provided on the PBC and IE website to determine if the program review is complete. It is noted on the spreadsheet for equipment requests given to the College Equipment Committee to consider the items submitted of those Departments who have completed their review. Clarification on the weight of program review on the recommendations of the committee was requested from the PBC. The PBC referred the 7 questions back to the committee for suggestions for weighting. When we (the Committee) meet on Sept. 6, we will consider the PBC's response to our requests for clarification." Eric Garant, chair of the Technology Committee is also working to incorporate program review data into the technology request form.

Strategic Plan 2007-2010 as the fundamental guide.

On August 31, 2007, Chancellor Mathur announced a hiring freeze for all new classified positions in order to bring the district into compliance with the fifty percent rule. President McCullough discussed the matter with the chancellor and reports that all new categorical grant-funded, and instructional aide positions will go forward and only other new positions will be scrutinized but that the outlook for hiring classified staff is good.

Evaluation: Though program review has been recently revitalized, it is expected that the new coordinated plan will be more successful in improving institutional effectiveness, primarily because of its link to strategic planning. Additional work remains to be done to fully integrate the work of the planning groups with program review and the budget allocation process. While the classified staff is somewhat concerned that their voice in recommending new positions to reduce existing workloads will be diminished, it is too early to tell how the new process will be received by the college as a whole. The college community is anxious to receive clarification from the chancellor regarding the ability to replace departing staff and create and fill new classified positions.

E. Requiring and implementing program review for all departments, including instructional student services, and administrative departments (Standards II.A.1, II.A.2, II.B.3, II.B.4);

Response: The IE Office created a schedule for all programs and administrative units for the completion of SLO and AUO assessment on a yearly basis, program review on a two or five-year cycle, and curriculum on a two or five-year cycle.

The SLO Implementation Team secured funding for two years with the hope of securing one additional year, to allow for the institutionalization of this new process. The 2006-2007 academic year was the second year of funding. This funding provides some reassigned time for the members of the implementation team. Once the plan becomes fully institutionalized, the IE Coordinator, the Program Review Chair and the Curriculum Chair, in conjunction with the College Research Analyst and Research Specialist, will be responsible for ensuring that all programs and units continue adhering to the schedule. Funding for the third year of the SLO Implementation Plan is yet to be determined pending the identification of the faculty members who will assume the SLO Implementation Plan leadership positions.

The reassigned time/stipend issue discussed in detail under Recommendation 5 below may adversely affect the continuation of the effective processes that have been developed. For a variety of reasons, most of the SLO Implementation Team did not continue in their functions when instruction resumed in fall, 2007. The college finds itself in a transitional period and is in urgent need of qualified, committed faculty who are willing to continue the processes put in place by their colleagues over the past two years. As the fall semester progresses with no one stepping forward it is becoming clear that there will not be a team to continue work on the SLO Implementation Plan.

Evaluation: Measurable progress has been made though it is still early to assess the success of the streamlined program review process and its integration into strategic planning until one complete cycle of program reviews are completed. With the approval of the Strategic Plan, 2007-2010, and as the college begins its implementation, the college community is ready to assess the effectiveness of the program review process based on the baseline assessments the SLO, AUO, and program reviews provide.

F. Linking facilities, technology, and human resources plans into the overall comprehensive planning and evaluation structure of the college (Standards I.B, III.A.6, III.B.2.b, III.C.2, and III.D.1.d;

Response: As mentioned above, the college has taken several important steps to enhance its institutional effectiveness by revising its planning and decision-making structure and devising a strategic planning process that will guide all decision making and budget allocations.

The PBC and the college president have the ultimate responsibility for ensuring that college wide planning is integrated, comprehensive, and that the strategic plan is implemented. The success of this process is exemplified by the funding that has been allocated to goals set forth in the Interim Strategic Plan, 2006-2007. By allocating funds in this way, the PBC and college president have taken an important step in ensuring the linkage between planning and resource allocation. The result is that college committees are now implementing the recommendations of a centralized body comprised of all constituent groups at the college.

Two new planning groups were created to implement the Interim Strategic Plan and work on the development of Strategic Plan, 2007-2010. The Campus Environment Committee combined several prior committees for the purpose of implementing comprehensive planning for facilities and safety issues at the college. This committee recommended a facilities improvement plan in compliance with the college's strategic plan. The Campus Environment Committee membership consists of all college governance units and is chaired by the college's Director of Facilities.

The need to take the college's largest classroom building off-line for mold remediation and reconstruction during 2006-2007 required that the Campus Environment Committee focus most of its energy on the coordination of this major project that involved moving personnel and equipment to swing space constructed for that purpose. The swing space, termed "The Village," is located on lower campus. The college requested and received funds from basic aid in the amount of \$18M. The move took place between fall 2006 and spring 2007. By consolidating decision making, communication, and coordination of the project under the Campus Environment Committee, the college was better able to focus on the project and all its needs and thus made certain that small details were not missed.

The Student Success Planning Group (SSPG), chaired by the Vice President of Student Services, is the second new planning body created to implement the Interim Strategic Plan and develop the Strategic Plan, 2007-2010. Like all planning groups, this body

consists of representatives from all governance units. The SSPG, with input from the Matriculation Committee and the Student Services Leadership Council (SSLC), utilized the various student services plans to develop strategic planning goals. Because the SSPG knows that student success is an institutional responsibility and function, membership and input was requested from across the college. SSPG is differentiated from the SSLC, which is comprised of administrators, department heads, and key employees in Student Services.

Evaluation: PBC and administrative analysis of the results of the implementation of the Interim Strategic Plan, 2006-2007, demonstrates that planning was linked to budget allocation. While the development of a strategic plan is the first step in linking planning with decision making, it is recognized that the important work of implementing the strategic plan and revising current resource allocations, such as equipment, technology, facilities, and staffing, will continue to be of primary importance through 2010. The IE Office and PBC will be responsible for evaluating the effectiveness of the new planning structure.

G. Publishing and widely disseminating the completed planning and evaluation process (Standards I.A.4, I.B).

Response: The college president has made improving communication a top priority. The PBC meets weekly, Deans' Cabinet and Student Services Leadership Council meet bimonthly. The Academic and Classified Senates meet bimonthly. All representatives provide reports to and seek input from their respective units or constituencies. In addition, the college president has instituted monthly President's Chats³¹ and a once-a-month Leadership Forum. The Vice President for Instruction meets with the instructional deans weekly to disseminate PBC minutes and to review/update division goals. The Vice President for Student Services has established a Student Services Leadership Council that enables her to meet regularly with key employees. In turn, divisions and departments meet regularly to disseminate information and create unit plans. During these meetings, the unit mission statement and goals are regularly reviewed. Progress reports are due mid-year and annually. In addition to these regular meetings where college information and decisions are discussed, made, and announced, the president's office disseminates broadcast email updates on a regular basis. The Gaucho Gazette³², an electronic newsletter published by the Office of Marketing and Public Relations, has done much to improve communication campus-wide.

The IE Office is responsible for disseminating the results of SLO and AUO assessment and program review. The IE web site contains reports for SLO and AUO and completed

³¹ In 2006-2007, President McCullough held his "President's Chat" sessions in September and October, 2006. Two were held in February, one in March, April, and June 2007. During these informal Q&A sessions, 20-40 faculty and staff are in attendance.

³² <http://www.saddleback.edu/news/>

program reviews³³. All programs reviews are submitted to the IE Office in conjunction with an open and formal presentation to the PBC and all interested parties.

In-service week always includes presentations and training opportunities about the planning and evaluation process. Over the past two years, these presentations have focused on outcomes assessment, program review, and strategic planning. In fall 2006, the Interim Strategic Plan was presented and in fall 2007, the president discussed the Strategic Plan, 2007-2010, during the faculty and classified breakfasts.

A prime example of improved communication in 2006-2007 were the regular updates provided to the campus community about the closure of the BGS building, the construction of The Village, and the move of all classrooms and offices during the winter break. What could have been a chaotic transition, with a much feared loss of students, ended up going very smoothly and having little or no negative impact on student enrollment. All campus constituencies were involved with the communication and planning process.

Evaluation: Communication has improved at the college through the PBC, the Leadership Forum, President's Chats, The Gaucho Gazette, and the various email communications from the President's Office. Sixty-seven percent of those who responded to the Employee Voice 2007 survey indicated that they receive timely communication on critical information affecting their job. Every member of the institution is beginning to take personal responsibility for communicating important decisions and participating actively in their department, unit, or college-wide planning as evidenced by the completion of the numerous planning activities that have been characterized by active participation by all segments of the college community.

³³ <http://www.saddleback.edu/gov/senate/ie/>

Recommendation 3:

The College develop and implement student learning outcomes across the college by:

A. Developing measurable learning outcomes for all courses, degrees, certificates, programs, and services (Standards I.B.1, I.B.2, II.A.1.c, II.A.2.a, and II.A.2.b)

B. Defining and instituting research, procedures for measuring, assessing, and tracking learning outcomes (Standards I.B.2, I.B.3, II.A.1.c, II.A.2.A, and II.A.2.b)

C. Creating a staff development program to educate and train all pertinent faculty and staff members in the identification, assessment, and evaluation of student learning outcomes (Standards I.BA, II.A.2.d, II.A.5).

Response: The ACCJC representatives that visited Saddleback College in November, 2005 found that considerable progress had been made to achieve the goal of developing measurable learning outcomes for programs and services. This was accomplished through the establishment of a Student Learning Outcomes (SLO) Implementation Plan and the formation of the SLO Task Force. The plan linked SLO's with program review and curriculum revision. The college is currently focusing on assessments at the program level, and is developing strategies to move into SLO development and review at the course and institutional levels.

Evaluation: Saddleback College has made a commitment to the continuation of the SLO Implementation Plan on an on-going basis. Funding in the form of reassigned time was secured for the first two years and the request for year three funding is yet to be determined because the faculty members who will assume the leadership positions for the SLO Implementation Plan have not yet been identified. There is concern about the need to transition new faculty into the Institutional Effectiveness team due to the decision of several key participants to not continue in their previous role. College leadership remains hopeful that others who have completed training will step forward to fill these vital positions even though no one has done so through mid-September, 2007.

Recommendation 4.

The Board of Trustees review and revise the “Employment Procedures for Executive Positions” so that it conforms to accepted best practices. Specifically, this process should be fair, equitable, and provide for meaningful constituency input. Once revised, the implementation of these procedures should be delegated to the Chief Executive Officer and the direct involvement of the Board should be limited to the appointment of the Chancellor (Standards III.A.1, III.A.3).

Response: The Progress Report Visit Findings of November 3, 2005, stated that the Board of Trustees had not acted in good faith to address this recommendation. The district and the Board of Trustees have taken action to address this finding, and have developed board policies and administrative regulations that are in compliance with models that establish best practices.

In 2006, the chancellor convened the Board Policy and Administrative Regulation Advisory Council (BPARAC), comprised of members from all constituency groups. The BPARAC, which meets bi-monthly, was established to review existing board policies and recommend proposed board policies and administrative regulations. Over the past year, this committee has undertaken review of several employment procedures policies.

In spring 2006, the council addressed Board Policy 4011.6³⁴. The revised policy defines the employment procedures for the hiring of the chancellor, complies with best practices as recommended by the accrediting commission, and was approved by the Board of Trustees in July, 2006. Board Policy 4011, approved by the Board of Trustees on November 20, 2006, establishes policy for the hiring of administrators and managers, and excludes the board from the process until final approval of the appointment of the candidate is required³⁵. Several administrators and managers were hired during the 2007 spring semester. Representatives who served on the various hiring committees report that the new policy seems to be working well. Board Policy 4011.3, Hiring Policy for Classified Staff, was approved by the Board of Trustees at the June 25, 2007, Board meeting³⁶.

Evaluation: The processes defined by Board Policies 4011, 4011.3, and 4011.6 are fair, comply with best practices, and provide for effective constituency input and debate.

³⁴ Board Policy 4011.6, Employment Procedures for Chancellor.

³⁵ Board Policy 4011, Employment Procedures for Administrators and Managers.

³⁶ Board Policy 4011.3, Hiring Policy for Classified Staff.

Recommendation 5.

The Board of Trustees cease its involvement in college and district operations and delegate all non-policy issues, including policy implementation, at the district level to the chancellor and at the college level to the president. To achieve this end, the Board of Trustees, district leadership, and college leadership are encouraged to:

Response: Since 2005, the college and district have made progress in collaborating on significant policy matters. The technical assistance process that the Academic Senate, Classified Senate, college administration, all bargaining units, student leadership, the District and the Board of Trustees engaged in with the Community College League of California and the State Academic Senate on February 13 and April 24, 2006, has mitigated some of the tension between the board and the constituent groups.

The Board Policy and Administrative Regulation Advisory Council developed Board Policy 2100.2, Role and Scope of Authority of the Academic Senates, and revised Board Policy 4056, Classified Employees Participation in Decision Making³⁷. These were submitted to the Board of Trustees for ratification, and were approved on August 27, 2005, and December 11, 2006, respectively.

A number of other controversial policies such as BP1311, Civic Center and Other Facilities Use; BP 16001, Public Communications; BP 4420, Enrollment Fee Reimbursement for Employees; and BP 6140, and its accompanying administrative regulation on College Speakers, were debated, edited, revised, and eventually approved. Despite occasional frustration, the BPARAC functions collegially and effectively and has done a great deal of quality work. To date, the council has been very productive and, under the leadership of the Deputy Chancellor Gary Poertner, has forged a positive atmosphere that has resulted in numerous board policies being revised, recommended to the chancellor, and approved by the Board of Trustees.

A continuing issue of concern to the college constituency is what often appears to be the board's intrusion in routine college business. When asked whether the Board of Trustees, the district and the college are mutually supporting yet independent and self-governing units forty-seven percent of those responding to the Employee Voice, 2007 survey either disagreed or strongly disagreed. Commonly cited examples of the board becoming involved in college business are the rejection of college institutional memberships, the rejection of certain study abroad programs, and the recent decision to omit "character development" from the college mission statement.

At the May, 2007, meeting, the trustees questioned how the college addresses character development, causing the agenda item to be tabled and deferred to a subsequent meeting. The college responded to questions from the trustees by presenting a number of examples

³⁷ Board Policy 2100.2, Role and Scope of Authority of the Academic Senates, and Board Policy 4056, Classified Employees Participation in Decision Making.

demonstrated ways that “character development” is supported at the college. The trustees rejected the examples and, as a result, the board agenda item was pulled from the June 25, 2007 Board of Trustees meeting. In order to obtain passage, the mission statement was revised without collegial consultation, and was approved by the Board at its July, 2007 meeting following the elimination of the “character development” reference.

While much progress has been made, it is clear that tensions remain between Saddleback College faculty and staff and district leadership. There is much concern among Academic Senate leadership about the tendency of the chancellor to become involved in routine college decisions. An example of this was a request by Academic Senate officers for additional reassigned time and/or increased stipends for those willing to assume leadership positions, which was recommended for approval by the PBC and approved by the college president. College funding sources had been identified, yet the recommendations were, at least in part, vetoed by the chancellor. Although the Academic Senate had requested substantially more reassigned time, the college president recommended and the chancellor approved a fifty percent increase in LHEs, from 24 to 36 to be used at the Academic Senate’s discretion. The chancellor approved both requests for 2006-2007. Both the college president and the chancellor believe that additional increase in reassigned time should be part of the Faculty Association contract and not decided as a separate college issue each year, a concept opposed by both faculty bodies. Summer stipend hours were also increased by forty-five percent in 2007.

Because many faculty members believe that the requirement that shared governance participation take place over and above a full teaching load is a quality of life issue, there has been a significant reduction in the number of faculty willing to participate at the leadership level. Indeed, for the second year in a row, the Academic Senate has no president elect, and several of the SLO/AUO coordinators have decided to step down even though individuals who are willing to replace them have not been identified.

A decision by Senate leadership to take their concerns directly to the Board of Trustees led to public recriminations and finger pointing. This is widely regarded as another example of the district making decisions for the college. Furthermore, it is unlikely that the animosity that has characterized college-district relations will end as long as fundamental disagreements such as this one continue.

Another area of concern is that the perception that the Board of Trustees continues to focus on issues of importance to one or more individual members that are not ranked highly on college or EFMP priority lists. Examples of this are continuing discussions about security cameras on campus and the desire of several of the trustees to build stadiums on the two campuses using basic aid funding. Various members of the board have expressed a belief that basic aid funding is for their use as representatives of the taxpayers. While the board has established a process for requesting basic aid funds, and they are reminded of that process when such requests are brought before the entire board, such requests continue to be made. The examples cited above are still under consideration.

In September, 2007, Chancellor Mathur instructed the college president that he wishes to review the college equipment and technology committees recommendations after they have been approved by the PBC. Some classified and faculty members of the committees perceive this to be an intrusion by the chancellor in what is a college process that has worked well over the years. President McCullough has discussed the matter with the chancellor and reports that the chancellor is simply interested in being aware of the college's technology and equipment approvals to be prepared in case board members have questions.

Evaluation: Progress has been made to create effective mechanisms for participatory governance (e.g., the Board Policy and Administrative Regulation Advisory Council) though some important questions remain regarding the role of college governance groups in district governance and that of the district and its relationship with the college³⁸. Several questions in the Employee Voice, 2007, survey addressed these concerns. Despite their efforts to incorporate shared governance into decision making, only twenty-two percent of respondents agree or strongly agree that the chancellor allows the college president to implement decisions according to college processes and procedures. Similar results were reflected when the question asked whether the chancellor incorporates the shared governance process into budget decisions (sixteen percent agreed or strongly agreed) or whether the Board of Trustees effectively uses the shared governance process to make district-wide decisions (thirteen percent agreed or strongly agreed).³⁹

Although each of these responses reflects stronger agreement than the 2003 survey, it is clear that there is still much mistrust of the district and chancellor by the college community. It is likely that the perceptions of the rank and file employee may not have adjusted to the reality of the situation. It does appear, however, that when there are nine steps forward and one step back, the negative action is the one that is observed and internalized by the college community. Overcoming this sense of concern about district actions will improve only as a result of transparent and sincere communication between the parties.

College governance leaders remain hopeful that the District Planning Process Task Force and Board Policy and Administrative Regulation Advisory Council will continue to function in a mutually respectful way that will help to develop a relationship of trust between the college, the district, and the Board of Trustees. A framework to assume future challenges will be in place once the parties achieve some level of clarity to this basic question.

A. Define their respective roles in decision making and clearly delineate the areas and scope of responsibility for each constituent group (Standards I.B.1, IV.A.1, and IV.A.2);

³⁸ See discussion of district planning process under response to Recommendation 2 above.

³⁹ Employee Voice Survey Comparison of 2003 to 2007 Data, <http://www.saddleback.edu/gov/senate/accreditation.html>.

Response: The purpose of participation in the Technical Assistance process was to clarify and define the roles of the constituency groups in college/district governance. As described above, the Board Policy and Administrative Regulation Advisory Council has worked with the documents the governance groups developed that define their roles and responsibilities to create a new board policy, BP 2100.2. The Board Policy and Administrative Regulation Advisory Council, a shared governance group, has worked well under the leadership of Deputy Chancellor Gary Poertner.

In July, 2006, the district hired Dr. Andreea Serban, in the new position of Vice Chancellor of Technology and Learning Services. The vice chancellor works closely with Deputy Chancellor Gary Poertner and Robert King, Vice Chancellor of Human Resources, on the Board Policy and Administrative Regulation Advisory Council.

Board Policy 107 defines the development and revision of board policies and clearly delineates the role of constituent groups in the process. BP and AR 107 were approved in April, 2006. AR 107 provides for the establishment of a district committee with representation from all constituent groups. BP 107 and AR 107 replace AR 102 which *excluded* participation by the constituent groups in the development of board policies and administrative regulations. This is a very positive and welcome development.⁴⁰

Evaluation: Steps have been taken to clarify the respective roles of each constituent group. The shared governance groups (Academic Senate, Classified Senate, CSEA, the SOCCCD Faculty Association, and the Police Officers Association) have worked to clarify their role in decision-making. The board approved Board Policy 107 and with its accompanying administrative regulation the parties are now in a position to move forward with approval of other significant board policies and issues.

B. Identify the roles and scope of authority of district and college committees in the decision-making process (Standards I.B.1, IV.A.1, and IV.A.2);

Response: The college president and the PBC created a flow chart and narrative that define the relations between the various college committees and the PBC. The PBC web site contains minutes of all meetings and other important planning documents including the links to all of the four Planning Groups associated with the Strategic Plan, 2007-2010⁴¹. The Academic Senate maintains a web page of all college and senate committees with mission statements, membership, meeting times, etc.⁴²

The District Decision-Making Chart is an effort to clarify roles and scope of authority of district committees. It lists all district committees and the constituency groups that participate in them. This document was created by the chancellor with input from the

⁴⁰ Board Policy 107, Board Policy and Administrative Regulation, and Administrative Regulation 107, Development of Board Policy and Administrative Regulation.

⁴¹ <http://www.saddleback.edu/gov/pbc>

⁴² <http://www.saddleback.edu/gov/senate/collegecommittees.html>

Chancellor's Cabinet.⁴³

Another positive effort is the chancellor's creation of the Board Policy and Administrative Regulation Advisory Council that has been working successfully to revise and create new policies that clarify roles and scope of authority of the college and district's constituent groups. The college vice presidents are meeting weekly with Dr. Andreea Serban, Vice Chancellor for Technology and Learning Services, in an effort to enhance communication. And, the college presidents meet weekly with Deputy Chancellor Gary Poertner.

Evaluation: Though noteworthy efforts have been made regarding this recommendation, it is too soon to judge how the new District Decision-Making Chart and other efforts will serve to strengthen and/or clarify the decision-making process. College staff is hopeful that the chancellor will continue to take steps to strengthen college autonomy in planning and that the vice chancellor of technology and learning services will be empowered to address these concerns through the District Planning Task Force.

C. Involve all constituent groups in a meaningful and collaborative manner in the decision-making process (Standards I.B.1, IV.A.1, and IV.A.2, and,

Response: With respect to how the college involves its constituent groups in decision making, please see Recommendation 2 above.

Progress has been made to involve more college representatives in district decision-making. For the Classified Senate leadership, however, this issue remains a concern. While state law requires the classified collective bargaining representative to be given responsibility for selecting the first classified representative to shared governance committees, the district has decided to limit classified representation on some committees either to one classified staff member or to one additional representative. The result is that the voice of the Classified Senates is eliminated. For example, the recently revised BP 4011 establishes that the bargaining unit has one representative, and the combined Classified Senates have only one additional representative, while the two Academic Senates are each afforded one representative.

The most important examples of productive collaboration between the college and district are the Faculty Hiring Policy, the creation of BP 107 and AR 107, Board Policies and Administrative Regulations, and BP 4011.6, Employment Procedures for Chancellor. These examples have provided valuable opportunities for meaningful and collaborative participation by all constituency groups.

From April through early June of 2006, the Saddleback College Academic Senate (AS) completed a statewide survey of reassigned time allotted to officers of other academic senates. Of the 105 colleges to which the electronic survey was sent, 78 colleges replied. Results indicated that other schools within Orange County and schools of comparable

⁴³ SOCCCD Level Decision Making chart, June 28, 2006.

size were offered greater amounts of reassigned time than SC received. Based on the data collected and evaluated, the AS recommended that 45 LHEs (lecture hour equivalents) be provided to the leadership of the AS in order for the AS to work efficiently and effectively.

Using the results of a statewide survey to the academic senates about the amount of reassigned time for its officers, the Saddleback College Academic Senate presented its findings to, and made a request of the PBC. The PBC accepted the recommendation and the college president endorsed it. The college president made his recommendation to the chancellor and the AS president made a presentation to the Board of Trustees and chancellor. Charts, graphs, and a written report were provided. At that time, the Senate had 30 LHEs, just 3 more than the 1995 number of 27, despite a growing college, the addition of ATEP, and an increased number of committee requirements at the local and state senate levels. The chancellor and board granted six additional LHEs per semester for fall 2006 and spring 2007. This was fewer than the 45 LHEs that senate leadership requested based on its needs and supported by the survey. Funds were available in the college budget to support this request.

This issue became more difficult in the spring and summer of 2007. After consultation with the AS, the senate president advised the college president that 28 OSH would be needed to accomplish the work of the senate during the summer. The item to approve these levels of compensation was submitted to the board but the item was pulled from the agenda. The stipend allocation was returned to the previous summer's allocations. The compensation to some of the faculty remains unclear.

Evaluation: In order for faculty and staff to participate in a meaningful manner in the college and district decision-making process, they must have sufficient time away from their required duties. They must also have faith that their time is effectively spent in meaningful work. Since reassigned time was significantly reduced 10 years ago, faculty willingness to step forward and participate in college and district leadership has been a serious challenge⁴⁴. Numerous faculty feel that after teaching a full load, little or no energy remains to dedicate to committees whose work may not result in concrete outcomes. Academic Senate leaders are hopeful that the recent increase of reassigned time for faculty leaders will be restored. When coupled with the positive changes in constituency participation in district governance, it is hoped that the result will be greater interest among the faculty to assume leadership positions.

D. Publicize the roles and responsibilities of each group through college publications and procedures (Standards I.B.1, IV.A.1, and IV.A.2).

Response: The PBC revised and is using the Saddleback College 2006

⁴⁴ Though the reassigned time allocation for the Academic Senate was increased, the Senate has been unable to identify a candidate to run for president-elect in 2006-2007 and 2007-2008, and no one has stepped forward to assume the leadership positions for the SLO Implementation Plan and the Flex Program Coordinator.

Governance/Decision Making Process chart and Governance/Planning Chart and Narrative. This chart defines how college committees provide input to the PBC. This chart has been distributed to the constituency groups, appears in the Faculty Handbook, 2007-2008, and was distributed to the college community during the January, 2007, in-service. The chart is also available on the PBC web site.⁴⁵ The Academic Senate has revised its web site and the college committee structure is a prominent feature of the site.⁴⁶

Evaluation: Progress has been made to document and publicize the roles and responsibilities of the constituent groups. Although it is too early to assess the long-term effectiveness of these efforts, the college was successful in developing and approving the strategic planning process, the Interim Strategic Plan, 2006-2007, and the 3-year Strategic Plan, 2007-2010. These planning tools leave the college well positioned to make budgeting decisions that are integrated with existing and future plans⁴⁷.

District/Board of Trustees Response to Recommendation 5: We are pleased that the visiting team found many instances of good progress at the college, as it related to the board and district administration, including the following:

- Administrative Regulation 107 was adopted April 13, 2006 which allows constituent group participation in the decision-making processes; and two Technical Assistance visits on February 13, 2006 and April 24, 2006 were conducted to assist the board, administration, faculty and staff in responding to governance recommendations.
- The Board Policy and Administration Regulation Advisory Council was created by Chancellor Mathur in January, 2006 which has improved collegial decision-making.
- Board Policy 2100.2: Role and Scope of Authority of the Academic Senates was adopted on September 25, 2006⁴⁸ and, subsequently since the progress report visit was made, Board Policy 4056: Classified Employees Participation in Decision Making was adopted on December 11, 2006⁴⁹

While board involvement in day to day operations is sometimes a source of friction in most organizations with an elected board, SOCCCD trustees have made concerted efforts to respond to the team's recommendations, as noted below:

- The board adopted a resolution "Implementation of Accreditation Recommendations by the District and Board of Trustees" in March 27, 2006⁵⁰ and

⁴⁵ <http://www.saddleback.edu/gov/pbc>.

⁴⁶ <http://www.saddleback.edu/gov/senate/collegecommittees.html>

⁴⁷ See the evaluation under Recommendation 5.B above.

⁴⁸ Board Policy 2100.2, Role and Scope of Authority of the Academic Senates.

⁴⁹ Board Policy 4056, Classified Employees Participation in Decision Making.

⁵⁰ Board Resolution "Implementation of Accreditation Recommendations by the District and Board of Trustees, March 27, 2006.

“Strategies for Enhancement of Effectiveness of Board Agendas and Meetings” in January 16, 2007⁵¹.

- The board has publicly stated its opposition to micromanagement.⁵²
- In the course of monthly board meetings, trustees do point out to each other when they perceive members may be engaging in micromanagement.
- In direct response to input from faculty, staff and students, changes were made to the administrative regulation regarding speaker approval (January 4, 2007)⁵³ and the trustees adopted changes to study abroad programs (December 11, 2006)⁵⁴.
- At the April 24, 2006 meeting the board discussed the issue of trustee professional development and its importance in effective governance which eventually was reflected in board policy BP109, Board Education, adopted on August 27, 2007⁵⁵.

There are some areas that the district board and administration would like to clarify in order to put our progress in perspective. It should be acknowledged that board members are “invited” to micromanage by some of the faculty who, on occasion, at the same time have also expressed concerns about board micromanagement. The board rightly tries to resist these invitations, but the fact that these employees complain of micromanagement at other time should not be lost in the discussion. Rather than contacting board members directly, these faculty members should work with the administration to resolve issues of concern. If administration is not first given an opportunity to address issues, it remains a challenge for the board to cease involvement in college operations. The chancellor continues to work with faculty to refer these issues to him instead of inviting board micromanagement, and he works with the college presidents to address issues of concern as appropriate.

In addition, it should be noted that, at times, charges of “micromanagement” are brought by some faculty when they merely disagree with policy decisions or actions and points of view of the chancellor and the board. For example, the progress report mentions the denial of approval for membership in the American Library Association. Memberships are subject to board approval for two reasons. First, they involve an expenditure of public funds. This is a matter within the discretion of the board. Elected trustees have a right and an obligation to raise issues of spending, whether independently or at the urging of taxpayers, faculty and staff. Second, the elected board members are responsible to the community, as to what private organization the colleges will support with their membership.

⁵¹ “Strategies for Enhancement of Effectiveness of Board Agendas and Meetings,” adopted by the Board of Trustees, January 16, 2007.

⁵² See Reference 50

⁵³ Administrative Regulation 6140, College Speakers, revised January 4, 2007

⁵⁴ Agenda Item 24, Board of Trustees Meeting, December 11, 2006. SOCCCD: Study Abroad Program, Liability Insurance Level.

⁵⁵ Agenda Item, Board of Trustees Meeting, April 24, 2006, Board Member Professional Development. Board Policy 109, Board Education, Revised August 27, 2007.

of taxpayers, faculty and staff. Second, the elected board members are responsible to the community, as to what private organization the colleges will support with their membership.

It is beyond question that the community's representatives can and should be satisfied that the mission, goals and agenda of any organization to which the colleges belong are consistent with community values. While any member of the district community may disagree with the board's decision as to that consistency, the decision legally resides with the board. The commission's criticism and evident conclusion to the contrary is inherently inappropriate.

Trustees represent students on behalf of their elected constituency. The board of trustees, as a publicly elected and independent body, must consider many factors in its decisions. It is important to understand that when items are presented to the board, it may approve, or not approve, or seek additional information as needed. It is fundamentally inappropriate for faculty and staff to expect that any given board of trustees must always approve all faculty and staff recommendations without question. In the college's Midterm Report in August 2007, an area of concern is raised that the board focuses on issues of importance that are not ranked highly on the college or master plan priority lists. The report further states that some board members have expressed that funding is for their use as representatives of the taxpayers, no matter the priority of the campus or constituents. The board has a responsibility to share its vision in the college planning processes. Board members are elected to be involved and responsive to the community and current events, not merely to sit at a monthly meeting and favorably vote on all faculty and administrative recommendations.

The progress visit reports mention negative feedback regarding an amendment to the March 26, 2006 resolution titled "Implementation of Accreditation Recommendations by the District and Board of Trustees." The statement, as amended, reads "Whereas, the Board and District are committed to clarifying the respective leadership roles and scopes of authority of College and District constituent groups and governance committees in meaningful, collegial decision making processes, thereby avoiding macromanagement by constituent groups."

This was an important distinction to the board, which was in direct response to the academic senates' initial description of their roles and responsibilities as reviewed during the Technical Assistance visit. The Saddleback College report stated that, "The team did not find any compelling evidence to support this contention" (of macromanagement) but, in fact, no evidence was sought from the board who could provide it. The academic senates had a broader view of their role⁵⁶, until corrected by facilitator Dr. Diane Woodruff⁵⁷, now the interim chancellor of the California Community Colleges System.

⁵⁶ Academic Senate view of Summary View of Academic Senate Roles and Responsibilities during Technical Assistance process.

⁵⁷ Dr. Diane Woodruff's view of Summary of Academic Senate Roles and Responsibilities during Technical Assistance process.

Some perceptions were presented in the progress reports without evidence or opportunity for other points of view. The visiting teams for Saddleback College and Irvine Valley College who met with the board refused, despite a request from the board president, to provide context for some of the statements made. Instead, the board was forced to respond to vague questions in a public meeting with the press in attendance. We believe this to be an unfair part of the process employed by the visiting team.

While there was an opportunity for faculty and staff to share their feedback with the visiting teams in a confidential manner, that information was not shared in an open and meaningful way with the board. The lack of two-way communication seems antithetical to the process of establishing an institutional dialog with a focus on students. The Saddleback report states that the board is censoring points of view. That is simply not the case and there were no examples provided to illuminate this statement.

It is of concern that there were no trustees on the visiting teams, to add a balance and perspective to the points of view. The Saddleback report even took on a tone of lecturing to the board about how it should behave, with no temperance or understanding of the individual differences that trustees bring in approaching their sworn duties. A trustee representative could have made sure that the visiting teams were reminded that it is not unusual for the faculty to be more liberal in its points of view and board members more reflective of the community and region. Disagreements between the board and the college communities are not "censoring," as it appears to have been implied by the visiting team. Under the Education Code, the trustees have the right to take action on policy, financial and other items that, at times, may be contrary to the recommendation of the administration or the wishes of faculty.

Recommendation 6.

The Board of Trustees, chancellor, presidents, administrators, managers, faculty senates and unions, classified senates and unions, and students take measures to bring all constituent groups together to enable the campus to work toward:

Response: Most of the “climate” issues in this recommendation are a direct result of tensions between the board and district with the college.

The college has been successful in taking key steps to improve college climate. Noteworthy are the President’s Chats, The Gaucho Gazette (college electronic newsletter),⁵⁸ and the president’s regular communications with college staff⁵⁹. The creation of the PBC has streamlined and linked decision-making more closely with budget planning. In addition, in response to concerns that the streamlined PBC eliminated a valuable communication and input venue, the Leadership Forum was created in June, 2005, to fill the need for disseminating information. The Leadership Forum is a college wide monthly meeting for information sharing and discussion to ensure that all groups are well informed about important college activities such as planning, college budget issues, and outreach.

On August 1, 2006, the chancellor wrote a memo to the Academic Senate presidents outlining the “responses to accreditation team recommendations pertaining to the district.”⁶⁰ This document outlines various examples of activities directly related to the accrediting commission recommendations such as the board’s discussion and special meetings on the subject of accreditation, including the technical assistance process⁶¹.

In conjunction with these positive strategies, the district has been pursuing numerous communication efforts to try to ease board/district-college tensions. These attempts include formal and informal meetings (e.g., the chancellor’s Q&A with college faculty and staff and his visits to division meetings; special board meetings dedicated to accreditation, and scheduled Board Forums held at both campuses; the Director of Marketing, Government, and Community Relations regularly disseminates highlights of board meetings and other important announcements, a DVD of board meetings is made available through the college library; as well as faculty and staff social events.

A number of social events have been held to increase the collegial relationships between administration, faculty and staff. The college has hosted three holiday season parties and a fall in-service welcome for college and district staff.

⁵⁸ <http://www.saddleback.edu/news/index.html>

⁵⁹ See notebook of Saddleback College communications from the President’s Office.

⁶⁰ August 1, 2006 memo to the Academic Senate presidents from Chancellor Mathur.

⁶¹ See Appendix A, The Board of Trustees and Chancellor Response to the November 30, 2006 Progress Visit Report for Saddleback College.

Evaluation: Although notable progress regarding “climate” issues is being made at the college level, some tensions remain at the board/district-college level. The college community remains optimistic and will continue to welcome initiatives to create a more collegial climate.

A. Developing a positive and in-depth dialogue on essential issues (e.g., evaluation, planning and research, student learning outcomes, decision making roles and responsibilities, etc.) that will ultimately lead to strengthening student learning and success at the college (Standards I.A.3, IB.1);

Response: In an effort to improve communication within the college and between the college and the district, the college president has instituted informal, monthly, “President’s Chats” (usually held monthly since November, 2004) that are widely publicized and open to all faculty, staff, and students. Attendance has ranged from 20 to 40 members of the faculty and staff. Topics of discussion include BGS updates, institutional effectiveness, proposed new construction, additional renovations, the strategic planning among other issues.

With respect to district and Board of Trustees efforts to improve communication with the college community, the chancellor meets with faculty and staff of each division once per semester or has college wide meetings to discuss issues of interest. The Board of Trustees held special board meetings to focus on the accreditation recommendations. The district has also sponsored faculty and staff social events⁶².

Evaluation: The college emphasis on improving communication and promoting a dialog about institutional effectiveness, plus the lengthy list of accomplishments for 2006-2007⁶³, demonstrate that the college continues to make progress in this area as it continues to work with the district to identify strategies to further improve college—district communication.

B. Creating an environment which ensures greater administrative stability and empowerment at the college (Standards IV.A.1, IV.A.2, A.2.a, A.2.b, A.3, A.5, IV.B.1, IV.B.2, and IV.B.3); and,

Response: The perception remains among some faculty and classified staff that the governance style of the board and district discourages college administrators from taking risks to solve difficult problems and yet several noteworthy improvements have taken place within the last year.

College leadership has empowered the college deans by ensuring that they are well represented in all major strategic planning groups. The past year has been unusual in that no contract negotiations were underway, providing a sense of rest and comfort that has been long absent. However, when the Board’s proposal for the 2007-2010 faculty

⁶² SOCCCD Communication Strategies, November 2005-August 2006.

⁶³ Saddleback College Accomplishments, 2006-2007.

contract was released in January, it was considered by many to be regressive. Much frustration was expressed at the next Board meeting, which seemed to be met with some surprise from various trustees who were quick to attempt to reassure the faculty that this was not their intent.

Evaluation: These positive changes are welcomed by the college community though it is still early to evaluate whether these changes will result in long-term improvements in administrative stability and empowerment.

C. Enhancing the college and district communication structure so that it is clear to everyone who the responsible party is for making decisions and how those decisions are or will be made (Standards IV.A.1, IV.A.2, A.2.a, A.2.b, A.3, A.5, IV.B.1, IV.B.2, and IV.B.3).

Response: At the college level much has been accomplished to improve and clarify decision making and affirmative communication steps have been taken. See also recommendations 1, 2, and 3, and 5.

At the college-district level positive steps have been taken. During 2006-2007, the chancellor attended division meetings to meet with faculty and staff and discuss issues of interest. The Board of Trustees held several special board meetings to focus on issues of concern including accreditation. All these sessions were open to faculty and staff who were invited to ask questions, express concerns, or simply provide opinions⁶⁴.

Yet, examples of unresolved questions between the college and district remain. Faculty at both colleges have noted that Board Forums are scheduled at the convenience of Board members without regard for other planned activities. A recent Board Forum was scheduled for the first Monday of finals week when very few faculty or students could take the time to participate.

Evaluation: During 2005-2007, the college has been working diligently to improve communication. In response to 2006 and 2007 flex activities, anecdotal evidence indicates that these efforts yielded positive results and there is a feeling that we are rebuilding our institutional esprit de corps, though admittedly more work remains to be done by every member of the college community.

With respect to college-district communication, a level of improvement is apparent though more time is needed to overcome the years of distrust that have characterized college-district relations since 1997. While some faculty and classified staff are eager to move forward, these strongly-held feelings sometimes affect the interpretation of board and/or district actions and clearly affect morale. Careful attention to sincere and open communication should help to minimize such instances.

⁶⁴ Chancellor Mathur's August 1, 2006 memo to the Academic Senate Presidents and SOCCCD Communication Strategies, November 2005-August 2006.

In summary, the numerous improvements at the college level coupled with the cautious optimism of better board/district-college relations leave the college well positioned to make continuous and responsible changes that affect both the quality of our programs and services in a climate of cooperation and shared purpose among the faculty, staff, and administration.

District/Board of Trustees Response to Recommendation 6: Improvements in the climate at the district and college levels have been observed. The chancellor has initiated meetings with college employees. Avenues of communication between constituent groups and the district administration include monthly chancellor's cabinet and docket meetings. The district administration collaborates with the college shared governance groups

The November 2006 accreditation team report overstated alleged instances of behavior by individual trustees, such as publicly criticizing employees. The report failed to put that criticism in context. Trustees respond at public board meetings--to take the examples discussed by the visiting team--only when there have been long-standing problems that go unaddressed or to respond to false, misleading, or erroneous misstatements made by employees to the public. This is well within the proper role of the trustees. They owe the public an honest presentation of the facts and they cannot address employee behavior problems in secret without facing the micromanagement charge.

The report also neglects to mention negative, disrespectful and unprofessional faculty behavior off camera. At the March, 2006 board meeting, faculty leadership left during the chancellor's comments, and during many meetings faculty leadership talk out loud to each other when trustees and the chancellor are speaking on board agenda items. In addition, faculty leaders routinely talk out loud to each other during the chancellor's docket and cabinet meetings when other committee members are speaking. In the past, some faculty leaders have filed complaints with the State Chancellor's Office and have gone to the media, instead of working with the chancellor and the board of trustees with the intention to seek resolution of issues in positive, constructive and professional ways.

There are many examples of efforts by the board and chancellor to reinforce a positive environment, some of which are listed below:

- At most board meetings, the board presents formal resolutions to recognize students, faculty, staff and community members as reported in the attached board highlights⁶⁵.

⁶⁵Board Meeting Highlights:

May 21, 2007, <http://www.socccd.org/board/highlights/May21-07highlights.htm>;
April 23, 2007, <http://www.socccd.org/board/highlights/Apr23-07highlights.htm>;
March 26, 2007, <http://www.socccd.org/board/highlights/Mar26-07highlights.htm>;
November 20, 2006, <http://www.socccd.org/board/highlights/Nov20-06highlights.htm>;
October 30, 2006, <http://www.socccd.org/board/highlights/Oct30-06highlights.htm>;

- At almost every board meeting, individual trustees and the chancellor give oral reports and mention the accomplishments of faculty and staff, and thank them for their hard work.
- An electronic board meeting update, sent to all employees the day after board meetings, displays photos and text about such recognitions⁶⁶.
- Since July 23, 2007, board meetings are available for viewing on demand on the district website (http://soccdd.granicus.com/ViewPublisher.php?view_id=2). Employees and the public can view board meetings in their entirety, or easily go to discussion of a specific agenda item. The full agendas and minutes are also readily available.
- Trustees regularly attend college events to demonstrate their support.
- A board discussion forum, open to all employees, was held to get input from constituent groups on May 14, 2007 and another forum was scheduled for September 24, 2007 on the Saddleback College campus.
- A public meeting, facilitated by the board president, was held on April 23, 2007 during which progress on accreditation teams' recommendations was the sole topic of discussion between the board and all constituent groups.
- The chancellor initiated manager and administrator of the year awards in 2006, which involved soliciting nominations from all employees. Annual recognition continues for outstanding faculty members and classified staff.
- Faculty presentations are being included in board meetings, most recently on the topics of distance education (March 26, 2007) and curriculum development (April 23, 2007). More are planned in the coming months. These presentations were well received by the board.
- The chancellor's opening session during flex-week each semester provides employee recognition opportunities and features well-known speakers, entertainment and refreshments for all faculty and staff.

The college's Midterm Report in August 2007 continues to refer to the 2005-06 planning process while also acknowledging the positive progress made with the 2007-08 process. The Report states that the colleges believed the district goals should be in support of college goals, not vice versa. Months of valuable time from the college's planning were lost because faculty leadership instead spent time in meetings complaining about the process. They refused to accept the chancellor's invitation to work collegially so that the district goals could be better integrated within those being established individually by the colleges. The final result is that, with the input from faculty, staff, administrators, the chancellor's cabinet, and the chancellor's executive council, the process was revised and positively resulted in the adopted, inclusive approach for 2007-08.

September 25, 2006, <http://www.soccdd.org/board/highlights/Sept25-06highlights.htm>;
 August 14, 2006, <http://www.soccdd.org/board/highlights/Aug14-06highlights.htm>;
 April 24, 2006, <http://www.soccdd.org/board/highlights/Apr24-06highlights.htm>;
 May 22, 2006, <http://www.soccdd.org/board/highlights/May22-06highlights.htm>;
 July 24, 2006, <http://www.soccdd.org/board/highlights/July24-06highlights.htm>.

⁶⁶ See Board Meeting Highlights referenced in previous documentation.

There was broad participation in establishing the 2007-08 district wide mission, vision and goals through a series of meetings which were well attended by all constituent groups. Two work sessions (February 27, 2007 and April 18, 2007) were dedicated to discussion and clarification that district wide goals were to serve as a broad planning framework for the colleges and district services. Together we developed a vision, mission and goals (which received board approval on June 25, 2007) that were broad in nature and complement college planning efforts.

The issue of staffing levels and workload was raised in regards to classified staff. A presentation by Deputy Chancellor Poertner to the board in May, 2007 revealed that SOCCCD, compared to other California community college districts, is in the high range of ratios of classified staff to support instructional programs (Source: State Chancellor's Office Management Information System)⁶⁷.

The issues of workload and release time were raised for faculty, too. Overall, faculty release time is up from 2% to 2.4% of the college's instructional budget. Academic senate officers release time is up 50% in 2006-07 over the 2005-06 academic year. Through conferences and professional networks, the board and administration have learned over many years that the issue of release time is a common lament amongst faculty members at the community college level.

Release time is a contractual issue in the SOCCCD. Our faculty contract, entitled the Academic Employee Master Agreement, states: "Reassigned time may be recommended by the College President and approved by the Chancellor"⁶⁸. It should be noted that the faculty association has not chosen to take up the issue of additional release time in its current round of negotiations with the district. Because reassigned time has financial ramifications, it falls within the responsibility of the district and as stated in the Budget Development Guidelines, "...the Deputy Chancellor shall monitor the college budgets to ensure there are no negative balances"⁶⁹.

The chancellor is perceived to engage in micromanagement and inappropriate involvement in day-to-day operations of the college. The lack of examples to support this statement should demonstrate the chancellor's point that it is not happening. It should be pointed out that the chancellor, college presidents and district executives work collaboratively and as a team to provide leadership within the district. The board of trustees expects from the chancellor that, overall, the district is managed well in all aspects, including financial matters and in the area of faculty and staff accountability.

The Saddleback College report acknowledges that, "It is difficult for the team, as outsiders, to fully assess the cause of the climate issues in the district." This is

⁶⁷Board Presentation, "Cost of Employee Benefits and Staffing Comparison," May 21, 2007.

⁶⁸Academic Employee Master Agreement, page 29, Article XV, Workload, Section D.1, Reassigned Time.

⁶⁹Budget Development Guidelines, as published in the 2006-2007 Final Budget, page 3.

particularly true when the visiting team does not ask for evidence, examples or other points of view. Simply reporting perceptions rather than facts perpetuates the negative environment that the team is making an effort to illuminate and does not allow for a well-rounded, balanced and comprehensive view of the colleges.

There were some acknowledgements of progress and balance in the visiting team's report that are notable, as mentioned below:

- "It is not unusual in a multi-college district to have tension between the desire for autonomy at the colleges and the need for accountability or oversight by the district."
- "The district has negotiated generous contracts with the bargaining units such that they are among the best paid in the state. The list of positive district actions could go on. The point is that the district has shared resources with the college and is supporting the college in an appropriate manner."
- "The chancellor, to a certain extent, appears to be a lightning rod for much of the blame for strained relations. However, after seeing first hand and sharing anecdotal evidence about the actions of constituent leadership, especially the faculty leadership, the constituent groups must own up to their part in causing and sustaining a negative environment. It is almost as if there is a culture of conflict that is relished by some parties in the district, not for any great principle, but for the sport and enjoyment of conflict itself."

The board and district administration take exception to the statement in the report: "While there is sufficient blame to go around to all parties for contributing to the climate described in this recommendation, it remains for the board to show the way in moving the district and colleges to a better place." The visiting team seems to not have fully understood the legitimate role of elected public officials. It is the responsibility of everyone as professionals, educators and elected representatives to be respectful of each other and tolerant of individual differences.

Although there is an inclusive review process, the college Self-Study and Progress Reports are authored primarily by one or two academic senate-appointed faculty members who are leading the charge in airing criticisms and gripes in a judgmental fashion. Unfortunately, some of this negativity has been echoed in the visiting team reports. Is it the purpose of the Accrediting Commission and its Standards to allow airing of perceived faults, to rebuke and hold accountable the trustees and district administration? Publicly elected trustees delegate responsibility to the chancellor, and one of their roles together is to hold faculty, administrators and staff accountable. The use of the accreditation process to reverse this role leads to confusion and lack of collegiality. It is our understanding that the accreditation process is designed to strengthen dialog in a positive and professional educational environment and improve processes to enhance student learning and success.

For the good of the college, it is critical that the Saddleback College faculty leadership recognize the progress made and make the effort to be professional and constructive in working with the chancellor and the board. The board of trustees and district

administration remain committed to making progress in the areas detailed by the visiting team. It is in everyone's best interest to work collaboratively, based on mutual trust and respect, to fulfill our vision to create an environment of excellence that best serves our students and the community.

FOCUSED MIDTERM REPORT
OF
IRVINE VALLEY COLLEGE

Presented to the Western Association of Schools and Colleges
October 15, 2007

South Orange County Community College District
Irvine Valley College
5500 Irvine Center Drive
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Board of Trustees
Thomas A. Fuentes, William O. Jay, David B. Lang,
Marcia Milchiker, Nancy Padberg, Donald P. Wagner,
John S. Williams, and Matthew T. Reynard, Student Trustee

Dr. Raghu P. Mathur, Chancellor

Dr. Glenn R. Roquemore, President, Irvine Valley College

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I. CERTIFICATION OF THE PROGRESS REPORT

To: Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

From: Irvine Valley College, South Orange County Community
College District

This focused midterm report provides the following: (1) the institutional responses to team recommendations cited in the WASC-ACCJC January 31, 2005 action letter, the January 31, 2006 action letter, and the January 31, 2007 action letter; and (2) the institutional responses to self-identified issues based on the planning agenda sections of the 2004 self study. We certify that preparation of this report included opportunities for participation by the campus community and that the progress report accurately reflects the nature of this institution in relation to the issues addressed.

_____ Dave B. Lang, President, Board of Trustees, SOCCCD	_____ Date
---	---------------

_____ Dr. Raghu P. Mathur, Chancellor, SOCCCD	_____ Date
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_____ Dr. Glenn R. Roquemore, President, IVC	_____ Date
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_____ Dr. Gwendolyn M. Plano, Vice President of Student Services Accreditation Liaison Officer Accreditation Co-Chair	_____ Date
--	---------------

<u>Wendy Gabriella, Academic Senate President Accreditation Co-Chair</u>	<u>Date</u>
--	-------------

<u>Davit Khachatryan, Classified Leadership</u>	<u>Date</u>
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<u>Beep Colclough, Representative, Classified Senate</u>	<u>Date</u>
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<u>Matthew Wechsler, President, ASIVC</u>	<u>Date</u>
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II. STATEMENT ON REPORT PREPARATION

On behalf of the South Orange County Community College District, Irvine Valley College submits this focused midterm report to the Accrediting Commission for Community and Junior Colleges. This report addresses the team recommendations identified in the commission action letter of January 31, 2005, the team recommendations identified in the commission action letter of January 31, 2006, and the team recommendations identified in the commission action letter of January 31, 2007. In accordance with commission guidelines, the college recognizes that a focused midterm report requires that the college demonstrate significant progress as stated in the January 31, 2007 action letter relative to recommendations 6, 7, and 8. The focused midterm report also addresses the self-identified planning agendas of the 2004 self-study as required by commission policy.

On March 23, 2006, in preparation for the midterm report, the academic senate recommended that the faculty co-chair (and academic senate president) who assisted in the development of the 2005 progress report and the 2006 progress report continue as the faculty co-chair to assist in the preparation of the focused midterm report for 2007.¹ The appointment of the faculty co-chair was approved by the college president on March 24, 2006.² The college agreed to continue the practices followed in the production of the 2005 and 2006 progress reports with the continuation of the accreditation oversight committee composed of a Vice President and co-chair, a dean, the president of the student government, the president of the classified senate, three academic senate representatives (in addition to the academic senate president as the co-chair), and the president of the classified leadership council.¹

Pursuant to commission guidelines, the January 31, 2007 commission action letter and progress visit report were made available to the college community and the public by posting both documents on the Irvine Valley College web site on February 6, 2007.³ Further, in order to engage the college community in inclusive, informed, and intentional dialogue regarding accreditation, the Office of the President held two college-wide "accreditation dialogue" meetings on February 7, 2007 and 8, 2007, to discuss the January 31, 2007 action letter, the progress visit report, an overview of college progress relative to strategic planning as well as an update on the college's evaluation of institutional effectiveness.⁴

The following procedures were utilized in preparing the focused midterm report: drafts of the report were prepared by the oversight committee and distributed through the shared governance process to all constituent groups, including president's council, instructional council, dean's council, the general assembly of the academic senate (all faculty), the classified senate, the classified leadership council, and the associated student government for review.⁵ After receiving, reviewing, and incorporating (when appropriate) the input from all aforementioned constituent groups, the oversight committee prepared a preliminary draft of the focused midterm report which was submitted to the board of trustees of the South Orange County Community College District August 27, 2007.⁶ The

final draft was submitted to the board on September 24, 2007.⁷ At the August board of trustees meeting, the chancellor and the board of trustees provided a copy of their response to recommendations 6, 7, and 8. On September 12, a final draft of the chancellor and board response was provided to the college with the understanding that the document be included in its entirety. The chancellor and board responses are included herein.

References: Statement on Report Preparation

¹ *Academic Senate Minutes: Item 13 (3-23-06)*

² *Office of the President: Memo Accepting Faculty Co-chair (3-24-06)*

³ *Office of the President Announcement: Action Letter/Progress Report Visit Findings Available on College Website (2-6-07)*

⁴ *Office of the President/Academic Senate Announcement: College-wide Accreditation Dialogue Meetings (2-6/7-07)*

⁵ *Announcements: Midterm Drafts Available for Review (1-31-07) (8-1-07)*

⁶ *Agenda Meeting of the Board of Trustees: Review Preliminary Draft Focused Midterm Report (Item 7.1) (8-27-07)*

⁷ *Agenda Meeting of the Board of Trustees: Review Final Draft Focused Midterm Report (Item __) (9-24-07)*

III. RESPONSES TO TEAM RECOMMENDATIONS: 2005, 2006, and 2007 ACTION LETTERS

- A. **Recommendation 1.** The college develop, implement and evaluate a long range strategic planning process that is cyclical, comprehensive, inclusive, systematic and integrates budget and resource allocations with program review and all institutional planning, which includes educational master planning, human resource planning, physical resource planning, technology resource planning, and fiscal resource planning. (Standards I. B. 1, 2, 3, 4, 5, 6, 7; II. A. 1, 2; II. B. 1, 3, 4; and II. C. 2)

Response: As documented in the 2005 progress report, in February of 2005, the academic senate revised the college strategic planning process and submitted the proposed draft to the college for review and study based on the commission's recommendation in 2005. All constituent groups participated in the revision of the strategic planning process and on September 1, 2005, a final draft of the planning process was adopted by the college. According to the visiting team, at the time of the November 3, 2005, site visit, the college effort towards meeting the recommendation was evident; however, the team noted that much work remained to be done with implementation and evaluation of the planning processes, in order to fully meet the recommendation.

Fall 2005 and Spring 2006: College Strategic Planning Delayed

The implementation of the college strategic plan was delayed for two reasons. First, the college research analyst resigned her position on November 16, 2005, effective January of 2006.¹ Since implementation of the strategic planning model is contingent on the acquisition of research and data collection via internal and external data scans, it was difficult to implement the strategic planning process in the absence of a college research analyst.

The second reason for the delay in implementation of the college strategic planning model was due to the development and execution of the district planning process. In January of 2006, the chancellor developed a district planning process directing the college to establish annualized goals, action plans, and progress/final reports.² On January 27, 2006, the IVC college administration developed a process to implement a 17-month planning cycle based on the district planning process.³

The academic senate objected to the development of the district planning process and its implementation at the college.⁴ Pursuant to Title 5, section 53200 (c) (10) and board policy 2100.1, the senates should be consulted in the discussion of institutional planning and the senate was not informed or included in the development of the district planning process.⁴ Thus, the district planning process was not broad based or inclusive. Further, the district goals were not connected to the college mission statement and were not related to student learning and/or connected to program review or an ongoing systematic method of evaluation and improvement. Additionally, the senate viewed the

implementation of the district planning process as problematic because it interfered with the implementation of the college strategic plan.⁴ The administration and the faculty could not realistically implement two entirely separate planning processes at the college, the district planning process and the college strategic planning process. On March 24, 2006, the senate requested the college president implement the college strategic plan commensurate with the commission's recommendation.⁵

Also, in March of 2006, the senate requested that the chancellor withdraw the district planning process and allow the college to implement the college strategic planning process.^{6, 7} This request was not honored.⁸ Therefore, the college administration complied with the timelines set by the district planning process and in May of 2006 submitted college goals, action plans, and progress reports, developed by the administration in Spring of 2006.⁹

On May 26, 2006, at the joint request of the Saddleback College academic senate and the Irvine Valley College academic senate, the chancellor established the district planning process task force in order to examine possible strategies regarding the future integration of district and college planning processes.¹⁰ The district planning process task force met on August 25, 2006, September 8, 2006, and September 21, 2006, and submitted the final recommendations to the chancellor on October 8, 2006.¹¹ The recommendations of the district planning process task force were accepted by the chancellor on October 30, 2006.¹²

The district planning task force recommendations allow the colleges to implement their strategic planning processes and present the plans to the board of trustees in April/May of 2007.¹² Regarding the district planning process, the task force recommended that the chancellor's cabinet, with representatives from all constituent groups, develop annual district-wide goals in February and April of every year beginning in 2007.¹² According to the recommendation of the task force, the chancellor's cabinet may request an outside facilitator to assist in the development of district-wide goals rather than district goals or operational goals as had been developed in the past.¹² In order to integrate district and college planning, the task force also recommended that the district-wide goals be associated with the college strategic directives and reflected in the planning documents.¹² (Further discussion of the development of the district mission statement and the district-wide goals will be presented in the response to recommendation 8.)

Fall 2006 and Spring 2007: Implementation of the College Strategic Plan

Once the district level planning issues were resolved and the college research position was filled, the college moved forward under the leadership of the president with the implementation of the college strategic plan in the fall of 2006. A strategic planning workshop was held during the fall 2006 flex week. The college president and the academic senate discussed the strategic planning model and the college strategic planning process.¹³ On September 28, 2006, the model and the process were modified to incorporate the input of all constituent groups.¹⁴

The college strategic planning process is broad based and inclusive involving all members of the college community. For example, during September 2006, the college president and the academic senate populated the strategic planning steering team, consisting of the president of the classified senate, the president of the student government, the president of the classified leadership council, the president of the academic senate and a representative from the faculty bargaining agent as well as a representative from the dean's council and all senior college administrators.¹⁵ The planning process involves five focus groups as follows: academic /facilities/educational support/technology; enrollment management; institutional effectiveness; resource and budget; and student success/access.¹⁵ Each of the five focus groups include a representative from the student government (ASIVC), the classified bargaining agent (CSEA), classified management, the classified senate, the administration, and two representatives from the academic senate.¹⁵

On October 4, 2006, the college held a strategic planning kick off meeting with all members of the five focus groups and the steering team.¹⁶ The meeting was chaired by the president, the college researcher, and the vice chancellor of technology and learning services.¹⁶ The purpose of the meeting was to discuss the implementation of the planning model, the charge of the five focus groups, the development of planning assumptions based on data as well as the development of objectives and planning strategies.¹⁶ The relationship between the implementation of the planning model and resource distribution were also discussed. The vice chancellor of technology and learning services presented an overview of the college's institutional effectiveness and key indicators such as course completion rates, course success rates, and course retention rates.¹⁶

Strategic Planning and the College Mission Statement

In order to ensure that the college mission statement is an integral component of the institutional planning process and that decision-making is guided by the college mission statement, the strategic planning steering committee met on October 13, 2006, to develop overarching goals for the college based on the college mission statement.^{17, 18} Moreover, the committee incorporated the accreditation standards as they relate to strategic planning as well as the statewide strategic planning goals and also established a timeline for the strategic planning process.¹⁹ These goals reflect the purpose of the institution, the intended population, and a strong commitment to providing evidence of and assessing student learning. The mission statement and the IVC goals were distributed to the five focus groups to form the guiding principles of the development of the planning assumptions, objectives, and planning strategies of the five focus groups.¹⁸ Therefore, the IVC goals are integrally related to the college mission statement and institutional planning is driven by the college goals and mission statement. (The relationship will be discussed more fully in the planning agendas relative to standard 1.)

The Strategic Planning Process

The five focus groups met throughout October, November, and December of 2006 to develop objectives, planning assumptions, and strategies based on the external and internal data scans. The college researcher, college president, and the academic senate president initially met with each focus group to explain the process and the specific

charge of each focus group.²⁰ The college researcher provided each focus group with the college mission statement, the IVC goals, definitions and examples of objectives, planning assumptions, and strategies as well as research gathered from the external and internal data scans. According to the planning model, each focus group utilized six categories of data including, demographics, economy and employment, education trends, social trends, public policies, and technology in this process.

During the January 2007 flex week, two college-wide strategic planning workshops were held for members of the focus groups as well as the college community. On January 2, 2007, the college reviewed the planning assumptions developed by the five focus groups.²¹ On January 4, 2007, the college researcher presented a workshop on how to generate objectives and strategies based on the planning assumptions.²² All five focus groups met on January 25, 2007, February 14, 2007, and on March 1, 2007 to review the objectives and planning strategies.²³ During the aforementioned meetings, considerable dialogue occurred between members of the focus groups and members of the steering team with respect to institutional quality and the reliability of the data concerning the college's programs and services. The nature of strategic planning prompted self reflection and deliberations as to how the college could improve to meet the needs of a diverse student population.

On February 7, 2007, and February 8, 2007, the college held two accreditation dialogue college wide meetings to inform the college community of the 2007 commission action letter and further engage the college community within the strategic planning effort.²⁴ The meetings were facilitated by the college president and the academic senate president. At the meetings, the 2007 commission action letter was presented as well as the expectations of the commission for the college with respect to the October 2007 focused midterm report.²⁴ The research and planning analyst provided an update on the strategic planning efforts, including a review of the college goals, the research provided to the strategic planning focus groups, and the development of objectives, planning assumptions, strategies based on the research provided.²⁴ In order to assist the college community in its understanding of strategic planning, a strategic planning primer for higher education was discussed. The vice chancellor of technology and learning services presented an overview of how to measure institutional effectiveness and the institutional effectiveness measures commonly used throughout the state of California.²⁴

Throughout the spring semester of 2007, the strategic planning focus groups and the steering committee worked together to finalize the objectives and strategies for the 2006-2012 college strategic plan.²⁵ As will be discussed and documented in the budget section below, in April and May of 2007, the final objectives and strategies were analyzed by the resource and budget focus group for fiscal impact. In June and July of 2007, the research analyst prepared a preliminary draft of the strategic plan for review by the steering committee. On July 11, 2007, the steering committee, including the director of fiscal services, reviewed and revised the preliminary draft of the strategic plan based upon the budget analysis.²⁶ The 2006-2012 college strategic plan was distributed to the college community for review August 1, 2007 through August 24, 2007 and the steering team

reviewed and incorporated revisions, when appropriate, as per the agreed upon process (see reference 14).

The 2006-2012 College Strategic Plan

The college strategic plan includes eleven major objectives and several strategies designed to attain each objective.²⁷ The objectives include (not in priority order):

- Increasing alternative methods of instruction by offering an online degree and/or certificate in 2008; offering technical training for distance education faculty, providing funding to develop an online distance education orientation;
- Supporting the development of new programs through the request of funding to conduct a community needs assessment;
- Increasing course completion rates in credit basic skills and credit career technology courses as well as increasing the percentage of degree and certificate awards;
- Increasing student success, retention rates, and persistence rates;
- Increasing the number of second language students that enroll in college level English courses;
- Expanding the curriculum offerings for lifelong learning and work force development;
- Increasing enrollment in contract and career technology courses;
- Maintaining and annual marketing and recruiting plan;
- Increasing the enrollment and persistence rates of concurrently enrolled high school students;
- Producing an Institutional Effectiveness Report;
- Developing a preventive maintenance plan.²⁷

The strategies (actions) to attain the objectives will be implemented throughout the fall of 2007 and spring of 2008.²⁸ In January of 2008, the steering team will evaluate the outcomes and begin the development of the 2008-2009 strategies.²⁸ Additionally, the steering team will review the strategic planning model and make revisions as necessary.

Strategic Planning and the College Budget Development Process

As stated in the 2005 progress report, the college administration and the academic senate agreed to review the college resource and budget allocation process to ensure an open, inclusive process. Although, the 2005 progress report indicated that this review would occur in fall of 2005, it became more relevant with the implementation of the strategic planning model and the work of the resource and budget focus group in spring of 2007.

In spring/summer of 2007, the academic senate, administration, and the strategic planning steering team reviewed a proposed college budget development process.²⁶ The proposed budget development process is connected to the strategic planning process as follows:

- 1) All funding proposals will be tied to specific goals, objectives, and strategies/actions approved by the strategic planning process;

- 2) Every college program/unit will be required to prepare a justification for every key item of their budgets. As part of each request, an assessment of success in terms of meeting the program's strategic planning goals, objectives, and strategies/actions will be included.²⁹

The proposed budget development process included the development of a revised strategic planning budget development committee which would combine the functions of the original strategic steering team, the strategic planning resource and budget focus group, and the former college budget committee into one new standing college committee. This new committee will continue to implement the college strategic plan as well as provide budgetary guidance for the college.^{29 (page 3)}

During the discussion of the college budget development process, in the spring of 2007, the strategic planning steering team integrated the strategic planning objectives and strategies within the budget development process. On April 20, 2007, the strategic planning steering team submitted the objectives and strategies to the resource and budget focus group for review and fiscal recommendations. On May 23, 2007, and June 27, 2007, the strategic planning steering team reviewed the fiscal analysis of the planning objectives and strategies.^{30, 31}

Strategic Planning, Budget Development, and Program Review

In accordance with the 2006 revised program review process (which is discussed in the response to recommendation 3), program review recommendations were integrated into the budget development process as well as the strategic planning process in the following manner: the president, the vice president of instruction (or the vice president of student services if the program lies within that division), and the academic senate shall mutually agree upon the program review recommendations which will be forwarded to the appropriate strategic planning focus group for planning consideration and possible implementation commensurate with the budgetary consideration of the college.³² In accordance with this process, the president, the vice president of instruction, the academic senate president, and the college research analyst met on January 9, 2007, to review the 2004-2005 program review recommendations as well as the 2005-2006 program review recommendations in relation to the strategic planning efforts at the college.³³ On May 23, 2007, the strategic planning steering team reviewed the 2004-2005, 2005-2006, and the 2006-2007 program review recommendations. The program review recommendations fell within four broad categories:

1. Departmental recommendations concerning curriculum development, review of library holdings and media resources, development of student surveys, and creation of new articulation agreements etc.;
2. Recommendations concerning establishing or increasing dedicated classroom space for a specific discipline;
3. Recommendations for additional equipment;
4. Recommendations for additional full-time faculty positions.³⁴

Because of the nature of these recommendations, on July 11, 2007, the academic senate in collaboration with the steering team proposed the following revisions to the program review process to better integrate the recommendations within the college budget and planning procedures:

1. The dean or manager, in collaboration with the faculty, will implement the departmental recommendations, program objectives and strategies;
2. All recommendations, program objectives and strategies pertaining to facilities will be directed to the academic and facilities committee (formerly a strategic planning focus group which will be converted to a college standing committee for this purpose, among others);
3. All recommendations, program objectives and strategies pertaining to equipment needs will be directed to the dean or manager to be incorporated into a budget proposal from the school or department, if appropriate, which would then be considered by the strategic planning budget development committee;
4. All recommendations, program objectives and strategies pertaining to additional full-time faculty positions will be directed to the dean for consideration in the development of the deans' annual full-time faculty hiring priority proposal.³⁵ All recommendations, program objectives and strategies pertaining to additional full-time positions within student services will be directed to the manager for consideration in the college-wide hiring priority process.

All other program review recommendations, objectives and strategies will be forwarded to the appropriate planning committee and/or the strategic planning budget development committee for implementation commensurate with the budgetary considerations of the college.³⁵

The 2007 program review process was further revised with regards to the integration of the strategic planning methodology. Programs and services undergoing review in 2007-2008 will develop program objectives, which must be specific, measurable, achievable, realistic, and time related. Each program and service must develop strategies or actions to attain the objective, specifying, what action will be taken, the responsible party, the date of completion, the rationale, as well as the fiscal impact.³⁵

College Facilities and Educational Master Planning

At the time of the 2005 progress report, the college and the district were interviewing several firms to prepare an educational master plan. The district selected gkkworks and Maas & Associates to prepare the college facilities and educational master plan. During fall of 2006, the firm conducted interviews with representatives of all constituent groups and conducted extensive reviews of current as well as projected enrollment numbers in the development a five year facilities and educational master plan.³⁶ Throughout the spring 2007 semester, the college reviewed the facilities and educational master plan and

the five year construction plan for the district and the college.³⁷ The academic planning, facilities and technology committee will continue to monitor the implementation of the master plan and the district construction plan to develop recommendations for the use of pre-existing facilities as new buildings are constructed and occupied. The college is fortunate to be nearing completion (October of 2007) of a new performing arts center which will create additional classroom space when the departments occupy the new building.³⁸ Additional science lab space will be created with the completion of a science lab annex. The college has begun construction of the new business and technology innovation center which will create new opportunities for classroom and laboratory space as the new building is occupied leaving the pre-existing classroom and laboratory space for future renovation and occupation.³⁸ The college recently received notification that state and district funding will now be available to begin construction on a new life sciences building.³⁸

With the construction of additional buildings, more classroom and laboratory space will be available to assist the college in implementing the program review recommendations pertaining to additional classroom and lab space.

References: Recommendation 1

- ¹ *Resignation: Office of Institutional Research (11-16-05)*
- ² *District Planning Process (1-06)*
- ³ *College Process to Implement District Planning Process (1-27-06)*
- ⁴ *Academic Senate Minutes (Item 5) (2-16-06)*
- ⁵ *Academic Senate Memo to Office of President: Request to Implement College Strategic Planning Process (3-24-06)*
- ⁶ *Academic Senate Minutes (Item 5) (3-2-06)*
- ⁷ *Academic Senate: Memo to Faculty Regarding District Planning Process (3-10-06)*
- ⁸ *Office of Chancellor: Memo to IVC Faculty Regarding District Planning Process (3-11-06)*
- ⁹ *Sample: College Goals & Action Plans (2-22--06)*
- ¹⁰ *Office of Chancellor: Memo Establishing District Planning Task Force (5-26-06)*
- ¹¹ *District Planning Task Force Proposed Recommendations (10-8-06)*
- ¹² *Office of Chancellor: Memo Accepting District Planning Task Force Recommendations (10-30-06)*
- ¹³ *Flex Workshop: Implementation of the College Strategic Planning Process (8-28-06)*
- ¹⁴ *College Strategic Planning Process-Final Draft (9-28-06)*
- ¹⁵ *Strategic Planning Focus Group and Steering Team Membership (9-06)*
- ¹⁶ *Strategic Planning Kickoff Meeting (10-4-06)*
- ¹⁷ *Strategic Planning Steering Team Meeting: College Goal Development (10-13-06)*
- ¹⁸ *Strategic Planning Steering Team: Proposed College Goals (10-13-06)*
- ¹⁹ *Strategic Planning Steering Team: Timeline (10-13-06)*
- ²⁰ *Office of Institutional Research: Memo Regarding Initial Strategic Planning Focus Group Meetings with Office of President, Academic Senate President, and College Researcher (10-13-06)*
- ²¹ *January 2007 Flex Workshop: Review Planning Assumptions (1-2-07)*

- I²² January 2007 Flex Workshop: Development of Objectives & Planning Strategies (1-4-07)*
- I²³ Focus Group Meetings: Review Objectives & Planning Strategies (1-25-07), (2-14-07), and (3-1-07)*
- I²⁴ Accreditation Dialogue College wide Meetings (2-7-07) (2-8-07)*
- I²⁵ Strategic Planning Timeline: Development of Objectives and Strategies (Spring, 2007)*
- I²⁶ Strategic Planning Steering Team Retreat (7-11-07)*
- I²⁷ 2006-2012 College Strategic Plan*
- I²⁸ Strategic Planning Timeline: Implementation of Objectives and Strategies (2007-2008 and 2008-2009)*
- I²⁹ Strategic Planning Budget Development Committee: College Resource Allocation Process (7-11-07)*
- I³⁰ Strategic Planning Steering Team Meeting: Review Fiscal Recommendations of 2007- 2008 Objectives and Strategies (5-23-07)*
- I³¹ Strategic Planning Steering Team Meeting: Review Fiscal Recommendations of 2007- 2008 Objectives and Strategies (6-27-07)*
- I³² Program Review Process: Revised (11-16-07)*
- I³³ Review: 2004-2005 and 2005-2006 Program Review Recommendations (1-9-07)*
- I³⁴ Strategic Planning Steering Team: Review 2004-2007 Program Review Recommendations (5-23-07)*
- I³⁵ Irvine Valley College Program Review/Planning Process-Proposed Revisions (7-11-07)*
- I³⁶ Irvine Valley College Facilities & Educational Master Plan (Fall 2006)*
- I³⁷ College Review: Facilities & Educational Master Plan (Spring 2007)*
- I³⁸ SOCCCD Five Year Construction Plan (6-29-06)*

- B. **Recommendation 2:** The college implement college-wide dialogue on establishment and assessment of student learning outcomes at the course, program, degree, certificate, and institutional levels. (Standard I. B. 1)

Response: Due to the combined effort of the faculty co-chairs of the learning outcomes committee, the office of the president, and the academic senate, the college has continued to increase the level of engagement, motivation, and ongoing college-wide dialogue regarding the establishment and assessment of student learning outcomes as noted by the evaluating team during the November 3, 2005, site visit.

Student Learning Outcomes: Institutional Commitment

As reported in the 2005 progress report, the learning outcomes committee was formally adopted as a college-wide standing committee which collaborates on a routine basis with the academic senate.¹ The academic senate coordinates the work of the learning outcomes committee with the administrative components of the college such as the instructional council, the student services council, and the president's council.¹ In fall of 2005, the learning outcomes committee forwarded an SLO implementation plan and a draft of proposed institutional/core learning outcomes for the college to the academic senate for review and adoption. On September 29, 2005, the academic senate reviewed, revised, and adopted the SLO implementation plan and the institutional/core learning outcomes for IVC.² (Item 10, page 4) In order to facilitate college-wide dialogue regarding student learning outcomes, the committee prepared a definition of terms to provide clarification and standardization of learning outcomes terminology throughout the institution.^{2, 3}

The administration and the faculty leadership are committed to making student learning outcomes a visible priority across the institution as documented below. To this end, the college has allocated appropriate resources to implement the student learning outcomes plan.⁴ On June 6, 2006, the office of the president approved the budget request for 2006-2007 submitted by the learning outcome committee.⁴ The 2006-2007 budget provides reassigned time and a stipend for the faculty co-chairs, clerical support, technological resources, including hardware and software, and the budget provides for the requested conference money.⁵ In June of 2007, the office of the president approved the 2007-2008 proposed budget.⁵

College-wide Dialogue: Student Learning Outcomes Flex Week Workshops and Training Sessions 2005-2007

In order to address recommendation 2, student learning outcomes workshops and training sessions have become an ongoing aspect of staff development during the in-service flex week as well as throughout the semester. As reported in the 2005 progress report, at the onset of the fall 2005 semester, the learning outcomes co-chairs conducted a flex week learning outcomes workshop designed to assist faculty in differentiating goals, objectives, and learning outcomes.⁶ After a review of the accreditation standards related to learning outcomes, participants generated learning outcomes statements at the course and/or

program level and created a scoring rubric for assessing student progress on robust learning outcomes.⁶ In addition, participants formulated a program level learning outcomes assessment plan for the fall semester using embedded, authentic assessment strategies.⁶

The college conducted learning outcomes flex week workshops throughout the fall 2006 semester. On August 25, 2006, and September 15, 2006, the learning outcomes co-chairs facilitated workshops designed as a two part sequence to assist faculty undergoing program review in 2006-2007 to develop course, program, degree, and/or certificate level outcomes and to develop assessment strategies.⁷ The workshops introduced faculty to robust level learning outcomes, Bloom's Taxonomy as well as numerous examples of sample learning outcomes.⁷ The follow-up workshop on September 15, 2006, assisted faculty in the development of effective assessment strategies.⁷ The workshop examined embedded multiple choice methods of assessment as well as development of rubrics for evaluating student learning outcome statements.⁷

The college hosted numerous learning outcomes training sessions throughout the spring of 2006. The learning outcomes co-chairs conducted training sessions with full-time and adjunct faculty in early childhood education and human development to assist faculty in developing a rubric for scoring student portfolios.⁸ In February of 2006, IVC hosted an all day workshop on the use of focus groups for gathering evidence of student learning and eight of the fifty attendees were IVC faculty and administrators.⁸ In March of 2006, the co-chairs facilitated the region 8 DSP&S workshop on learning outcomes.⁸ Also in March of 2006, the co-chairs also facilitated a IVC student services retreat with school of guidance and counseling, including DSP&S and EOPS administrators, faculty, and staff.⁸ On September 28, 2006, the co-chairs participated in a workshop on student response systems at Coastline College's Garden Grove Center and on October 4, 5, and 6, 2006, the co-chairs and members of the learning outcomes committee participated the assessment conference in San Diego.⁹ In order to enhance administrative support of the development of learning outcomes at the college, on October 17, 2006, the faculty co-chairs hosted a workshop for all college administrators.⁹

Implementation of 2005 Learning Outcomes Planning Agendas

As indicated in the 2005 progress report, the learning outcomes co-chairs developed an extensive website to provide faculty with the necessary resources to assist with the development and assessment of learning outcomes.¹¹ The website contains a list of resources and links to information regarding the development and assessment of learning outcomes as well as a wealth of examples of learning outcomes for numerous disciplines, and a step by step explanation of how to develop course/program level outcomes.¹⁰ The website has been extremely helpful in facilitating dialogue between faculty, staff, and the administration.

To avoid repetition, the college's continued efforts to implement and assess course, program, degree, certificate, and institutional learning outcomes will be further discussed in the response to recommendation 4 and the response to the 2004 self-study planning agendas in standard II.

References: Recommendation 2

- 2¹ Academic Senate Minutes: Learning Outcomes Committee-College Standing Committee (9-29-05)*
- 2² Academic Senate Minutes: Adoption of the SLO Implementation Plan & Institutional Core Learning Objectives—Item 10 (9-29-05)*
- 2³ [www.irvinevalleycollege.edu/offices & services/academic senate](http://www.irvinevalleycollege.edu/offices&services/academic%20senate)*
- 2⁴ 2006-2007 Student Learning Outcomes Budget Approval (6-6-06)*
- 2⁵ Learning Outcomes Committee Minutes-Budget (6-22-06)*
- 2⁶ Learning Outcomes Flex Workshops (8-16-05)*
- 2⁷ Learning Outcomes Flex Workshops (8-25-06 and 9-15-06 “One Stop SLO Workshops)*
- 2⁸ Student Learning Outcomes Committee Progress Report (5-20-06)*
- 2⁹ Student Learning Outcomes Committee Agenda (9-29-06)*
- 2¹⁰ Student Learning Outcomes Website: <http://intranet.ivc.edu/slo>*

- C. **Recommendation 3:** The college develop and implement cyclical and systematic evaluations and improvements of the program review processes in instructional and student services programs. (Standard II. A. 1, 2; B. 1, 3)

Response: As documented in the 2005 progress report, the program review process was revised on November 2, 2004 in accordance with the commission's recommendation. The program review process was again systematically evaluated and modified in the summer and fall of 2006 with the onset of the strategic planning process and the resignation of the program review co-chairs. On March 29, 2006, the program review chairs resigned after serving in their roles approximately nine years. They maintained that until strategic planning process was implemented, the program review process was perceived, in their opinion, as meaningless by the campus community.¹ The subsequent implementation of the strategic planning process during the fall of 2006 and spring of 2007 resulted in an in-depth institutional evaluation of the purpose, process, and methodology of program review.

Modification of Program Review: Purpose

According to the revised program review process adopted by the college in November 2006, the purpose of program review is an opportunity for self-study, self-renewal, and recognition of the excellence of educational and support programs at the college as well as the opportunity for each program and service to identify the need for improvement.² Program review involves self-scrutiny by all college entities to determine how well each program is achieving objectives and advancing the mission, vision, goals, and institutional learning outcomes of the college.²

Modification of Program Review: Process

The in-depth institutional evaluation of the program review process resulted in substantial procedural revisions designed to streamline the process and more fully involve the administration as well as the departmental faculty/staff in the review.² For example, in the spring prior to the year of the review, the dean or director and the departmental faculty/staff develop program review teams with the membership they recognize as important to the review; the office of research and planning and dean or director assist the departmental faculty/staff in the development and selection of key performance indicators, student surveys questions, and identify the classes and/or offices to be surveyed.² In the fall of the review, the office of research and planning assists in administering the student surveys as well as compiles the data for analysis by the program review teams.²

Other revisions to the process occur in how the program review is conducted. The program review team submits a preliminary draft of the document to the appropriate dean or director at the end of the fall semester of the review.² Based upon the dean or director's review, the document may be revised, if appropriate.² At the end of the spring semester, the team submits the final document to the office of instruction for review and approval.² Upon approval by the office of instruction, the document is submitted to the

office of the president for approval.² The modification of the program review process also included integrating the program review recommendations within the budget and resource allocation process as a component of the strategic planning process as documented in the response to recommendation 1. The integration of program review, budget, and the strategic planning processes ensure that the college consider possible funding for and implementation of the program review recommendations.

In accordance with the program review process, all programs are reviewed on a six year cycle.² In 2006-2007, the following programs participated in program review:

- Anthropology
- Dance
- Electronics
- Library Services
- Transfer/Career Placement
- Counseling Services
- Art History
- Visual Arts
 - Photography
 - Digital media art
 - Painting, Drawing
 - Gallery
 - 2D/3D Design
- Music
- Geography

The 2006-2007 programs undergoing program review were the remaining programs from the original 2000-2006 cycle, which means that at the conclusion of the spring 2006 semester, every program and service at the college has undergone the first cycle of program review.

On August 31, 2006, the instructional council, president's council, and the academic senate adopted the second six year program review cycle for 2007-2012.³ The following programs are scheduled for program review in 2007-2008:³

- Biology
- Chemistry
- History
- Intercollegiate Athletics
- Mathematics
- Computer Information Management
- Psychology
- Speech
- International Student Center
- Supportive Services

- Financial Aid and Veteran's Program

Modification of Program Review: Methodology

With the revision of the purpose of program review as well as the process, the college agreed to modify the academic and student services templates commensurate with the commission expectations as discussed in the accreditation notes produced by Barbara Beno, Executive Director.⁴ The revised templates were implemented by the college in August of 2006.⁵ The templates focus the program review on three components: first, describing the status quo and evaluating whether the program meets the needs of the institutional mission/goals; second, measuring program effectiveness through the development and assessment of student learning outcomes; and third, planning for improvement, including program and institutional recommendations.⁵ Each section of the program review template will be discussed below.

Mission, Purpose and/or Goals:

The first component of the revised template requires each program or service to identify the mission, purpose or goal of the program; how the mission, purpose or goal of the program relates to the overall mission and/or goals of the institution; and how student needs are met.⁵ Each program review packet included the college mission statement for reference.

Program Effectiveness:

The second component of the revised templates requires an analysis of program effectiveness. With the assistance of the office of research and planning, each program under review is provided with indirect learning outcomes assessment data to determine the student population served by the program such as a student profile (age, major, goal, etc. which is gathered from the student surveys referred to above) as well as enrollment data, student retention rates, course completion rates, persistence rates, student success rates, and graduation and transfer rates.⁶ As will be fully discussed and documented in the response to self-identified issues associated with standard II, the college felt that student learning outcomes are a substantial component of measuring program effectiveness. Therefore, the templates for instruction as well as student services include the identification of course, program, degree, and certificate learning outcomes as well as assessment methods for each learning outcome, and documentation of the modifications to pedagogy based on the assessment data.⁵

Program Planning, Recommendations, and/or Improvements:

The third component of the template includes specific program recommendations and/or improvements to address student progress, student learning, and efficiency as well as the short term and long term plans to implement the recommendations and/or improvements.⁵ The faculty/staff at the program level are further requested to identify institutional changes necessary to implement the program recommendations and/or improvements.⁵

Fall 2007 Revisions to the Program Review Process

In a system of ongoing dialogue, reflection and self-evaluation, as documented in the response to recommendation 1, in July of 2007, the academic senate, in collaboration with the strategic planning steering team developed proposed revisions to the program review process based on the college strategic plan. (See recommendation 1, reference 35)

Additional Planning

In February of 2007, the district purchased a curriculum management system (CurricUNET).⁷ An additional component of the CurricUNET system is a program review feature which will greatly assist the college in integrating program review with the strategic planning process and the budget development process. The program review component could be implemented in the fall of 2007 after the curriculum and student learning outcomes components are completed.

References: Recommendation 3

^{3¹} *Resignation: Program Review Co-chairs (3-29-06)*

^{3²} *Program Review Process Revised (11-16-06)*

^{3³} *2007-2012 Program Review Cycle (8-31-06)*

^{3⁴} *Accreditation Expectations: Program Review*

^{3⁵} *Academic and Student Services Program Review Templates Revised (8-28-06)*

^{3⁶} *Program Review Data Packet (2006-2007)*

^{3⁷} *Academic Senate Memo: CurricUNET, Student Learning Outcomes, and Program Review (5-11-07)*

- D. **Recommendation 4:** The college develop and implement research to support the establishment and assessment of student learning outcomes at the course, program, degree, certificate, and institutional levels. (Standard II. A. 1. c, 2. e, f, h, i; 3, 6. a; B. 1, 3, 4; C. 1, 2)

Response: As stated in the 2005 progress report, individuals with extensive research expertise assumed primary leadership roles with regards to assisting the college in the development of learning outcomes and implementation of an assessment plan for student learning outcomes at the course, program, degree, certificate, and institutional levels. At the time of the November 3, 2005 team visit, the team found that although the college's progress was still in the planning stage, among the learning outcomes committee members and the researchers, there was a sense that a good "team" is in place which would make every effort to ensure that the college move forward in fully meeting this recommendation.

Research Team

With continued institutional support regarding resources and budget, the research team has continued to work diligently to assist the college in the establishment and assessment of learning outcomes. The college is fortunate to have hired a highly qualified college researcher, Dr. Sibylle Georgianna as discussed in the response to recommendation 1. The college has maintained continuity with the faculty co-chairs of the learning outcomes committee. Drs. Rudmann and Tucker have continued to serve as the learning outcomes co-chairs through 2005-2006, 2006-2007 and 2007-2008. The learning outcomes co-chairs have worked closely with the office of research and planning, the administration, the academic senate, the departmental faculty, and student services units.

Implementation of the 2005 Learning Outcomes Research Agenda

As projected in the 2005 progress report, the college stated that it would investigate options for efficient learning outcomes data acquisition and analysis using Blackboard and Share Point. To this end, the learning outcomes co-chairs and the college researcher created modules wherein faculty were trained to use assessment strategies and procedures. On January 2, 4, and 5, of 2007, the learning outcomes co-chairs and other faculty trained in this area, facilitated several learning outcomes assessment workshops to assist faculty acquire valid, direct learning outcome data through scannable hard copy surveys, online surveys, rubrics, student response systems, and calibrated peer review.¹

Learning Outcomes Assessment Workshops

On January 2, 2007, members of the learning outcomes committee and other trained faculty presented a workshop which included the following topics:

- the use of blackboard to gather pre-test and post test learning assessment scores as a means to assess course learning outcomes;

- student response systems (classroom clickers) to engage students, determine comprehension levels, and automatically record learning outcome assessment data during class sessions;
- the development of online scoring rubrics for the assessment of robust learning outcomes;
- the use of calibrated peer review methods used to evaluate written assignments and assess robust student learning outcomes.²

On January 4 and 5, 2007, the learning outcomes co-chairs facilitated additional workshops for faculty in disciplines undergoing 2006-2007 program review. The workshops were designed to assist faculty in developing assessment strategies in order to implement learning outcomes assessment in spring of 2007. The research team provided information on embedded assessment procedures, authentic assessment procedures, and, for objective format assessments, item analysis procedures.¹

Three learning outcomes workshops were conducted during the fall 2007 flex week. Due to substantial faculty interest indicated at the 2006 workshops, the learning outcomes co-chairs purchased state of the art “student response systems” (clickers) to allow faculty to automatically track and assess course level learning outcomes; the August 13, 2007 flex workshop provided training for faculty in the use of the clickers. On August 14, 2007, the learning outcomes co-chairs presented a workshop to assist faculty undergoing program review in 2007-2008 with the development of course/program level learning outcomes. Also, due to faculty interest, on August 15, 2007, the learning outcomes co-chairs presented the calibrated peer review techniques to assist faculty in course level learning outcomes assessment.³

Acquisition of Indirect Evidence of Learning Outcomes

As indicated in the 2005 progress report, the learning outcomes research team developed a proposal to facilitate the acquisition of indirect evidence of learning outcomes in order to develop a more comprehensive assessment of student learning via a data-sharing agreement (formally known as a CalPASS MOU agreement) between Irvine Valley College and local transfer institutions.⁴

The college research office provided indirect evidence for learning outcomes to those programs undergoing program review in 2006-2007 and in 2007-2008. Each program was provided with student retention rates, course completion rates, persistence rates, student success rates, and graduation and transfer rates for analysis within their program review. (See recommendation 3, reference 3⁶)

Assessment of Learning Outcomes: Software Databases

As will be discussed in the response to standard II, the college has a substantial amount of work to do in assessing learning outcomes as indicated in the 2006-2007 learning outcomes ACCJC annual report. In order to facilitate this effort, the college/district explored several software programs to establish a learning outcomes database to assist the

research team in accumulating and tracking the assessment of learning outcomes. Two software systems are scheduled to be implemented in the fall of 2007. First, as previously mentioned, in February of 2007, the district purchased a curriculum management software system, CurricUNET. (See recommendation 3, reference 3⁸.) One component of the software system will allow faculty to record learning outcome assessment data, analyze the results, and record the modifications to instruction based on the assessment data.⁵,

The second software system that would assist the research team in tracking learning outcomes assessment data is a system designed specifically for this purpose. On March 9, 2007, the college and the district participated in a presentation regarding the software management system (eLumen) that would allow the research team to store, organize, aggregate, and sort assessment data. On June 25, 2007, the board of trustees authorized the purchased the eLumen software.^{6 (Item 5.3)} Fortunately, the learning outcomes co-chairs, the research and planning analyst, and the vice chancellor of technology and learning services have extensive expertise in research and technology. Throughout the fall of 2007, these individuals will collaborate to interface the two software systems which will greatly enhance the collection of assessment data. Additionally, the software management systems will facilitate the efforts of the faculty in the development of assessment plans, assessing learning outcomes, analyzing the results, and recording the modifications to instruction based on the assessment data.

Use of Assessment Data

On April 5, 2007, the academic senate reviewed a memorandum of understanding from Modesto Junior College concerning the use of student learning outcomes assessment data.⁷ The academic senate endorsed the document and referred it to the learning outcomes committee for modifications to adapt the procedures to Irvine Valley College.⁷ This work should be completed by the learning outcomes committee in the fall of 2007. The academic senate endorses the principle that assessment of learning outcomes is not a single action, but an ongoing process which involves gathering the assessment data and using that information to modify and improve teaching and student learning.

Research Assistant

Due to a substantial increase in reports required by the state of California, the college's emphasis on strategic planning based on data and measuring institutional effectiveness, program review, and acquisition of student learning outcomes assessment data, the college hired a research specialist to provide assistance to the research and planning analyst.⁸ The research specialist will provide much needed help to the research and planning analyst and will assist the college in meeting its goals with respect to the above projects.

The college, in collaboration with the learning outcomes committee, the curriculum committee, and the academic senate has taken significant action to facilitate the development and implementation of research to support the assessment of student learning outcomes as follows:

- 1) The implementation of the CurricUNET and eLumen learning outcomes assessment management systems;
- 2) The implementation of the student response systems (clickers) and the use of scantron software which allow faculty to score embedded learning outcomes assessment questions; and
- 3) Additional personnel to assist the research analyst.

Although the college stated in the 2005 progress report that indirect evidence of institutional outcomes would be analyzed based on the May 2005 graduate follow-up survey, this project did not occur. Depending on the outcome of the above projects, it may be possible to complete this analysis by 2010 or it may be subsumed in the institutional effectiveness report.

References: Recommendation 4

- ⁴¹ *January 2007 Student Learning Outcomes Newsletter: Assessment Workshops*
(1-2-07, 1-4-07, 1-5-07)
- ⁴² *Assessment Workshops: Blackboard, Rubrics, Clickers, and Calibrated Peer Review*
(1-2-07, 1-4-07, 1-5-07)
- ⁴³ *Learning Outcomes Committee Announcement: Fall 2007 Flex Workshops* (6-22-07)
- ⁴⁴ *CalPASS MOU: Indirect Assessment of Learning Outcomes* (1-30-07)
- ⁴⁵ *CurricUNET: Course Outline of Record, SLO Assessment Fields* (6-27-07)
- ⁴⁶ *Learning Outcomes Co-chairs: Memo eLumen SLO Management System* (3-9-07)
Board of Trustee Agenda: Purchase of eLumen Software System (Item 5.3) (6-25-07)
- ⁴⁷ *Academic Senate Minutes: MOU Assessment Data* (4-5-07)
- ⁴⁸ *Board of Trustees Agenda: Research Specialist Approved* (2-26-07)

- E. **Recommendation 5:** The college assess the high rate of turnover among administrators and other staff, take actions to reduce the number of vacant administrative and classified positions filled on a short term basis, fill the positions that are necessary to ensure the integrity of the college's programs and services. (Eligibility Requirement 5; Standard III. A. 2)

Response: At the time of the November 3, 2005 team visit, the team found that the college had made significant progress in filling vacant administrative positions, with one position being advertised to be filled in January of 2006 (the dean of the school of mathematics, sciences, and technology). Additionally, the 2005 progress visit report stated that the college had made some progress in filling vacant classified positions, however there still remain several vacant classified positions which the college reported would be advertised but the announcements were not yet posted. According to the commission report, the college will need to continue to fill needed vacant positions to fully meet this recommendation. The college's efforts to address the vacant administrative positions and classified positions will be addressed respectively below.

Administrative Positions

In January of 2005, the college hired two permanent deans; one in the school of physical education and athletics and a second in the school of fine arts and the school of humanities and languages. Both deans have continued in their positions from 2005 through the present. In June of 2005, the college hired a permanent dean for the school of guidance and counseling. The dean has continued in that position from 2005 through the present. In December of 2005, based upon an administrative reorganization, the college eliminated the administrative position of dean of advanced technology. The dean of advanced technology was assigned to the dean of the school of mathematics, sciences, and technology, thus filling the one vacant dean position noted by the visiting team in 2005. Thus, the college has attempted to address the commission recommendation by filling vacant administrative positions and reducing the administrative turnover noted in the 2005 progress report.

In November of 2006, the vice president of instruction took administrative leave and then retired in December. An interim vice president of instruction served from November 2006 to June 27, 2007. Pursuant to board policy 4011, the (revised) administrative hiring procedures, a permanent vice president of instruction was approved by the board on July 25, 2007.¹

On April 23, 2007, the college identified a new administrative dean position, a dean of career technical education and workforce development, based partially on the recommendations of the strategic planning focus groups (documented in the response to recommendation 1 and in the response to self identified issues, Standard I) and based on other factors.^{2 (page 6)} The current dean of the school of mathematics, sciences, and technology will fill this position and the college will advertise and hire a permanent dean

for the school in 2007-2008.³ (In June of 2007, an acting dean was appointed to fill the dean of mathematics, sciences, and technology position.¹)

Classified Positions

The November 3, 2005, progress visit report stated that the classified senate expressed the desire to have a more substantive and formal role in the development of the classified hiring priority list. In order to address the concern of the classified senate and recommendation 5, on August 17, 2006, the administration and the classified senate jointly adopted a classified hiring priority list development process which is inclusive and is based on the participation of all constituent groups.⁴ The process provides for the development of a classified hiring list within each school or department in collaboration with the administrator or manager. After administrative review, the school/department list is submitted to the appropriate vice president or college president. The vice presidents and college president submit the respective lists to the classified hiring priority task force, which is comprised of two academic senate representatives, one dean, one classified manager, one classified senate member, one classified bargaining unit representative, and one vice president.⁴ The task force produces one classified hiring list that is then submitted to the administrative council, president's executive council, and finally to the office of the president.⁴ In spring of 2007, based upon implementation of this process, a classified hiring list identifying 21 classified positions was mutually developed and agreed upon by the task force.⁵

Based upon the 2006-2007 and 2007-2008 budgets, the college was able to create and fill the following positions:

- Full-time Parking Coordinator
- Part-Time Administrative Assistant for the Office of Academic Senate
- Full-time Research Specialist
- Full-time Senior Administrative Assistant

In 2007-08, the college has also budgeted funds to hire additional classified positions in the area of Maintenance and Operations.

Based on a historical overview of classified hiring from 2005 to the present, the college hired twelve classified positions in 2005, seven classified positions in 2006, and six classified positions in 2007.⁶

Districtwide Administrative and Classified Staffing Ratios Compared to Other Colleges

On May 21, 2007, the deputy chancellor presented a report to the board of trustees concerning data from the California State Chancellor's Office regarding administrative and classified staffing ratios within the district.⁷ According to the report, of the total full-time equivalent employees within the South Orange County Community College District, three percent are administrators. This percentage is within an average range in comparison to nearby community college districts.⁷ For example, of the sixteen colleges compared in the report, nine report that they employ three percent administrators (including South Orange); six colleges report they employ two percent administrators,

and only one college reports that it employs four percent administrators.⁷ Thus, the districtwide percentage for administrative staffing is within the average range.

The report produced by the deputy chancellor included data regarding classified positions within the district. According to the report, of the total full-time equivalent employees within the district, forty-two percent are classified employees.⁷ (Classified employees include one percent confidential classified positions, three percent classified managers, and thirty-eight percent other classified positions for the total of forty-two percent).⁷ The percentage of classified employees within the district is the third highest in comparison to surrounding community colleges. For example, only two colleges report a higher percentage of classified employees (fifty percent and forty five percent) whereas twelve colleges report a lower percentage from forty-one percent to thirty-four percent.⁷

However, the data presented by the deputy chancellor regarding administrative and classified positions is aggregated data for the district, which includes the district offices, Saddleback College as well as Irvine Valley College. The college needs to conduct a similar analysis of administrative and classified positions based on the number of positions relative to colleges of similar size and composition.

References: Recommendation 5

5¹ Permanent Vice President of Instruction: Board Approval (June, 25, 2000)

5² Dean of Career Technical Education and Workforce Development (4-23-07)

5³ Office of the President: Memo Dean of Career Technical Education and Workforce Development. (7-10-07)

5⁴ Classified Hiring Priority List Development Process (8-17-06)

5⁵ Classified Hiring Priority List (Spring, 2007)

5⁶ IVC Historical Classified Positions (2005-2006)

5⁷ Staffing & Expense Comparison: Deputy Chancellor Report to Board (5-21-07)

- F. **Recommendation 6:** The board of trustees cease involvement in college and district operations, delegate all non-policy issues and policy implementation at the district and college level to the chancellor and presidents respectively. (Standards IV B. 1. e, j)

Response: As stated by the visiting team in the November 30, 2006, progress visit report, the trustees' self-assessment relative to addressing this recommendation was more positive than the college's assessment. The board viewed the extent of their continued involvement in micromanaging the college and the district as less frequent; however, the college viewed their involvement as frequent and inappropriate. The college also viewed the chancellor as engaging in micromanagement of the college. The commission concluded that based upon these findings, while the board and the chancellor express no desire to micromanage, they continue to do so in the college's view. According to the November 30, 2006, progress visit report, progress in addressing recommendation 6 was evident; however, continued progress is needed.

As stated in the 2005 and in 2006 progress reports pertaining to this recommendation, the college is limited in authority and/or ability to respond to recommendation 6 as it pertains to the practices of the board of trustees and the management style of the chancellor.

Special Board of Trustee Meetings: March 30, 2007 and April 23, 2007

On March 30, 2007, the board held a special meeting at Irvine Valley College. The agenda item, 2.1, for the meeting listed a 'board forum'.¹ The meeting consisted of an open question and answer format.¹ The March 30th meeting was not videotaped. The accreditation co-chairs were present as well as the college and district administration. The information included herein regarding the March 30, 2007, special board meeting is based on the notes of the accreditation co-chairs and has been reviewed and approved by the accreditation oversight committee. At the meeting, the issue of board and chancellor micromanagement was raised.² Several trustees expressed the opinion that they would like to place this issue behind us, and although there are moments where the board has back slid, they are attempting to focus on policy issues without leaving their expertise behind.²

Other trustees expressed the opinion that there may be a natural tendency for elected officials to micromanage since they are 'free thinking' officials.² According to one trustee, elected bodies need to recognize when it is time to let the college resolve the matter. Other trustees indicated that it is not just the board that is accused of micromanaging, but the administration has played a role as well. According to this trustee, it is better for the board to be involved than be a rubber stamp.² One trustee believes that a board should engage in micromanagement when there is a crisis and gave his home phone number, encouraging phone calls in the event there is a problem.² Another trustee expressed the opinion that the district and the colleges are not in a precarious situation and the board will not change the way they are doing business. According to this trustee, there is a campaign of scare mongering and he is not afraid to

engage the commission as to the appropriate level of board/chancellor involvement in the daily, routine matters of the college.²

Board of Trustee Meeting: April 23, 2007

On April 23, 2007, the board of trustees held a special meeting for “the purpose of discussing accreditation issues and the district’s response”.³ The meeting was not video-taped. The accreditation co-chair was present as well as the college and district administration. The information included herein regarding the April 23, 2007, special board meeting is based on the notes of the accreditation co-chair and has been reviewed and approved by the accreditation oversight committee. The meeting was facilitated by the board president and consisted of an open forum format wherein trustees, administrators, faculty, and staff discussed their perceptions.

The Board of Trustees

At the April 23rd meeting, the trustees responded to the issue of board and chancellor micromanagement as follows: The board president felt that, frequently, the board is invited to micromanage. For example, the board was invited to become involved with issue of reassigned time for faculty performing leadership duties. He felt that the issue of reassigned time was not a board matter and should be resolved by the college presidents.⁴ He stated that it was the role of the board to create the opportunity for open and honest dialogue wherein there can be different interests competing for scarce resources. Another trustee agreed that the board should not be involved in the issue of reassigned time since it is not a policy issue. He suggested that the board should not be receiving reports on reassigned time as the college presidents and the chancellor should be empowered to make those decisions.⁴ He disagreed with the college and the commission’s interpretation that the board’s rejection of the institutional membership in the American Library Association was an example of micromanagement as reported in the commission’s November 30, 2006 progress visit report. Rather, he felt that the board has the obligation to monitor the expenditure of taxpayer dollars and the board must avoid becoming rubber stamp. This trustee also reported that in his perception, the accreditation process needs to be more accountable, that there is a problem with the commission’s closed meetings, and there is a lack of involvement with trustees. Other trustees agreed that there should be more trustee involvement within the ACCJC.⁴

Several trustees expressed the concern that the board should not become a rubber stamp. One trustee felt that there was a constant barrage of information telling trustees what to do. She recognized that there is, however, no reason for a lack of civility. Another trustee felt that conflict is quite regular throughout the country and that is important to get things accomplished rather than identify who should get the credit. He also felt that the board has chosen a great district leadership team.⁴

The Chancellor

The Chancellor stated that, in his opinion, disagreement is healthy and should not be interpreted as an attack. He commended all parties for making tremendous progress, commented that the district and the colleges are one, and the responsibility for progress rests with everyone.⁴ In response to a comment raised by a member of the IVC academic

senate regarding the politics of power displayed at the meeting when the trustees sit at the dais with the constituent groups sitting below the gaze of the trustees, the chancellor stated that by law the board of trustees has the ultimate authority and that a dialogue as equals was unrealistic.⁴

The chancellor criticized the Saddleback College academic senate president and the Irvine Valley College academic senate president for not following the proper process. For example, the chancellor stated that the Saddleback College senate president should not badger the chancellor regarding reassigned time. He stated that the chancellor's job is to implement board policies and provide oversight. The chancellor admonished the Saddleback College senate president for not working within the process and directed him to work with the college president regarding the issue of reassigned time.⁴ The chancellor also criticized the Irvine Valley College academic senate president for calling the board president to receive clarification regarding a senate report to the board pursuant to board policy 6100 (curriculum). (At the April 23rd meeting, the board president publicly stated that the IVC senate president had not contacted him for over two years. He confirmed that the IVC senate president called to get clarification as to the senate report to the board and further suggested that the senate presidents should communicate with him as well as the chancellor.⁴) The chancellor also stated that he thought the IVC senate president and accreditation co-chair had attacked him by making threatening statements about what would be included in the midterm report.⁴

The chancellor stated that he felt that the voice of the trustees was not properly included in the two previous progress reports and that important documentation he provided for the 2005 and 2006 progress reports was included as footnotes and appendices. For example, the 2006 progress report failed to state that the chancellor established the board policy administrative regulation advisory committee. He felt that the college progress reports were biased. He also stated that he felt the senates' two minute report to the board of trustees pursuant to board policy 6100 (curriculum) was inadequate.⁴

District and College Administrators

The district administrators, including the deputy chancellor, the vice chancellor of technology and learning services, and the vice chancellor of human resources, reported positive and collegial interactions with the shared governance groups.⁴ The deputy chancellor reported that the district board policy and administrative advisory council has continued to work together in a collegial manner to advance revised board policies and administrative regulations to the board of trustees and to the chancellor. He stated that he felt that there has been significant improvement in the interaction between the colleges and the district and there was a tremendous willingness to cooperate. He also noted that there has been a tremendous positive change with respect to micromanagement.⁴

The vice chancellor for technology and learning services also reported that there was positive reinforcement from all shared governance groups and that all dialogue has been collegial. Further, she stated that the commission standards and procedures involved a process of peer evaluation rather than governmental review and that she thought the accreditation process was valuable.⁴

The IVC college president also reported that interactions with the shared governance groups have been positive and collegial. The college president cited specific examples including implementation of the college strategic planning process, the revision of the classified hiring priority development process, the revision of the program review process, and the continued efforts of the faculty relative to student learning outcomes. The college president particularly noted that he appreciated the assistance and cooperation of the academic senate.⁴

The IVC Academic Senate

All members of the IVC academic senate cabinet were present at the April 23rd meeting and were allowed to participate. The chair of academic affairs noted that the trustee remarks criticizing the accreditation process may not be a good strategy. He also commented on the politics of power evident in the physical set up of the meeting where the trustees were located upon the dais, clearly in a position of power, and all constituent groups were placed below the trustees. In an authentic dialog there is no power over, rather there is mutual agreement, collaboration, and consensus among co-equal partners.⁴ The chair of the curriculum committee noted that the point of the meeting was not clear. The meeting consisted of consecutive monologues where the senate presidents were attacked rather than a meaningful dialogue. She also provided clarification as to specific college process utilized in producing the accreditation reports, which included review/revision of all accreditation drafts and documents by the accreditation oversight committee (consisting of the vice president for student services/accreditation co-chair, the senate president/accreditation co-chair, the president of the student government, the president of the classified senate, and a classified manager as well as senate representatives), review/revision by the entire college community, and final review/revision by the college president.⁴ She reported that all relevant data is included in the accreditation reports, whether it is perceived as “positive” or “negative”.⁴

On April 5, 2007, the academic senate agendaized recommendations 6, 7, and 8 for discussion.⁵ (Item 8, page 3; Item 8, page 4) At the April 23rd special board meeting, the senate president reported on the April 5, senate deliberations with respect to recommendation 6 as follows: (1) the senate noted that the lack of collegiality and lack of cooperation on the part of college and district administrators in most cases does not appear to stem from willful obstructionism, but instead from a lack of understanding of good management practices; (2) on the other hand, some members of the board of trustees have publicly stated that they believe the taxpayers expect them to micromanage the college; (3) the senators expressed concern for failing to give faculty sufficient notice of the March 30, 2007, special board meeting which was held on a Friday afternoon at 2:00 p.m. when most faculty are not on campus; (4) the senators felt that some trustees gave rude answers to faculty questions (to those able to attend) at the special meeting on March 30, 2007; (5) and the senators expressed concern regarding the board’s lack of understanding of the faculty’s critical and helpful role in the accreditation process.⁵ (Item 8, page 3; Item 8, page 4)

Administrative Regulation 6140 College Speakers

As reported in the 2006 progress report and noted by the visiting team, there was an issue concerning administrative regulation 6140, which required that all college speakers be approved by the board of trustees. In 2006, the board policy and administrative advisory council had proposed revisions to the regulation which required the notification of college speakers be received by the college presidents rather than approved by the board. At that time, the chancellor had taken the proposed revisions under advisement but no action had been taken to address the regulation.

Subsequently, the district sought legal advice concerning the regulation and the payment of travel expenditures and honoraria that may be associated with college speakers. In November of 2006, it was determined by district's legal counsel that such payments would need board approval. Therefore, on January 4, 2007, the administrative regulation was revised to include prior board approval for speakers receiving payment for travel expenditures and honoraria upon recommendation of the college president and the chancellor.⁶

College Study Abroad Program

During the November 30, 2006 team visit, the student government leadership requested to meet with the team to express concerns about board meetings and actions of the board. The student government leaders were concerned about the board's involvement in operations rather than policy and cited as an example the problems relative to the study abroad program. Throughout 2005-2006, during the board approval process of study abroad courses, trustees expressed concerns about the content of the courses, the location of the courses (on February 28, 2005, the board did not approve travel to Spain because one trustee noted that Spain has "abandoned our fighting men and women, [by] withdrawing their support" of the United States troops in Iraq, other trustees voted against the course due to the expense)⁷.

On November 20, 2006, the board requested a report on the study abroad programs within the district.^{8 (Item 40)} According to the report, the district had a long history of providing high-quality, study abroad programs.^{9 (page 1)} A 10 year study indicated that 92 programs have been offered with travel to 23 different countries serving nearly 2,000 students.^{9 (page 1)} The report goes on to state that:

[I]t is interesting to note that in the face of both local and national discussions on expanding study abroad opportunities, there has recently been a significant reduction in the number of programs offered by our colleges. In the previous five years, we have averaged approximately 12 programs a year. During the most recent year, 2005-2006, ending with the summer of 2006, we have offered two programs.^{9 (page 1)}

The board set a \$50 million liability insurance as the desired level for study abroad programs.^{9 (page 3)} The insurance requirement narrowed the available providers and

increased the costs of the program by as much as 50%.^{8 (page 3)} Most colleges nationwide require \$1-3 million in liability insurance.^{9 (page 3)}

On December 11, 2006, the board of trustees reduced the liability insurance for study abroad programs from \$50 million to \$5-10 million per program.^{10 (Item 24)} Consequently, the number of study abroad programs offered is increasing. At the regular board meeting on April 23, 2007, the board approved a study abroad program to Guanajuato, Mexico and on May 21, 2007, the board approved two study abroad programs one to Paris, France and a second program in Greece.¹¹

At the April 23, 2007, special meeting of the board of trustees, the student trustee reported that the students' concerns regarding the study abroad programs had been adequately addressed.⁴

Intersegmental General Education Transfer Curriculum (IGETC)

During the November 30, 2006 team visit, the student government leadership also raised concerns about the timely offering of courses needed to transfer to four-year institutions. After review of the IGETC course offerings, it was determined that courses needed to transfer are offered on a regular basis in order to meet the needs of IVC students. There are two areas that need to be addressed "critical thinking/composition" and "oral communication" where IVC only offers one course in each of the IGETC areas, although other courses fulfill CSU general education breadth requirements in these categories. Other colleges have more choices within each IGETC category. This situation will be addressed by the college general education committee and the curriculum committee in 2007-2008.

Actions of the Chancellor/Board of Trustees

As stated by the visiting team in the November 30, 2006, progress visit report, while the board and the chancellor express no desire to micromanage, they continue to do so in the college's view, even though improvement is evident. Two recent examples of micromanagement are as follows (1) the goals set by the chancellor for the college president; and (2) the chancellor's recent procedures regarding classified hiring. Each situation will be discussed respectively below.

Chancellor's Goals for College President 2006-2007

Following a practice established by then IVC President Mathur (need to reference Goals and Action Plans Book), the college president distributed his goals set by the chancellor to the college community and called for assistance in meeting them successfully. On February 15, 2007, the academic senate reviewed the goals set by the chancellor. The college president would be evaluated, in part, based on the accomplishment of these goals for the evaluation period from November 1, 2006 through November 1, 2007.¹² The goals set by the chancellor are as follows:

1. Increase student enrollment by 333 full-time equivalent students (FTES)

during the academic year through strategies such as development and offering of 4-6 new academic and/or career programs, 4-6 online degree programs, and continued marketing and outreach efforts.

2. Continue to operate the college within the allocated budget and maintain a contingency. Review all existing expenditures and prioritize by eliminating less desirable and least effective programs and services.
3. Ensure that the total cost of reassigned time and stipends does not exceed 2.4% of the total budget during 2007-2008.
4. Ensure implementation of district goals through its integration with the college goals.
5. Ensure implementation of accreditation recommendations.
6. Provide leadership in ensuring institutional effectiveness of IVC.¹³

According to the chancellor, the above goals represent just one portion of the overall evaluation criteria for the college president.¹² (Item 12, page 4) The discussion of the academic senate focused on how the evaluation criteria cited above were clear examples of micromanagement.¹² (Item 12, page 4) The first goal, to create 4-6 academic and/or career programs contradicts, the “new program development policy” adopted by the college on April 12, 2006.¹² (Item 12, page 4)¹⁴ In addition, the development of even four new programs in one academic year at IVC would be unprecedented. Further, with respect to the portion of goal number one concerning the development of 4-6 online degree programs, this contradicts the recommendations of the district distance education advisory council recommendations (see response to self identified issues, standard II, reference numbers 19-20). As agreed upon by the chancellor and the advisory council, the district identified fourteen recommendations to be implemented over a three year time span. The chancellor’s goal relative to the development of 4-6 online degree programs in the academic year of 2007-2008 runs in direct opposition to the recommendations of the advisory council formed by the chancellor on May 17, 2006. This places the College President in the difficult situation of being required, for a successful evaluation, to establish programs that fall within the purview of several college processes, budget considerations, research, and the Delegation of Authority to the Academic Senate (BP 2100.1).

The academic senate also noted that goal number three requiring the college president to ensure that the total cost of reassigned time and stipends does not exceed 2.4% of the college budget does not “create an environment which ensures greater administrative stability and empowerment at the college” as the college president is precluded from granting reassigned time and/or stipends to faculty to complete reports such as this one or granting reassigned time as he deems appropriate to conduct the business of the college.¹² (Item 12, page 4)

Goal number four requiring the implementation of the district goals through the integration of the college goals, directly contradicts the recommendations of the district planning process advisory council, formed by the chancellor on May 26, 2006 (see response to recommendation 1, references 10-12). The recommendations of the district planning advisory council were adopted by the chancellor on October 30, 2006 (see response to recommendation 1, reference 12).

With respect to goal number five, implementation of accreditation recommendations, the academic senate expressed concern as recommendations 6, 7, and 8 from the 2006 progress report pertain to the chancellor and the board of trustees. The college president is powerless to “implement” the aforementioned recommendations.¹² (Item 12, page 5)

It is the concern of the academic senate that the chancellor is micromanaging the college via the evaluation criteria set by the chancellor for the college president. The chancellor’s goals for the college president are in direct contradiction to the recommendations of the advisory councils established by the chancellor. Further, the chancellor’s goals for the college president run in direct opposition and obviate the work of the college strategic planning process, also agreed to by the chancellor.

Classified Hiring

On April 10, 2007, the vice chancellor of human resources issued a memorandum concerning classified hiring procedures for the college.¹⁵ According to the memorandum, effective immediately, all proposed new classified positions must be discussed with the chancellor before submitting any paperwork to the department of human resources.¹⁵ “If the chancellor approves the creation of a new position, he will forward the paperwork to human resources”.¹⁵ “Unless the chancellor approves the position, human resources will not act on any requests to add positions to the board agenda”.¹⁵ According to the memorandum from human resources:

In the past, occasionally, individuals have submitted paperwork directly to human resources authorizing the creation of new positions. This can no longer occur, and any such paperwork, if submitted, will be returned to your offices for routing through the Chancellor’s office. Only new positions approved by the Chancellor transmitted from his office will be placed on the board agenda.¹⁵

District Response to Recommendation 6

At the August board of trustees meeting, the chancellor and the board of trustees provided a copy of their response to recommendation 6. On September 12, a final draft of the chancellor and board response was provided to the college with the understanding that the document be included in its entirety. The chancellor and board response is included below.

District/Board of Trustees Response: There are some areas that the district administration and the board of trustees would like to clarify in order to put our

progress in perspective. While board involvement in day to day operations is sometimes a source of friction in most organizations with an elected board, SOCCCD trustees have made concerted efforts to respond to the team's recommendations, as noted below.

- The board adopted a resolution "Implementation of Accreditation Recommendations by the District and Board of Trustees" on March 27, 2006 and "Strategies for Enhancement of Effectiveness of Board Agendas and Meetings" on January 16, 2007. ^{6¹⁶⁻¹⁷}
- The board has publicly stated its opposition to micromanagement. ^{6¹⁶}
- In the course of monthly board meetings, trustees do point out to each other when they perceive members may be engaging in micromanagement.
- In direct response to input from faculty, staff and students, changes were made to the administrative regulation regarding speaker approval (January 4, 2007) and the trustees adopted changes to study abroad programs (December 11, 2006). ^{6¹⁸⁻¹⁹}
- At the April 24, 2006 meeting the board discussed the issue of trustee professional development and its importance in effective governance which eventually was reflected in board policy BP109, Board Education, adopted on August 27th, 2007. ^{6²⁰}

It should be acknowledged that, on occasion, board members are "invited" to micromanage by some faculty who, at the same time, have also expressed concerns about board micromanagement. The board rightly tries to resist these invitations. But the fact that these employees complain about micromanagement at other times should not be lost in the discussion. Rather than contacting board members directly, these faculty members should work with the administration to resolve issues of concern. If administration is not first given an opportunity to address issues, it remains a challenge for the board to cease involvement in college operations. The chancellor continues to work with faculty to refer these issues to him instead of inviting board micromanagement, and he works with the college presidents to address issues of concern as appropriate.

In addition, it should be noted that at times, charges of "micromanagement" are brought by some faculty when they merely disagree with policy decisions or actions and points of view of the chancellor and the board. For example, the progress report mentions the denial of approval for membership in the American Library Association. Memberships are subject to board approval for two reasons. First, they involve an expenditure of public funds. This is a matter within the discretion of the board. Elected trustees have a right and an obligation to raise issues of spending, whether independently or at the urging of taxpayers, faculty and staff. Second, the elected board members are responsible to the community as to what private organization the colleges will support with their membership.

It is beyond question that the community's representatives can, and should, be satisfied that the mission, goals and agenda of any organization to which the colleges belong are consistent with community values. While any member of the

district community may disagree with the board's decision as to that consistency, the decision legally resides with the board. The Commission's criticism and evident conclusion to the contrary is inherently inappropriate.

Trustees represent students on behalf of their elected constituency. The board of trustees, as a publicly elected and independent body, must consider many factors in its decisions. It is important to understand that when items are presented to the board, it may approve, or not approve, or seek additional information as needed. It is fundamentally inappropriate for faculty and staff to expect that any given board of trustees must always approve all faculty and staff recommendations without question.

Under the Education Code, the trustees have the right to take action on policy, financial and other items that, at times, may be contrary to the recommendation of the administration or the wishes of faculty.

References: Recommendation 6

- 6¹ Special Meeting of the Board of Trustees (3-30-07)*
- 6² Special Meeting Notes (3-30-07)*
- 6³ Notice & Agenda for Special Meeting of the Board of Trustees (4-23-07)*
Chancellor's Memo: Special Meeting of the Board of Trustees (4-2-07)
- 6⁴ Special Meeting Notes (4-23-07)*
- 6⁵ Academic Senate Minutes: Item 8, Recommendations 6, 7, 8 (4-5-07)*
- 6⁶ Administrative Regulation 6140 (College Speakers) (1-4-07)*
- 6⁷ The Chronicle of Higher Education: Community College District Cancels Program In Spain (3-18-05); Inside Higher Ed: Cost and Safety, or Politics (3-7-05)*
- 6⁸ Board of Trustees Meeting Agenda: Board Report on Study Abroad Programs (11-20-06)*
- 6⁹ Board Report: Study Abroad Programs (11-9-06)*
- 6¹⁰ Board of Trustee Meeting Agenda: Reduction in Liability Insurance (12-11-06)*
- 6¹¹ Board of Trustee Meeting Agendas: Approval of Study Abroad Programs (4-23-07; 5-21-07)*
- 6¹² Academic Senate Minutes: Chancellor's Goals for College President (2-15-07)*
- 6¹³ President's Goals for Annual Evaluation Period 11-1-06 through 11-1-07*
- 6¹⁴ New Program Approval Policy (4-12-06)*
- 6¹⁵ Procedure for Adding New Positions to Board Agenda (5-10-07)*
- 6¹⁶ South Orange County Community College District Resolution 06-06 Implementation of Accreditation Recommendations by the District and Board of Trustees*
- 6¹⁷ South Orange County Community College District Strategies for Enhancement of Effectiveness of Board Agendas and Meetings Adopted by the Board of Trustees 1-16-07*
- 6¹⁸ Administrative Regulation 6140 South Orange County Community College District Instruction College Speakers*
- 6¹⁹ South Orange County Community College District Agenda Item Subject: SOCCCD: Study Abroad Program, Liability Insurance Level*

*6²⁰ South Orange County Community College District Agenda Item Subject: Board
Member Professional Development*

- G. **Recommendation 7:** The board of trustees, district leadership and college leadership, publish, adhere to, regularly evaluate, and continuously improve the respective leadership roles and scopes of authority of college and district constituent groups and governance committees in meaningful, collegial decision making processes. (Standard IV. A. 1, 2, 3, 5)

Response: As stated in the November 30, 2006, progress visit report, there continues to be some disagreement among college governance leaders, and the chancellor and board of trustees regarding roles and authority. There continues to be blaming of responsibility for their failure to be in agreement, and a lack of understanding between them. The commission commended the college leadership, district leadership and board of trustees for the actions they did take to define leadership roles and scopes of authority and found that, in spite of continued strained relationships between the college and the chancellor and the board, the chancellor, district leadership, and board of trustees are making progress in addressing recommendation 7.

Board Policies Delineating Roles and Scopes of Authority

As documented in the 2006 progress report, district leadership and college leadership developed board policies delineating the roles and scopes of authority of the constituent groups and the board. At that time, the policies had not yet been approved by the board. Subsequently, the policies were approved by the board as discussed below.

Board Policy 102: Functions of the Governing Board

On August 27, 2007, the board adopted board policy 102 (Functions of the Governing Board) delineating the role and function of the board of trustees.¹ (When drafting this report it was discovered that the policy was not brought forward for board approval at the time it was drafted.) Board policy 102 mirrors the California Education Code (E.C.) section 70902 (a) and establishes the functions of the board as follows:

- (1) The district and colleges shall be under the authority and control of the board;
- (2) The board shall exercise those powers expressly granted or implied;
- (3) The board shall establish policies for: academic and facilities planning, instructional and educational programs, academic standards/probation/dismissal/readmission/graduation, recruitment and employment of the chancellor,
- (4) To the extent authorized by law, the board shall determine and control the district's operational and capital outlay budgets, manage and control district property,
- (5) The board shall establish procedures to: ensure effective participation of faculty, staff, and administrators, regulate student conduct, and establish student fees, receive gifts;
- (6) The board shall provide auxiliary services, determine the

district's calendar, hold and convey property for the district, and participate in the consultation process established by the board of governors.¹

Board Policy 2100.2 Role and Scope of Authority of the Academic Senates

On September 25, 2006, the board approved board policy 2100.2 delineating the role and scope of the academic senate.² Board policy 2100.2 mirrors the California Education Code and California Code of Regulations (C.C.R.) as follows:

- (1) The academic senates assume primary responsibility for making recommendations in the areas of curriculum and academic standards (E.C. 70901 (b)(1)(E), 5 C.C.R. section 51023);
- (2) The board and the academic senates shall develop and agree upon jointly hiring criteria, policies, and procedures (E.C. section 87360);
- (3) The board and the academic senates shall develop and agree upon jointly the process for determining minimum qualifications for an administrator whose administrative assignment has expired or terminated (E.C. section 87458);
- (4) The board and the academic senate shall develop and agree upon jointly, the process to determine whether a faculty member possesses qualifications equivalent to the minimum qualifications determined by the California board of governors (E.C. 87359).²

Board Policy 4056 Classified Employees Participation in Decision Making

On December 11, 2006, the board approved board policy 4056 delineating the role of classified employees' participation in decisions making.³ This policy also mirrors the California Education Code and California Code of Regulations as follows:

- (1) The board and the classified staff shall jointly develop district policies and procedures that the board reasonably determines (in consultation with the classified senates) will have a significant effect on classified staff (E.C. 70902, 5 C.C.R.51023.5);
- (2) Appointments to college or district committees to implement this policy shall be made in consultation with the bargaining unit and/or the classified senates;
- (3) In implementing this policy, the board shall not dominate or interfere with any employee organization or intrude on matters within scope of the bargaining unit.³

District Governance Committees

According to the November 30, 2006, progress visit report, the team heard some sentiments expressed among college staff that there are too many district led governance committees that take time away from the college. In particular, it was felt that the chancellor's coordinating council could be more effective if the colleges were able to take the lead with their K-12 feeder schools. The vice chancellor of technology and learning services, who is the chair of the committee, has reduced the number of the meetings and has shifted the direction of the committee to be more data driven.

Continued Disagreement: Roles and Authority

The November 30, 2006, progress visit report stated that there continues to be disagreement concerning roles and authority. To avoid repetition, this issue will be discussed in recommendation 8 below.

District Response to Recommendation 7

At the August board of trustees meeting, the chancellor and the board of trustees provided a copy of their response to recommendation 7. On September 12, a final draft of the chancellor and board response was provided to the college with the understanding that the document be included in its entirety. The chancellor and board response is included below.

District/Board of Trustees Response: There are many instances of good progress in response to this recommendation, including the following:

- Administrative Regulation 107 was adopted on April 16, 2006, which allows constituent group participation in the decision-making processes; and two Technical Assistance visits were conducted on February 13, 2006 and April 24, 2006 to assist the board, administration, faculty and staff in responding to governance recommendations.
- The Board Policy and Administration Regulation Advisory Council was created by Chancellor Mathur in January 2006 which has improved collegial decision-making.
- Board Policy 2100.2: Role and Scope of Authority of the Academic Senates was adopted on September 25, 2006 and subsequently, since the progress report visit was made, Board Policy 4056: Classified Employees Participation in Decision Making was adopted on December 11, 2006. ⁷⁴⁻⁵
- A presentation by Deputy Chancellor Poertner to the Board on May 21, 2007 revealed that SOCCCD, compared to other California community college districts, is in the high range of ratios of classified staff to support instructional programs (Source: State Chancellor's Office Management Information System). ⁷⁶
- Overall faculty release time is up from 2% to 2.4% of the college's instructional budget. Academic senate officers release time is up 50% in 2006-07 over the 2005-06 academic year.

The November 2006 progress visit report mentions negative feedback regarding an amendment to the March 26, 2006 resolution titled "Implementation of Accreditation Recommendations by the District and Board of Trustees." The statement, as amended reads, "Whereas, the Board and District are committed to clarifying the respective leadership roles and scopes of authority of College and District constituent groups and governance committees in meaningful, collegial decision making processes, thereby avoiding macromanagement by constituent groups."

This was an important distinction to the board, which was in direct response to the academic senates' initial description of their roles and responsibilities as reviewed during the Technical Assistance visits. The academic senates had a broader view of their role, until corrected by facilitator Dr. Diane Woodruff, now the interim Chancellor of the California Community Colleges System.⁷⁻⁸ Also, no evidence appears to have been sought by the visiting team to explain the amendment to the resolution.

The board's concern about macromanagement is reinforced in the college's Midterm Report in August 2007 in which the academic senate's concerns are mentioned regarding the chancellor's goals for the college president. There seems to be a lack of understanding that it is the chancellor's responsibility to set goals and communicate the criteria for evaluation of college presidents. While the academic senate may see this as micromanagement, it is not unusual in any work setting for a supervisor to set goals for an employee.

Some IVC employees expressed that there are too many district led governance committees that take time away from the college. While no one likes more meetings than are necessary, there are defined purposes to district committees, many of which were formed in direct response to address college issues and needs. Good communication and shared governance take an investment of time and collaboration. It has repeatedly proven of value to the colleges and the district to meet together to identify, coordinate and resolve shared issues, and exchange information and strategies. There are many projects being led by the district that require the involvement of the colleges to guide district services, and expenditures, in the most effective way to serve students. At this time, the district is pursuing internet-based meeting technologies and many staff already attend meetings via teleconference and web-cam.

It was mentioned that the chancellor's coordinating council could be more effective if the colleges were able to take the lead with their feeder K-12 schools, rather than the district. The council provides a different type of opportunity for the district and colleges to meet with representatives of unified school districts, regional occupational programs, and four year colleges to better serve students as they transfer from high school to college. It helps to establish communication and build relationships between all educational entities. Many students attend IVC and Saddleback College from outside the obvious feeder schools. Also, because students can and do take classes at both colleges, it only makes sense to make all schools in the geographic region aware of the resources available. The council complements the colleges' efforts which continue to nurture special relationships with their feeder K-12 schools.

Some perceptions were presented in the progress reports without evidence or opportunity for other points of view. The visiting teams for Saddleback College and Irvine Valley College who met with the board refused, despite a request from the board president, to provide context for some of the statements made. Instead,

the board was forced to respond to vague questions in a public meeting with the press in attendance. We believe this to be an unfair part of the process employed by the visiting teams.

While there was an opportunity for faculty and staff to share their feedback with the visiting teams in a confidential manner, that information was not shared in an open and meaningful way with the board. The lack of two-way communication seems antithetical to the process of establishing an institutional dialog with a focus on students.

It is of concern that there were no trustees on the visiting team, to add a balance and perspective to the points of view. A trustee representative could have made sure that the visiting team was reminded that it is not unusual for the faculty to be more liberal in its points of view and board members more reflective of the community and region.

References: Recommendation 7

- ⁷¹ *See Statement on Report Preparation, Reference 7: Agenda of the Board of Trustees, Item 5.2 Approved: BP 102 Functions of the Governing Board (8-27-07)*
- ⁷² *BP 2100.2 Role & Scope of the Academic Senates (9-25-06)*
- ⁷³ *BP 4056 Classified Employees Participation in Decision Making (12-11-06)*
- ⁷⁴ *Board Policy 2100.2 South Orange County Community College District Administration Role and Scope of Authority of the Academic Senates*
- ⁷⁵ *Board Policy 4056 South Orange County Community College District Personnel Classified Employees Participation in Decision Making*
- ⁷⁶ *Cost of Employee Benefits and Staffing Comparison Deputy Chancellor Gary Poertner Board of Trustees Meeting May 21, 2007*
- ⁷⁷ *Summary of Academic Senate Roles and Responsibilities*
- ⁷⁸ *Summary of Academic Senate Roles and Responsibilities*

- H. **Recommendation 8:** The board of trustees, chancellor, presidents, administrators, managers, faculty senates and unions, classified senates and unions, and students take measures to bring all constituent groups together to enable the campus to work toward:
- A. Developing positive and in-depth dialogue on essential issues (e.g., evaluation, planning and research, student learning outcomes, decision making roles and responsibilities, etc.) that will ultimately lead to strengthening student learning and success at the college. (Standards I. A. 3., I. B. 1);
 - B. Creating an environment which ensures greater administrative stability and empowerment at the college (Standards IV. A. 1, IV. A. 2, A. 2. a., A. 2. b., A. 3, A. 5, IV. B. 1, IV. B. 2, and IV. B. 3); and
 - C. Enhancing the college and district communication structure so that it is clear to everyone who the responsible party is for making decisions and how those decisions are or will be made. (Standards IV. A. 1, IV. A. 2, A. 2. a, A. 2. b, A. 3, A. 5, IV. B. 1, IV. B. 2, and IV. B. 3)

Response: This response will address the issues raised by the team in the November 30, 2006 progress visit report within the response to recommendation 8, sections A, B, and C, above.

A. Developing Positive and In-Depth Dialogue on Essential Issues

The Integration of District Planning with College Strategic Planning

The integration of the district planning process with the college strategic planning process provides evidence that the college and the district are working together to develop a positive and in-depth dialogue on essential issues such as planning. As documented in the response to recommendation 1, the chancellor established the district planning process task force and the recommendations of the task force were accepted by the chancellor on October 30, 2006 (see recommendation 1, reference 12). The recommendations of the district planning task force allowed the college to develop and implement a college strategic planning process, which is documented in the response to recommendation 1.

Relative to the integration of the district planning process with the college strategic planning process, the task force recommended two special planning meetings of the chancellor's cabinet to address district planning issues. In accordance with the task force recommendations, the chancellor's cabinet met on February 27, 2007, to develop a preliminary draft of the SOCCCD mission/vision statement and district-wide goals.¹ The chancellor's cabinet was agreed upon as the body to conduct the district planning sessions because it consists of representatives from all shared governance groups at both colleges, the college presidents, and the senior district administrators. In order to ensure that the district planning process was broad based and inclusive, all interested parties were invited to attend the planning session.¹ In addition, to ensure participation,

reflection, and exchange by as many members of the district and college community as possible, prior to the planning session, all governance groups, advisory councils, and the chancellor's coordinating council were invited to submit proposed district-wide goals, mission and vision statements for review at the chancellor's cabinet special planning meetings.²

On behalf of the college, the IVC strategic planning steering committee and the academic senate jointly submitted proposed district-wide goals for review at the meeting.³

The February 27th planning session was well attended by the representatives of all the governance groups as well as additional faculty, staff, and administrators from both colleges.⁴ The vice chancellor of technology and learning services facilitated the meeting, wherein participants reviewed the district mission/vision statement as well as examples from other multi-college districts.⁴ All goals submitted by the governance groups and administrators were compiled into a proposed draft of district-wide goals for discussion.⁵ The vice chancellor's expertise and extensive background in research and planning greatly facilitated the discussion and review of all goals submitted by the governance groups. After clarification of the scope and breath of district-wide goals, certain goals were eliminated because they were operational goals, administrative goals, or were more appropriate as college goals.⁵

At the conclusion of the first planning session, all participants agreed upon a preliminary draft of a district mission statement, district vision statement, and proposed draft of seventeen district-wide goals to be reviewed by all members of the district/college community and revised at the second planning session accordingly.⁶ As per the task force recommendations, on March 22, 2007,^{7 (Item 5, page 2)} and April 5, 2007,^{8 (see recommendation 6, reference 5, Item 6)}, the academic senate reviewed the proposed mission/vision statements and the proposed goals developed at the February 27, 2007 planning session. On April 11, 2007, the president's council also reviewed the information from the February 27th planning session and, on behalf of the college, the college president submitted proposed revisions.⁹

As per the agreed upon recommendations, a second special planning meeting of the chancellor's cabinet occurred on April 18, 2007.¹⁰ On April 11, 2007, in a written memorandum, the chancellor notified and invited all members of the district and college community of the meeting and sent the proposed drafts of the February 27th meeting to the entire district for review.¹⁰ The second planning meeting was also well attended and productive. The participants reviewed the revisions suggested by the governance groups and district/college community.¹¹ At the April 18th special planning meeting a final proposed draft of the district mission and vision statements as well as eleven proposed district-wide goals were agreed upon.¹² The proposed drafts were submitted to the board on May 21, 2007, however the items were tabled at that meeting.^{13 (See Recommendation 6, Reference 11)} On June 25, 2007, the board approved the district mission statement, the district vision statement and the district-wide goals.^{14 (page 3)}

Planning, Research, and Student Learning Outcomes

As documented in the response to recommendations 1, 2, 3, and 4, the college has continued to implement the strategic plan, the student learning outcomes implementation plan, program review, and to evaluate and measure institutional effectiveness with considerable assistance and guidance from the college research analyst. The college is fortunate to have such a skilled expert in this position. As documented in recommendation 4, because the college is committed to regular evaluation and improvement of programs and services and due to the increasing workload, the college hired a second research position as well as a student aide to assist in the aforementioned projects. The college research analyst routinely collaborates with the vice chancellor of technology and learning services at the district. Fortunately, this individual has substantial expertise in the area of research and planning and has supported the college's efforts. For example, as previously mentioned, the vice chancellor attended the October 4, 2006 strategic planning kick off meeting at the college to present an overview of institutional effectiveness and key indicators and the vice chancellor assisted in the institutional effectiveness report for the college-wide accreditation dialogues held on February 6 and February 7, 2007. The college community responded positively to the information presented at the college-wide meetings.¹⁵

As documented in the response to recommendations 2 and 4, the college is committed to developing and assessing student learning outcomes at the course, program, and institutional level. The student learning outcomes co-chairs have extensive backgrounds in research and assessment and have contributed greatly to the college's progress in this area. As stated in the response to recommendation 4, the vice chancellor of technology and learning services has also assisted the college in the evaluation and purchase of two software programs to allow the college to better develop and track the assessment of student learning outcomes.

Since the 2006 progress report, the college and the district are routinely working together in the areas of planning and research to strengthen student learning and success at the college.

Decision Making Roles and Responsibilities

The clarification of decision making roles and responsibilities was addressed in the response to recommendation 7 and will be further discussed in the response to recommendation 8, section C below.

B. Creating an Environment Which Ensures Greater Administrative Stability and Empowerment at the College

Administrative Staffing Ratios

As previously discussed in the response to recommendation 5, the deputy chancellor presented information to the board of trustees on May 21, 2007, regarding districtwide administrative staffing ratios as compared to other colleges (see response to recommendation 5, reference 7.) According to this data, the districtwide administrative staffing ratios are within a normal range in comparison to other colleges. However, since the research conducted by the deputy chancellor concerns aggregated data concerning administrative staffing ratios, the college must conduct similar research to determine if the administrative staffing at the college is sufficient to ensure greater administrative stability.

Also, as indicated in the response to recommendation 5, reference 2, 2007, the college (with district and board approval) identified on April 23, 2007, a new administrative dean position, a dean of career technical education and workforce development. This new administrative position could decrease the workload of the current deans and may contribute to greater administrative stability as individual workloads decrease.

Administrative Workload

A second area that remains to be examined pertains to administrative workload. As reported in the 2005 progress report, the current administrative structure at the college is a result of the July 1997 reorganization by the board of trustees. On June 19, 1998, the commission requested an additional progress report concerning the administrative reorganization of the college by the board. In 1998, the commission stated "[T]he report from the district does not indicate a coherent planning process for the reorganization of the district colleges, nor has any objective evaluation of the consequences of that reorganization been developed."¹⁶ The commission goes on to state "[T]he commission remains very concerned that the district does not effectively link planning to decision making, thereby continuing the practice of *ad hoc* decisions at the board level."¹⁶ The May 21, 2007, report produced by the deputy chancellor is an attempt to address the longstanding concerns of the commission and the college.

As reported in the 2005 progress report, on April 20, 2005, the vice president of instruction conducted a re-evaluation of the duties and compensation of the academic chairs, who provide administrative assistance to the deans.¹⁷ In 2005, the compensation rate for academic chairs was increased slightly commensurate with the expected duties.¹⁷ However, the issue of adequate compensation for the academic chairs remains unresolved at this time. In the 2005 progress report, it was suggested that the current mode of compensation for academic chairs may need to shift from a stipend to reassigned time. The issue of adequate compensation for the academic chairs and their assistance in reducing the administrative workload could be addressed within the 2007 faculty contract negotiations.

Administrative Empowerment at the College

Recommendation 8. B. requests that the college address administrative empowerment at the college.

From the administrative perspective

As documented in the 2005 progress report (see recommendation 5, reference 6), on May 23, 2005, the district began offering administrators three year contracts, after the successful completion of the initial contract. Moreover, at the same board meeting, administrators were given a notable salary adjustment. These actions provided a needed sense of security. That being said, administrators have an inherent vulnerability, because they are not protected by tenure and cannot retire with benefits until they have completed ten years with the district.

From the faculty perspective

Based on the continued micromanagement of the college, as documented in the response to recommendation 6, the college administrators are not empowered to make decisions in the best interest of the college and this issue needs to be addressed in the future.

From the classified perspective

Administrative instability directly impacts classified staff. In some instances, administrative vacancies can cause an imbalance in workload, because sometimes classified staff are relied upon for administrative duties; and depending on the circumstance, they may help train new administrators when the changes occur. This dependency can lead to potential conflict and confusion about roles and responsibilities.

November 30, 2006 Progress Visit Report

The November 30, 2006 progress visit report states that the classified staff reported that, although they are pleased with the increased involvement they have in district and college governance, "they described one unit of the college in which in their view a hostile work environment still exists". This information was brought to the attention of the college president by the visiting team. The college president did investigate the concerns of the classified staff and, subsequently, the individual supervisor resigned his position.

The November 30, 2006 progress visit report also states that "the team observed a high degree of stress and anxiety among college administrators, and learned that in the current academic year, two college administrators have been placed on administrative leave". The campus police chief and deputy chief were placed on paid administrative leave pending an investigation of alleged misconduct. At the conclusion of the investigation, the chief retired and the deputy chief resigned. In addition, the vice president of instruction went on administrative leave and then retired. Both instances involved personnel matters for which details were not disclosed to the college community. This caused some level of anxiousness among all college employees.

C. Enhancing the College and District Communication Structure

The college has collaborated with the district in enhancing the communication structure as follows:

Board Policy and Administrative Regulation Advisory Council

As stated in the 2006 progress visit report, the team observed a sense of pride regarding the achievements of the board policy and administrative regulation advisory council. From the college's perspective, due to the expertise and leadership of the deputy chancellor, this council has continued to operate in a collegial manner since the visit of the accrediting commission in 2006. The evidence of the dedicated efforts of this council are found in the board approval of numerous new/revised board policies and the approval of the chancellor of many new/revised administrative regulations.¹⁸ This level of communication and collaboration is unprecedented in the district within the last decade and the deputy chancellor must be recognized for his skill in working with all constituent groups in a collegial and collaborative manner.

The deputy chancellor has assisted all members of the council (and the colleges as well as the district) in understanding the communication structure as to who the responsible party is for making decisions relative to board policies and administrative regulations and how those decisions will be made. As reported in the 2006 progress report, on April 24, 2006, the board approved board policy 107 and in June of 2006, the chancellor approved administrative regulation 107. Board policy 107 and the companion regulation 107 clearly define the roles of all constituent groups, communication structure, and the role of the board in the final approval of board policies as well as the role of the chancellor in the final approval of administrative regulations. The clear delineation of the responsible parties for making the ultimate decision relative to board policies and administrative regulations has enhanced the communication structure within the district. Most importantly, based on the work of the deputy chancellor and this council, the board, the district, and the college have been successful in complying with the board policy 107 and the administrative regulation 107. With regards to the functioning of this advisory council, there has been a direct correlation between what is written on paper and the implementation of the policy and regulation.

ACCJC Function Map

As stated in the 2006 progress visit report, the team met with several new college and district executive administrators, who were hired after the October 2005 progress report team visit. As noted by the visiting team, the college leaders expressed optimism for their continued efforts to make progress as a team. One of the newest district executive administrators, who has greatly enhanced the communication structure within the district, is the vice chancellor of technology and learning services. For example, on April 23, 2007, district and college leaders met to discuss the South Orange County Community College function map with respect to the accreditation standards.¹⁹ The participants reviewed each component of all accreditation standards and agreed upon which party has primary responsibility (P), secondary responsibility (S), and which components required shared responsibility (SH).²⁰ Primary responsibility indicates leadership and oversight of

a given function, secondary responsibility indicates support of a given function which may include input and liaisons to assist with successful integration, and shared responsibility indicates that the district and the college are equally responsible for the leadership and oversight of a given function. All parties reached agreement as to which entity, the college or district, has primary responsibility, secondary responsibility, or the responsibility is shared. This was a valuable exercise which assisted all parties in understanding who the responsible party is for making decisions and how those decisions are or will be made.

Strategies for Effective Board Meetings

Upon the recommendation of the chancellor, January 16, 2007, the board adopted strategies for enhancement of effectiveness board agendas and meetings.²¹ During the deliberations concerning this topic, numerous issues were raised regarding communication with the board, which items must be board approved, which items will be sent to the board for information as well as jointly submitting similar college items to the board. These discussions helped to clarify the role of the board.

The strategies adopted by the board include the following: starting the public session of the meetings in a timely manner; submitting requests for board reports in writing to the chancellor prior to the board meeting; encouraging board members to refrain from pulling items from the consent calendar absent a compelling reason; encouraging all shared governance groups to submit written reports; authorizing the chancellor to approve individual business contracts up to a maximum of \$100,000 dollars; encouraging trustees to contact the chancellor with questions prior to the board meeting; and in consultation with legal counsel, decreasing the number of board agenda items as well as the volume of exhibits.²¹

The strategies for effective board meetings have been implemented. The meetings have been ending at a more reasonable hour due to the decrease in amount of items sent to the board and the meetings are running more efficiently.

November 30, 2006, Progress Visit Report: Significant Progress at the College

In the November 30, 2006, progress visit report, the team concluded that: The college has made significant progress in addressing recommendation 8. The faculty view their working relationships with college administration as progressing in a positive direction.

From the administrative perspective

The administration views their working relationship with the faculty and classified staff as very collegial and productive. The renewed trust and cooperation among all governance groups is particularly evident in the strategic planning process which was adopted and initiated in 2006. This planning process demonstrates the in-depth, focused and a very constructive dialogue that has emerged over these past two years. Because of the nature of the relationship between administration, faculty and staff, there has been a significant increase in the breadth and quality of work produced by the college community as a whole. Importantly, the chancellor has formally recognized the

collegiality and the productiveness of the institution by presenting the president of the college with the *Administrator of the Year* award.

From the perspective of the academic senate:

Based on the April 5, 2007, discussion of the academic senate, the senate agreed that, while the college climate has improved and some relations with district personnel are excellent, there are still instances of lack of collegiality and lack of cooperation with certain district administrators.²² (see recommendation 6, reference 5, Item 8) At the April 23, 2007, special meeting of the board of trustees, the senate president reported that the relationship between the senate and the college president as well as the vice presidents has continued to improve, citing evidence of the successful implementation of the strategic plan, the continued efforts to develop and assess student learning outcomes, the revision of the program review process and the integration of program review with the college budget process.²³ (see recommendation 6, reference 4)

The college administration and faculty leadership remain committed to keeping the lines of communication open. The college president and the vice president of instruction continue to meet weekly or bimonthly with the classified senate president and the academic senate president. In addition, the administration and the senate president regularly communicate via email and cell phone in between the biweekly face to face meetings. The vice president of instruction continues to attend the meetings of the academic senate and, there has been at least one dean in attendance at every senate meeting for 2006-2007. The academic senate continues to attend all meetings of the instructional (administrative) council to ensure adequate communication between the faculty and the administration.

During flex week of fall 2007, the college president recognized the academic senate president with the *Administrative Award of Excellence*. In presenting the award, the president spoke of the academic senate president's dedication and expertise with regard to the accreditation midterm report and the strategic plan and commended her for her efforts to bridge differences and bring the campus community together. The public acknowledgement was met with campus wide excitement and endorsement.

From the perspective of the classified staff

The classified unit has appreciated more inclusion and representation within the strategic planning process and other important decision making bodies within the college and district. New classified positions are being created and advertised within an inclusive collegial process.

Staff development funding allowed several members appropriate training for their areas that otherwise would have been denied. This crucial training allows a stronger service to our students as well as a feeling of value within the individual and a stronger sense of the college community. The full and half day staff development events truly enhance the sense of the college community while providing a different perspective of our careers.

In the November 30, 2006, progress visit report, the team concluded that:

There have also been district efforts to find ways to bring all groups together, however, communications between faculty leaders and the chancellor and board minutes reveal ongoing disagreements and power struggles. While some progress has been made in addressing recommendation 8, there continues to be much work to be done by the board of trustees, the chancellor and members of the college community to improve the climate of the district as a whole.

From the perspective of the administration

The administration has noticed improved relationships with the chancellor, the board of trustees and all governance groups. To encourage this progress, the college administration is highlighting the efforts of each governance group in building the campus community. The strategic planning process is an excellent example of a living document that interconnects all sectors of the college. By explaining the success of this mechanism to the chancellor and the board of trustees, the respective duties and responsibilities of each governance group is better understood and appreciated. They are realizing that we have a hard working faculty and classified staff that remains focused on open dialog, quality, high standards, and continued improvement.

From the perspective of the academic senate

Based on the April 5, 2007, discussion of the academic senate, the senate agrees with the commission and the college administration that communications between faculty leaders and the chancellor reveal ongoing disagreements and power struggles.²²

At the May 3, 2007, meeting of the academic senate, it was reported that at the April 23, 2007, special meeting of the board of trustees to address the accreditation recommendations, the comments were very positive and full of praise for faculty-administrative collegiality at the college as well as with some district administrators. Three were two exceptions.²⁴ First, two board members called into question the procedures of the accrediting commission relative to closed meetings as well as trustee involvement on the commission.²⁴ Second, the chancellor publicly criticized both senate presidents for raising the issue of compensation for senate officer and criticized the senate presidents for engaging in discussions with individual board members.²⁴ The senate expressed disappointment that in a meeting to address "fixing a bad environment, the chancellor would choose to go on the offensive".²⁴ The academic senate noted that some members of the board of trustees continue to display what appears to be an unfairly biased and negative view of the faculty, which is not helpful to improving the climate.²²

At the April 23, 2007, special meeting of the board of trustees, the senate president reported that relations with the deputy chancellor and the vice chancellor of technology and learning services have been excellent, citing examples of the continued progress of the district board policy and administrative regulation advisory council and the integration of the district planning process with the college strategic planning process as well as the collaboration between the college and the district relative to developing an institutional effectiveness report, and the district support of the college distance education efforts.²³

From the perspective of the classified senate

The classified senate feels that their relationship with the chancellor and the board of trustees has certainly improved. There seems to be an effort to communicate better with classified employees and an increasing effort to invite their input. The classified senate would be less than candid if they did not report a sense that the best behavior seems to be in place during times of increased exposure. This does not lessen the importance of better communications but is still a factor when discussing the issue of trust.

Conclusion

Discussions and deliberations at the college level concerning strategic planning, student learning outcomes, and program review as well as many other projects are progressing at a reasonable pace with the cooperation and collaboration of the college administration, the faculty, and the classified staff.²⁵ Collaboration between the college and the district is increasing because of the expertise and leadership of the deputy chancellor and the vice chancellor of technology and learning services. These two district administrators have worked with the college governance groups and college leadership to develop and implement board policies and administrative regulations, integrate the district planning process with the college strategic planning process, facilitate the MIS reporting system, develop the new student information system, and secure appropriate technology to implement and assess student learning outcomes as well as college distance education initiatives. Through their combined efforts, there is now a solid working relationship between the college constituencies and some district administrators.

District Response to Recommendation 8

At the August board of trustees meeting, the chancellor and the board of trustees provided a copy of their response to recommendation 8. On September 12, a final draft of the chancellor and board response was provided to the college with the understanding that the document be included in its entirety. The chancellor and board response is included below.

District/Board of Trustees Response: Improvements in the institutional climate at the district and college levels have been observed. The chancellor has initiated meetings with college employees. Avenues of communication between constituent groups and the district administration include monthly chancellor's cabinet and docket meetings. The district administration collaborates with the college shared governance groups.

The November 2006 accreditation visiting team report overstated alleged instances of behavior by individual trustees, such as publicly criticizing employees. The report fails to put that criticism in context. Trustees respond at public board meetings--to take the examples discussed by the visiting team--only when there have been long-standing problems that go unaddressed or to respond to false, misleading, or erroneous misstatements made by employees to the public. This is well within the proper role of the trustees. They owe the public an honest

presentation of the facts and they cannot address employee behavior problems in secret without facing the micromanagement charge.

The report also neglects to mention negative, disrespectful and unprofessional faculty behavior off camera. At the March, 2006 board meeting, faculty leadership left during the chancellor's comments, and during many meetings faculty leadership talk out loud to each other when trustees and the chancellor are speaking on board agenda items. In addition, faculty leaders routinely talk out loud to each other during the chancellor's docket and cabinet meetings when other committee members are speaking. In the past, some faculty leaders have filed complaints with the State Chancellor's Office and have gone to the media, instead of working with the chancellor and the board of trustees with the intention to seek resolution of issues in positive, constructive and professional ways.

There are many examples of efforts by the board and chancellor to reinforce a positive environment, some of which are listed below:

- At most board meetings, the board presents formal resolutions to recognize students, faculty, staff and community members as reported in the attached board highlights 8²⁶.
- At almost every board meeting, individual trustees and the chancellor give oral reports and mention the accomplishments of faculty and staff, and thank them for their hard work.
- An electronic board meeting update, sent to all employees the day after board meetings, displays photos and text about such recognitions 8²⁶.
- Since July 23, 2007, board meetings are available for viewing on demand on the district website (http://soccdd.granicus.com/ViewPublisher.php?view_id=2). Employees and the public can view board meetings in their entirety, or easily go to discussion of a specific agenda item. The full agendas and minutes are also readily available.
- Trustees regularly attend college events to demonstrate their support.
- Board discussion forums, open to all employees, were held to get input from constituent groups on March 30, 2007 and September 11, 2007.
- A public meeting, facilitated by the board president, was held on April 23, 2007 during which progress on accreditation teams' recommendations was the sole topic of discussion between the board and all constituent groups.
- The chancellor initiated manager and administrator of the year awards in 2006, which involved soliciting nominations from all employees. Annual recognition continues for outstanding faculty members and classified staff.
- Faculty presentations are being included in board meetings, most recently on the topics of distance education (March 26, 2007) and curriculum development (April 23, 2007). More are planned in the coming months. These presentations were well received by the board.
- The chancellor's opening session during flex-week each semester provides employee recognition opportunities and features well-known speakers, entertainment and refreshments for all faculty and staff.

There was broad participation in establishing the 2007-08 district wide mission, vision and goals through a series of meetings which were well attended by all constituent groups. Two work sessions (February 27, 2007 and April 18, 2007) were dedicated to discussion and clarification that the district wide goals were to serve as a broad planning framework for the colleges and district services. Together we developed a vision, mission and goals (which received board approval on June 25, 2007) that were broad in nature and complement college planning efforts.

The college's Midterm Report in August 2007 continues to refer to the 2005-06 planning process while also acknowledging the positive progress made with the 2007-08 process. The Report states that the mission statement and goals developed in 2005-06 were not related to student learning and were interfering with the implementation of the college's strategic plan. Months of valuable time from the college's planning were lost because faculty leadership instead spent time in meetings complaining about the process. They refused to accept the chancellor's invitation to work collegially so that the district goals could be better integrated within those being established individually by the colleges. The final result is that, with the input from faculty, staff, administrators, the chancellor's cabinet, and the chancellor's executive council, the process was revised and positively resulted in the adopted, inclusive approach for 2007-08.

The chancellor is perceived to engage in micromanagement and inappropriate involvement in day-to-day operations of the colleges. Further, faculty members at IVC suggested that the chancellor should "cease taking punitive measures against administrators and faculty who express contrary views to his." The chancellor has not taken any punitive measures against administrators and faculty. The lack of examples to support this statement should demonstrate the chancellor's point that it is not happening. The board of trustees expects from the chancellor that, overall, the district is managed well in all aspects, including financial matters and in the area of faculty and staff accountability. It should be acknowledged that the chancellor, college presidents and district executives work collaboratively and as a team to provide leadership within the district.

In the college's Midterm Report in August 2007 the academic senate president is attributed to have said at a special board meeting that the lack of collegiality and cooperation on the part of college and district administrators does not appear to stem from willful obstructionism, but instead from a lack of understanding of good management practices. This reiteration in the Report of one person's opinion, who has had no administrative-management experience or administrative leadership training, is questionable.

The IVC accreditation visiting team "observed a high degree of stress and anxiety among college administrators, and learned that in the current academic year, two college administrators have been placed on administrative leave." These two

issues are not connected. The visiting team made no inquiries about the circumstances of the leaves which were long-term personnel matters that the district and college administration were compelled to address. Reporting perceptions, rather than facts and evidence, perpetuates the negative environment that the team is making an effort to illuminate and does not allow for a well-rounded, balanced and comprehensive view of the college.

Although there is an inclusive review process, the college Self-Study and Progress Reports are authored primarily by an academic senate-appointed faculty member, who is leading the charge in airing criticisms and gripes about past decisions in a judgmental fashion. Unfortunately some of this negativity has been echoed in the visiting team reports. Is it the purpose of the Accrediting Commission and its Standards to allow airing of perceived faults, to rebuke and to hold accountable the trustees and district administration? Publicly elected trustees delegate responsibility to the chancellor, and one of their roles together is to hold faculty, administrators and staff accountable. The use of the accreditation process to reverse this role leads to confusion and lack of collegiality. It is our understanding that the accreditation process is designed to strengthen dialog in a positive and professional educational environment and improve processes to enhance student learning and success.

The board of trustees and district administration remain committed to making progress in the areas detailed by the visiting teams. It is in everyone's best interest to work collaboratively, based on mutual trust and respect, to fulfill our vision to create an environment of excellence that best serves our students and the community.

References: Recommendation 8

^{8¹} *Chancellor's Memo: February 27, 2007 District-wide Planning Session (2-20-07)*

^{8²} *Vice Chancellor Memo: Soliciting Governance Group Input (1-4-07)*

^{8³} *IVC Strategic Planning Steering Team & Academic Senate Proposed District-wide Goals (2-20-07)*

^{8⁴} *District-wide Planning Work Session Agenda (2-27-07)*

^{8⁵} *Review of All Proposed District-wide Goals (2-27-07)*

^{8⁶} *Revised District-wide Goals (3-7-07)*

^{8⁷} *Academic Senate Agenda: Review District-wide Goals (3-22-07)*

^{8⁸} *See Recommendation 6, Reference 5, Item 6 (4-5-07)*

^{8⁹} *President's Council Agenda: Review District-wide Goals (4-11-7)*
College President Memo: IVC's Proposed Revisions to District-Wide Goals (4-12-07)

^{8¹⁰} *Chancellor Memo: Announcing April 18th Planning Meeting (4-11-07)*

^{8¹¹} *Suggested Revisions: Mission/Vision Statements/District-wide Goals (4-18-07)*

^{8¹²} *Final Draft: Proposed Mission/Vision Statements/District-wide Goals (4-23-07)*

- ⁸¹³ See Recommendation 6, Reference 11 (5-21-07)
- ⁸¹⁴ Board Meeting Highlights (6-25-07)
- ⁸¹⁵ Academic Senate Memo: College-wide Accreditation Dialogue Meetings (2-9-07)
- ⁸¹⁶ ACCJC Action Letter and Evaluation Report (6-19-98)
- ⁸¹⁷ Proposed and Approved Chair Compensation (4-20-05)
- ⁸¹⁸ List of Approved Board Policies and Administrative Regulations (7-07)
- ⁸¹⁹ Memo: District Function Map Meeting (4-27-07)
- ⁸²⁰ SOCCCD Function Map (5-17-07)
- ⁸²¹ Strategies for Enhancement of Effectiveness of Board Agendas and Meetings (1-16-07)
- ⁸²² See Recommendation 6, Reference 5, Item 8 (Academic Senate Minutes) (4-5-07)
- ⁸²³ See Recommendation 6, Reference 4, (Special Board Meeting Notes 4-23-07)
- ⁸²⁴ Academic Senate Minutes, Item D (5-3-07)
- ⁸²⁵ 2006-2007 Accomplishments
- ⁸²⁶ Board Meeting Highlights May 21, 2007

IV. RESPONSES TO SELF-IDENTIFIED ISSUES: 2004 SELF STUDY

The following section of the focused midterm report describes the college's response to the planning agendas based on the 2004 self study as well as identifying timelines for completion and identifying the responsible parties as required by commission policy. Each planning agenda is correlated with the corresponding accreditation standard. With the increased focus on college-wide dialogue and institutional integrity, the college found that not all planning agendas included in the 2004 self study were relevant and given the results of the strategic planning process. In some cases, the college collegially decided that some planning agendas would not be completed or would be modified. This section of the report will address the progress on the 2004 self study planning agendas as well as the 2004 self study planning agendas which have been modified and provide an explanation for the modifications.

Additionally, based on the college's progress relative to the extensive recommendations in the 2005 and 2006 progress reports, additional planning agendas were added as the college has refocused its commitment to strategic planning, institutional effectiveness, evaluation, and improvement. Additional planning agendas are correlated with the corresponding accreditation standard.

A. STANDARD I: INSTITUTIONAL MISSION AND EFFECTIVENESS

1. **2004 Self-Study Planning Agendas:** IVC will revise the college mission statement to reflect the specific student populations served by the college; the revised mission statement will be presented to the board for review; student learning programs and services will be presented to the board annually; the college will highlight the mission statement in its council and governance meetings by including the statement in its documents and by setting up a regular review process. (Standard I. A. 1, 2, 3, 4)

Progress Status: As documented in the 2004 self study, the college mission statement was reviewed and revised on February 24, 2004. The mission statement was reviewed again in spring of 2006 and adopted by the president's council on May 24, 2006.¹ As part of the 2006 review, the mission statement identifies the intended student populations served by the college in the following statements: "The College serves students seeking to transfer, enhance career skills, obtain a degree or certificate, or improve basic skills. The College also provides student support services, community education, opportunities for lifelong learning, cultural experiences, and activities promoting economic partnerships with the community. The central purpose of these programs is the education of students to think critically and act responsibly within the global community."²

The college mission statement was reviewed and approved by the board on July 23, 2007.³

Although the 2004 self study planning agenda cited above states that “student learning programs and services” would be submitted to the board annually, it is not clear what the college intended by this statement. However, pursuant to board policy 6100, curriculum is regularly submitted to the board for approval after a rigorous internal college review and approval process.⁴ The policy stipulates that curriculum which has not been revised in a timely manner pursuant to the internal college review cycle as well as within the specified time limits as prescribed by the articulation agreements will not be offered by the college.⁴ Additionally, as documented in the 2005 progress report, the college has adopted policies and procedures for program discontinuance and program/course realignment.^(see 2005 progress report, page 4, reference 3) As stated in the 2005 progress report, in the fall of 2005, the college was reviewing a new program development policy which was adopted on April 12, 2006.⁵ Combined with the revised program review process (discussed in the response to recommendation 3), the program discontinuance policy, the program/course realignment policy, and the new program development policy, the college’s programmatic review process has been completed and all modifications that require board approval are forwarded as appropriate.

The college has highlighted the mission statement in council and governance meetings in the following manner: As documented in the response to recommendation 1, with the implementation of the college strategic planning process in the fall of 2006, the mission statement was reviewed again on October 13, 2006 by the strategic planning steering team in order to develop the college goals. The college mission statement provided the framework for the development of the college goals and formed the basis for the entire strategic planning process. For example, based on the aforementioned portions of the mission statement which identifies the intended student population, the strategic planning steering team developed the corresponding college goal “[T]o focus college processes on the central purpose of providing programs and services which educates students to think critically, prepare for career choices and academic pursuits, and act responsibly within a global community.”⁶

The nexus between the mission statement and college goals subsequently influenced the development of the objectives, planning assumptions, and planning strategies. For example, the college mission statement further states that “[A]s an educational institution within the South Orange County Community College District, the college provides a board range of programs courses. Student learning outcomes and student success are the measure of quality for all offerings”.⁶ A corresponding planning assumption developed by the student success/access strategic planning focus group provides “[S]tudent learning outcomes and quantifiable measures of success for programs and students will become increasingly vital. Demonstration of this success will be a requirement for the state and will be a valuable marketing and recruiting tool for the college.”⁶ By using the college mission statement as the foundation of the strategic planning process, the mission statement has become a more integral component of the college community influencing all segments of the college.

On September 13, 2007, the college developed and adopted a regular systematic process for reviewing the mission statement and the college goals on an annual basis. According to the review process the strategic planning budget development committee will be the responsible party for disseminating the college mission statement and college goals to all constituent groups as well as the five strategic planning committees for annual review and revision in the spring of each academic year in order to facilitate planning for the next year.⁷

2. **2004 Self-Study Planning Agendas:** Ensure the institution is aware of the goals and objectives of the college and work collaboratively toward achieving the college goals; use the results of the program review recommendations (the student survey in particular) to improve student opportunities for learning. (Standard I. B. 1, 2, 4)

Progress Status: The broad-based and inclusive nature of the strategic planning process which is based on the college goals has created the opportunity for the college community to become more aware of the goals of the college. As documented in the response to recommendation 1, during the January 2007, flex week, two college-wide workshops were held on January 2, 2007, and January 4, 2007, to address the planning process and the development of the college goals (see recommendation 1, reference #21). Also, as documented in the statement on report preparation, two college-wide meetings were held on February 7, 2007, and February 8, 2007, to discuss the strategic planning process and the college goals (see statement on report preparation, reference #5). The college goals are featured on the college website.⁸ Thus, the college is making every reasonable effort to ensure broad participation in the development and awareness of the college goals.

Time to Completion and Responsible Parties

Regarding the 2004 planning agenda which states that the institution will work together collaboratively to achieve the college goals: Since the college developed a strategic plan in spring of 2007, there has not been sufficient opportunity for the institution to assess whether the goals have been achieved or to what extent. This assessment will become an on-going component of the planning process and will begin in the spring of 2008 and/or fall of 2009. The responsible parties for ensuring that this assessment is completed on a regular basis will be the office of the president in consultation with the office of research and planning.

Although the 2004 self study planning agenda stated that the college would use the program review recommendations as the method for identifying priorities for improvement, the program review recommendations became one component of the overall college strategic planning process as documented in the response to recommendation 1. Therefore, the program review recommendations were used to identify programmatic priorities for improvement within the overall strategic planning process.

3. **Additional Planning Agendas In Progress:** The institution provides evidence that the planning process is broad-based offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness; the institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies. (Standard I. B. 4, 5)

Progress Status: Although the 2004 self study did not identify planning agendas for standard I. B. 4 and 5, other than streamlining the committee structure, which falls short of addressing the components of this standard, the college began addressing the specific aspects of this standard with the implementation of a broad based strategic planning model that created the opportunity for input by the appropriate constituencies as documented in the response to recommendation 1. The college is presently addressing the allocation of necessary resources that leads to institutional effectiveness in the following manner:

At the October 4, 2006, strategic planning kick off meeting, the vice chancellor of technology and learning services presented an overview of institutional effectiveness concepts and measures.⁹ The vice chancellor reviewed the definitions of institutional effectiveness as well as the relationship with accrediting commission standards and presented the accountability reporting for the community colleges pursuant to state performance reporting requirements, specifically assembly bill 1417.¹⁰ As part of the ongoing dialogue regarding institutional effectiveness, on October 12, 2006, the academic senate reviewed and discussed the list of required as well as optional performance indicators.¹¹

The strategic planning process specifically included an institutional effectiveness focus group in order to begin the assessment process regarding the achievement of the college goals and the improvement of institutional effectiveness in an ongoing, systematic cycle of evaluation, integrated planning, resource allocation, and implementation. On October 20, 2006, the research and planning analyst provided the college with the institutional effectiveness quantitative data for this process.¹² The data included evidence of student learning from 2000-2006 as follows:

- the total and percentage of overall headcount of students on academic probation;
- overall course completion rates by academic school;
- course completion rates in math and English transfer courses;
- course completion rates in math and English basic skills courses;
- cumulative GPA of full-time students;
- persistence rates;
- number of degrees and certificates awarded;
- number of annual transfers to the UC and CSU's;
- Number of students with transfer goal and number who transferred.¹³

The data also included quantitative evidence of student outreach, technology data as well as student success rates, retention rates, and fill rates from spring 2000-2006 for the college and by each academic school.¹²

On February 7, 2007, and February 8, 2007, during the college-wide accreditation dialogues, the research/planning analyst and the vice chancellor of technology and learning services presented the relationship between institutional effectiveness and strategic planning.¹³ During the development of the strategic plan, institutional effectiveness measures serve as the baseline data for determining the status quo. Once the baseline data has been identified, the institutional effectiveness measures assist the college in assessing progress toward achievement of the stated goals as well as identify areas that may need improvement. Baseline college level data was presented in the following areas:

- annual successful course completion Rates for credit basic skills courses from 2003 through 2006;^{13, page 9}
- basic skills improvement rates from 2001 through 2006;^{13, page 9}
- course completion rates in English basic skills courses from fall 2001 through fall 2005;^{13, page 10}
- course completion rates in English level transfer courses from fall 2001 through fall 2005;^{13, page 11}
- course completion rates in Math basic skills courses from fall 2001 through fall 2005;^{13, page 12}
- course completion rates in Math transfer level courses from fall 2001 through fall 2005;^{13, page 13}
- full-time equivalent students (FTES) in basic skills, vocational, and non-vocational courses from 2002 through 2006;^{13, page 14}
- full-time equivalent faculty (FTEF—15 lecture hour equivalent as 1 FTEF) in basic skills, vocational, and non-vocational courses from 2002 through 2006;^{13, page 15}

The institutional effectiveness strategic planning focus group identified the production of an annual report on institutional effectiveness as a planning assumption and objective.¹⁴ The focus group identified the college president, the academic senate, and the office of research and planning as the responsible parties to determine the key indicators to be included in the annual report.¹⁴ To this end, on February 15, 2007, the academic senate cabinet, the college president, and the research/planning analyst agreed upon the institutional effectiveness measures to be included in the annual report for October 2007.^{15, 16}

4. **Additional Planning Agendas In Progress:** The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts; the institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning services. (Standard I. B. 6, 7)

Progress Status: Although the 2004 self study did not identify any planning agendas in response to standard I. B. 6 and 7, subsequently, the college has more fully addressed the components of this standard. In July/August of 2007, at the conclusion of the first phase of the implementation of the strategic plan, the college systematically reviewed all parts of the cycle, including institutional research efforts. First, this review resulted in major revisions to the college governance committee structure.¹⁷ The numerous college governance committees were consolidated within the five strategic planning focus groups as follows: academic, facilities, and technology planning committee; institutional effectiveness committee; student success/access committee; strategic planning budget development committee; and the enrollment management committee. The primary charge of each of the five college committees is to implement the college strategic planning strategies.¹⁷ The strategic planning budget development committee will review all budgetary considerations within the parameters of the strategic planning strategies. Each committee will report to the strategic planning budget development committee as to the progress in meeting the strategic planning strategies. Consequently, strategic planning is an integrated and ongoing process at the college.

Second, in the spring of 2008, the strategic planning budget development committee will review and assess the college progress relative to meeting the strategic planning strategies for 2007-2008. Based upon the review, modifications will be incorporated within the college strategic plan. Pursuant to the adopted strategic planning process, a report summarizing the college's efforts in meeting the strategic planning strategies will be produced each year beginning in 2007-2008. Therefore, in 2010, the time of the next accreditation self study, the college will have three years of strategic planning data to provide to the commission.

References: Standard I

- 1¹ President's Council Minutes: Review, Revision, & Adoption of the College Mission Statement (5 or 6-06)*
- 1² Revised College Mission and Vision Statement (5 or 6-06)*
- 1³ College Mission Statement: Board Approval (July 23,2007)*
- 1⁴ Board Policy 6100: Curriculum Approval*
- 1⁵ New Program Development Policy (4-12-06)*
- 1⁶ College Goals: Nexus with the Mission Statement (1-2-07)*
- 1⁷ College Process: Review/Revision of the College Mission Statement (9-13-07)*
- 1⁸ www.ivc.edu/offices*
- 1⁹ Vice Chancellor of Technology & Learning Services: Overview of Institutional Effectiveness (10-4-06)*
- 1¹⁰ Vice Chancellor of Technology & Learning Services: Accountability Reporting (10-4-06)*
- 1¹¹ Academic Senate Minutes Item 17:Review Institutional Effectiveness (10-26-06)*
- 1¹² Institutional Effectiveness Data: IVC 2000-2006 (10-20-06)*
- 1¹³ Institutional Effectiveness at IVC (2-7/8-07)*
- 1¹⁴ Institutional Effectiveness Focus Group Planning Assumption (2-14-07)*
- 1¹⁵ Academic Senate Memo: Institutional Effectiveness Key Indicators (2-9-07)*
- 1¹⁶ Office of Research/Planning, Office of President: Institutional Effectiveness Key Indicators (2-15-07)*
- 1¹⁷ College Strategic Planning and Governance Committees (8-30-07)*

B. STANDARD II: STUDENT LEARNING PROGRAMS AND SERVICES

1. **2004 Self Study Planning Agendas:** Each school will identify student learning goals/competencies (i.e. outcomes) for courses, programs, degrees, and certificates; the college, which is in the initial stages of developing research methodologies to assess student learning outcomes, will continue this effort; the college will incorporate the definition of specific and measurable student learning outcomes in the curriculum development process at the course and program levels; the college will develop a process to assess the achievement of learning outcomes/competencies for programs in order to award certificates, degrees, and majors; the college will improve the dissemination of data available to delineate the achievement of learning outcomes (Standard II. A. 1. a, c; 2. a, b, f, h, i) (Note: All 2004 self study planning agendas related to the development and assessment of student learning outcomes will be addressed in the discussion below and are addressed in the college responses to recommendations 2, 3, and 4.)

Progress Status: The college addressed the 2004 self study planning agendas related to the development of a process for the identification and assessment of student learning outcomes in the following manner: First, as previously mentioned in the response to recommendation 3, the program review templates for instruction and student support services were modified to include the development and assessment of course and program/certificate learning outcomes. (Although the former program review process described in the 2004 self study did include a learning outcomes component, the revisions to the 2006 templates focus on the identification of assessment plans and modifications to pedagogy based on analysis of the assessment data.) Second, within the curriculum development process, the college modified the course outline of record templates to include course learning outcomes. The revisions to the program review process and the curriculum process will be addressed respectively below.

Modification of Program Review: Student Learning Outcomes and Analysis of Assessment Data to Implement Changes to Pedagogy to Improve Student Learning

The college recognizes a nexus between the evaluation of the effectiveness of a program and the development and assessment of learning outcomes. A program should be focused on student learning, and the assessment of course, program, degree, and/or certificate learning outcomes is a fundamental component of reviewing the effectiveness of a program. Consequently, in February and March of 2006, the learning outcomes committee, the academic senate, and the instructional council agreed to modify the program review process to focus on student learning outcomes and the assessment of student learning through indirect as well as direct assessment methodologies.^{1, 2, 3}

In August of 2006, as a fundamental component of program review, the college adopted a four column matrix to assist faculty in developing and assessing learning outcomes.^{4, page 6} The first column of the matrix directs faculty to identify course and/or program level

student learning outcomes for key courses.^{4, page 6} The second column of the matrix assists faculty in identifying assessment methodologies for each outcome as well as the date of assessment completion.^{4, page 6} The third column includes the assessment results, main findings, date, and author(s).^{4, page 6} The fourth column assists faculty in documenting how instruction and student support services will be modified based upon the assessment results.^{4, page 6}

In 2006-2007, the following programs undergoing review developed learning outcomes and assessment plans at the course and/or program level.⁵

- Anthropology
- Dance
- Electronics
- *Library Services
- *Transfer/Career Placement
- *Counseling Services
- Art History
- Visual Arts
 - Photography
 - Digital media art
 - Painting, Drawing
 - Gallery
 - 2D/3D design
- Music
- Geography

(*Library services, transfer/career placement, and counseling services student learning outcomes matrixes are discussed separately below within the analysis of student support services, see reference number 38.)

Based on the 2007-2012 program review cycle adopted by the college (see recommendation 3, reference 3, the following programs within instruction as well as student services will be developing and assessing learning outcomes at the course and/or program/certificate level in 2007-2008:

- Biology
- Chemistry
- History
- Intercollegiate Athletics
- Mathematics*
- Computer Information Management
- Psychology*
- Speech
- International Student Center
- Supportive Services

- Financial Aid and Veteran's Program

*The faculty in the departments of mathematics and psychology have been leaders at the college in establishing and assessing learning outcomes as well as modifying instruction based on the assessment results.⁶

The learning outcomes co-chairs began meeting with members of the aforementioned programs in March of 2007 in order to assist the faculty in the development and assessment of learning outcomes.⁷

Modification of the Course Outlines of Record: Student Learning Outcomes

In February and March of 2007, the learning outcomes committee and the curriculum committee, in collaboration with the academic senate, discussed the incorporation of course learning outcomes within the development of curriculum and the course outlines of record.^{8 (page 10, 12), 9, 10} On February 15, 2007, the academic senate unanimously approved a motion to modify the IVC course outline of record template to include learning outcomes.^{10 (Item 18)}

On March 2, 2007, in a joint meeting with the learning outcomes co-chairs, the chair of the curriculum committee, the academic senate president and vice president, the officers agreed upon a strategy to implement the decision to include learning outcomes in the course outlines of record.¹¹ As instructional programs undergo curriculum review in 2007-2008, the course outline of record template will be expanded to include learning outcomes as well as learning objectives in accordance with the direction of the academic senate and the results of the 2007 curriculum review by the office of research and planning.¹¹ In order to assure the development of high quality and meaningful learning outcomes, the model suggested by the learning outcomes co-chairs was reviewed by the academic senate.^{12, 13}

Commensurate with the aforementioned decisions, in June of 2007, the development of course learning outcomes and assessment plans were formally incorporated into the curriculum review process through the implementation of the software management system, curricUNET.¹⁴

In order to ascertain the current status of learning outcomes development within the curriculum, in March of 2007, the research analyst, in collaboration with the learning outcomes co-chairs, the chair of the curriculum committee, and the academic senate president, systematically reviewed the learning objectives of the course outlines of record for all active courses. In addition, in preparation for the 2006-2007 student learning outcomes annual report required by the accrediting commission, the college engaged in an extensive review to ascertain the status of the development of learning outcomes and assessment plans as well as how many programs and services have assessed learning outcomes, analyzed the data, and modified instruction/practices based on the assessment data within instruction as well as student services. The results for instruction and student services will be discussed respectively below.

Instruction

Based on the review of 492 active courses, 95.0% have identified course level learning outcomes.¹⁵ (page two, table 1) However, with respect to the number of instructional programs which have identified an assessment plan substantially decreases to 12.2%. The number of programs which have assessed learning outcomes also decreases to 3.3% and the number of programs that have analyzed assessment data and modified instruction decreases to 2.7%.¹⁵ (The break down for specific programs that contain course level learning outcomes, assessment plans, data analysis, and modifications is contained in table 2, reference 15, pages 3-4.)¹⁵

Within instruction, the number of programs which have identified learning outcomes is 21.1 %, the identification of assessment plans is 14.0%, and the number of programs which have assessed, analyzed, and modified the program decreases to 3.5%.¹⁵ (The break down for specific programs that contain program level learning outcomes, assessment plans, data analysis, and modifications is contained in table 2, reference 15, pages 3-4.)¹⁵

The number of certificate programs which have identified learning outcomes is 24.10%. No certificate program has identified an assessment plan, assessed learning outcomes, analyzed or modified the certificate.¹⁵

Student Services

The percentage of student services units which have identified learning outcomes is 100%. 92.3% have an assessment plan, however only 15.4 have assessed the learning outcomes and analyzed the data. 7.7% of student services units have modified practices as a result of the assessment data.¹⁵

Clearly, the college must focus on assessing learning outcomes, analyzing the assessment data and modifying instruction/practices based on the data.

Time to Completion and Responsible Parties

As documented above, the college must focus on the assessment of student learning outcomes. The adoption of the curricUNET and eLumen software may greatly facilitate this process.

In order to increase assessment of course/program learning outcomes, in the fall of 2007, the college agreed upon the following targets:

- 1) The college will increase the number of departments that assess course, program, and certificate student learning outcomes by 30% by 2010;
- 2) The college will increase the number of departments that analyze course, program, and certificate learning outcome data by 30% by 2010; and

- 3) And, the college will increase the number of departments that have modified pedagogy based on course, program, and/or certificate learning outcomes by 30% by 2010.

The responsible parties for ensuring implementation of the college-wide learning outcomes assessment plans will be the vice president of instruction, the vice president of student services, and the academic senate.

2. **2004 Self-Study Planning Agendas:** IVC will continue to work toward expanding distance education through the development of online curriculum; the college will also attempt to reestablish the telecourse and live interactive modes of instruction based on available funding; IVC will implement a two-year program plan developed in spring 2003 to address breadth, depth, rigor, sequencing and time for completion for all programs; Irvine Valley College will implement the new two-year program plan developed in the spring 2003 across the curriculum, so that all courses in a state-approved program will be offered once in two years...all stand alone courses will be offered once every year. (Standard II. A. 1. b; A. 2. c, d)

Progress Status: The college progress relative to expanding the distance education curriculum and the development of a two-year program plan to address breadth, depth, rigor, sequencing, and time for completion for all programs will be discussed respectively below.

Distance Education: Institutional Context and Commitment

The delivery of courses through electronic means is consistent with the college role and mission. The college mission statement, in pertinent part, provides:

To best serve the needs of the diverse population and workforce, the college delivers its curriculum in a variety of traditional and distance learning methods. In this era of rapid change, the college commits itself to being at the forefront of instructional and administrative technologies while providing exemplary services to ensure student success. (See recommendation 1, references 17 and 18.)

Further, the delivery of courses through electronic means is consistent with the districtwide goals. The first districtwide goal is to:

Promote and support enrollment growth to meet student demand through new programs, distance education, workforce development, and alternative instructional delivery modes. (See recommendation 8, reference 12)

In accordance with the college mission statement, the districtwide goal, and 2004 self-study planning agenda relative to distance education, the college, in collaboration with the vice chancellor of technology and learning services, explored distance education options during the summer and fall of 2006. On May 17, 2006, the chancellor formed the

district distance education advisory council, with representation from all constituent groups, to examine the status of distance education at the colleges and clarify the role of the district in providing support to the colleges in this endeavor.¹⁶ The council met on May 25, 2006, June 8, 2006, June 22, 2006, September 1, 2006, September 19, 2006, and October 9, 2006.¹⁷ The council examined baseline information regarding distance education course offerings at the colleges; a review of the state system office information on distance education; members of the colleges and the district conducted a site visit to Rio Salado College; the council conducted an extensive review of distance education best practices; the vice chancellor interviewed administrators and faculty from Foothill College, San Diego Community College District, and San Joaquin Delta College; and the council reviewed the distance education practices at numerous colleges and universities recognized as leaders in this area.¹⁷

Commensurate with the commission guidelines as defined in the ACCJC distance learning manual of 2006, the distance education advisory council established fourteen recommendations to be implemented in three phases over a three year time span from 2006-2009.^{17 (page 2-3)} In phase 1 (2006-2007), the vice chancellor will work with the college to establish mechanisms to coordinate distance education curriculum, training, support, and infrastructure to assist students and faculty.

In January and February of 2007, the office of the president and the academic senate agreed to reconstitute the college information technology committee as the college technology and distance education committee.^{18 (Item 13), 19} In conjunction with the district distance education advisory council, the college committee established a comprehensive distance education policy in compliance with state regulations, best practices, and accreditation standards as defined in the commission distance learning manual of August, 2006.^{19, 20 (page 6)}

Distance Education Curriculum and Instruction

According to state regulations (which are compatible with commission standards) distance education is a means instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology. (Title 5, California Code of Regulations, Section 55205) Additionally, distance education includes any regularly scheduled course work that replaces otherwise scheduled class ("face") time. The same standards of course quality as are applied to traditional classroom courses shall be applied to distance education and all approved distance education courses shall include regular effective contact between instructor and students. (Title 5, California Code of Regulations, Sections 55207, 55211) Pursuant to state regulations each proposed or existing course, if delivered by distance education, shall be separately reviewed and approved according the certified course approval process. (Title 5, California Code of Regulations, Section 55213)

In order to meet state regulations and commission standards, the college committee revised the distance education curriculum approval forms and the distance education curriculum approval process (the revised forms and revised separate approval process

were incorporated within the implementation of the curricUNET software management system) as follows:

- All distance education courses are separately reviewed and approved by the curriculum committee to ensure the course results in learning outcomes appropriate to the rigor and breadth of the course credit awarded. For example, all distance education courses require faculty to describe activities the students will perform to achieve the stated learning outcomes as provided in the course outline of record.^{20 (pages 20-21)} (However, the college must establish a regulatory body which has the expertise to review, evaluate, and recommend approval to the curriculum committee of distance education courses.)
- Any course with a distance education component which replaces in class instruction, even if it is less than 100% (synchronous or asynchronous interaction between faculty and students and among students), must state the percentage of distance instruction and classroom instruction and must submit the distance education course proposal form for separate approval.^{20 (page 20)}
- The separate approval process for courses offered as 100% distance education and/or portions of courses delivered through electronic means ensures that all courses, despite the mode of instruction, are evaluated according to the same principles of academic quality and integrity as the traditional course. Course proposals must include a description of each of the methods of evaluation for each learning objective/outcome as required for the approval of a traditional course.^{20 (pages 21-22)}
- Distance education course proposals are evaluated according to how the instructor will ensure regular and effective contact between faculty and students as well as student to student contact as required by California regulations, and the type of technology used and whether the technology is appropriate to the nature and objective of the course;^{20 (page 20-21)}
- The institution ensures that all materials used in distance education courses and programs are current by requiring faculty to complete a “distance education addendum curriculum form” where all instructional resources are specified. The distance education instructional resources are proposed by the faculty author and evaluated by the faculty department chair, school dean, faculty task force chair, the library coordinator, the chair of the technology committee, the faculty chair of the curriculum committee and the vice president of instruction.^{20 (page 23)}
- The institution ensures that faculty have the responsibility for and exercise oversight of electronically-delivered courses and programs as the faculty are directly responsible for authoring distance education course proposals as required for a traditional course. The curriculum committee, which consists of faculty representative from each school, are responsible for the course approval just as it is responsible for approving a traditional course, although as noted above, the

college must establish a regulatory body which has the expertise to make an informed recommendation.

- At this time, the college does not offer any fully electronic degree or certificate programs. The degree and certificate programs that are partially delivered through electronic means is coherent and complete and results in learning outcomes comparable to the traditional means of instruction as demonstrated in the separate course approval process described above.

Commitment to Support

The institution demonstrates a commitment to ongoing program support, both financial and technical to enable students to complete a degree/certificate. Although the college does not offer any fully online degree or certificate programs at this time, discussions did take place in this regard within the district distance education task force and this became a component of the task force recommendations.

According to the college committee report, there is technical support personnel in all required areas.^{20 (page 9)} There has been fiscal support for hardware and software technology renewal through the district allocation of basic aid monies. The report notes, however, that there is much work to be completed relative to instructional design, web design, development of audio and video resources, course material development, and faculty training.^{20 (page 10)}

The college committee has established a distance education webpage to provide support and information for students enrolled in distance education classes.^{20 (page 11)} Students are also given information as to whether they have the background, knowledge, and technical skills needed to successfully use the technology involved in distance education coursework.^{20 (pages 25-31)}

Distance Education Expansion

Distance Education course offerings have increased steadily for the past four years. The total number of sections offered annually increased from 79 in 2002-2003 to 137 in 2005-2006. In 2004-2005, at the time of the self-study planning agenda, the college offered 118 distance education courses. In 2005-2006, the college offered 137 distance education courses.^{20 (pages 32-33)}

Additional Planning

In order to further expand distance education at the college, additional deliberation and institutional commitment will be necessary as follows:

- The college committee has given consideration relative to the technical skill and needs of faculty teaching distance education by establishing a faculty technical skills certification for instructors. However, the college must establish regulatory body to ensure compliance with the policies and procedures.^{20 (page 7)}

- The college must ensure ongoing fiscal and technological support for the expansion of distance education course offerings as well as for the development of fully online degrees and/or certificates.

Based on college budget constraints and the distance education policy, the reestablishment of telecourse and live interactive modes of instruction is not feasible at this time and will be reexamined in 2008-2009?

Breadth, Depth, Rigor, Sequencing, and Time for Completion for all Programs

Although the 2004 self study planning agendas noted above stated that the college would implement the two-year plan designed in spring of 2003, the college has not formally taken action to address this issue. The faculty in collaboration with the school chairs and deans routinely review course offerings during the production of the fall, spring, and summer schedules to ensure proper sequencing of courses and time for completion of all programs.

The breadth, depth, and rigor of all courses offered by the college are monitored by the academic senate in consultation with the curriculum committee pursuant to board policy 6100 adopted in May of 2006.²¹ Board policy 6100 states that courses of instruction and educational programs shall be written by faculty teaching in instruction and educational programs. All curriculum and educational programs are reviewed and approved by the academic senate and forwarded to the board of trustees for approval. If required, all curriculum and educational programs are subsequently forwarded to the California Community College Chancellor's Office for final approval.²¹

3. **2004 Self Study Planning Agendas:** The college will define comprehensive general education learning outcomes; the college will consider the possibility of including a computer literacy requirement as part of the graduation requirements. (Standard II. A. 3. a, b, c)

Progress Status: As previously stated in the response to recommendation 2, in the fall of 2005, the college adopted institutional (general education) learning outcomes.²² As part of the ongoing process of institutional self reflection, in spring of 2007, the instructional council, the academic senate, the learning outcomes committee, and the general education committee reviewed and revised the institutional learning outcomes.^{23, 24, 25, 26, 27} The revised institutional learning outcomes are as follows:

<ul style="list-style-type: none"> • Communicate effectively when speaking, writing, and presenting to a variety of audiences and with a variety of purposes.
<ul style="list-style-type: none"> • Engage in critical and creative thinking to solve problems, explore alternatives, and make decisions. • Develop comprehensive, rational arguments for ethical positions and describe the implications for the individual and the larger society. • Apply mathematical approaches and computational techniques to solve problems, to manipulate and interpret data, and to disseminate the data, methodology, analysis, and results. • Apply the fundamentals of scientific inquiry to real-life and hypothetical situations. • Use a variety of media, including computer resources, to access, organize, evaluate, synthesize, cite, and communicate that information.
<ul style="list-style-type: none"> • Demonstrate and observe sensitive and respectful treatment of diverse groups and perspectives. • Demonstrate an awareness of historical and contemporary global issues and events.
<ul style="list-style-type: none"> • Make use of a variety of critical methods to analyze, interpret, and evaluate works of literary, visual, and performing art. • Identify and recognize opportunities to participate in the creative arts as an artist, performer or observer • Recognize the historic and cultural role of the creative arts in forming human experience.
<ul style="list-style-type: none"> • Identify and recognize opportunities to address civic and environmental needs. • Promote physical and mental well-being; self-management; maturity; and ethical decision-making.²⁷

The adoption of the revised institutional learning outcomes ensure that practices in academic and instructional support programs are intentionally aligned and establish student learning as a focus addressed collaboratively across disciplines, departments, and services.

Based upon the college wide review regarding the status of learning outcomes discussed in section B. 1 above, within instruction, the percentage of general education courses that have mapped their courses to the institutional learning outcomes are as follows:

- communication 26%
- critical thinking 26%
- global awareness 17%
- aesthetic awareness 15%
- personal, professional, civic responsibility 14%¹⁵

Within student services, the percentage of service units that have mapped the learning outcomes to the institutional learning outcomes are as follows:

- communication 87%
- critical thinking 26%
- global awareness 17%
- aesthetic awareness 15%
- personal, professional, civic responsibility 14%¹⁵

With the implementation of the curricUNET software, the above percentages should increase by 2010 as every course undergoing curriculum review through 2007-2010 will map course level learning outcomes to the institutional learning outcomes as a component of the curriculum review process.¹⁴

The institutional learning outcomes are widely publicized and are available on the college website, the academic senate website, the college catalog for 2007-2008 (page 7), the strategic plan (page 13), and the faculty manual (page 11).²⁸

In the fall of 2007, the college general education committee will consider including an informational competency requirement as part of an overall review of the college general education package.

4. **2004 Self Study Planning Agendas:** Irvine Valley College will include the academic dishonesty policy in publications; IVC will restructure the degree and certificate evaluation process so students are notified in a more timely manner about their status and can make informed decisions on how to proceed with transfer or graduation; the academic freedom statement will be included in the next publication of the catalog; the college will develop ways to provide additional services for its online students; the school of guidance and counseling will complete program review in 2005-2006. (Standard II. A. 7. b) (Standard II. B. 1. 2; B. 2. d; B. 3. a, c)

Response: The academic honesty/dishonesty policy is contained in administrative regulation 5401 and is part of the regulation entitled student conduct.²⁹ (pages 4-6) The regulations were revised in April and September of 2006 by the district board policy and administrative regulations advisory council which contains representatives from all constituent groups as well as district and college administrators and directors. Relevant excerpts pertaining to student conduct generally and forms of academic dishonesty (falsification, plagiarism, cheating) and the corresponding disciplinary action (verbal reprimand, written reprimand, suspension, expulsion) were published in the 2006-2007 catalog on pages 28-30.³⁰ All administrative regulations, including AR 5401 are published on the district website as well as on the college website.

The academic freedom statement referred to in the above 2004 planning agenda is contained in board policy 6120.³¹ Board policy 6120 was included in the 2007-2008 catalog on page 71.³² All board policies are published on the district website as well.

The 2004 planning agendas related to the degree/certificate evaluation process and the additional services for online students are being addressed in a district-wide project to revise all student information systems (SIS).³³ The student tracking system which would include the degree/certificate evaluation process is scheduled to be revised and updated in 2008-2009.³³ The additional services such as online matriculation and assessment processes as well as an online orientation for all students is being addressed as a

component of the registration process in 2007-2008.³³ The responsible parties for the SIS project are the vice chancellor of education and technology services in collaboration with district informational technology staff.

In order to evaluate the counseling program, the school of guidance and counseling participated in program review in 2006-2007 (rather than in 2005-2006 as indicated in the 2004 planning agenda).³⁴ According to the results of the program review, student development and success are supported through orientations, academic, personal and career counseling as well as numerous workshops (study skills, transfer, career, and resume writing), classroom presentations, individual counseling, drop-in counseling as well as online and telephone counseling appointments, probation workshops, and transfer application reviews. The counselors also assist in high school outreach efforts such as high school counselor's breakfast, high school college workshops, high school senior day, college nights at local high schools, welcome day, campus tours, and host open house events for the community.³⁴

5. **2004 Self Study Planning Agendas:** IVC will develop tools and procedures to evaluate whether student support services contribute to the achievement of student learning outcomes; the school of library services will: invite faculty to earn in-service credit by attending bibliographic workshops geared toward their subject disciplines after approval by the academic senate, suggest library workshops as part of in-service staff development, encourage faculty to use the library workshops as extra-credit for "at risk" students, advertise the library courses and the monthly workshops on the IVC website and through the college television station channel 33; IVC will expand online database contractual obligations to include remote student access via student user name and ID, liaison with disabled student services to ensure that specific resource materials and equipment are section 508 compliant, work with the academic senate to create an acceptable formula for including library faculty in the list of new hires; the college will assign specific student assistants to patrol the library floors and bookshelves on a regular basis, post appropriate signage regarding checkout and return policies for library materials, notify patrons that defacing or stealing library property warrants disciplinary action. (Standard II. B. 4; C. 1. b, c, d; C. 2)

Response: The planning agendas pertaining to student support services and student learning outcomes as well as the library services planning agendas will be addressed respectively below.

Student Support Services: Student Learning Outcomes

Library services, the transfer/career center, and counseling services identified student learning outcomes and assessment methodologies as a component of their program review.³⁵ Other support services such as financial aid, student discipline, outreach & community relations, the office of the vice president for student services, student affairs,

and the child development center identified student learning outcomes for each of their respective areas, identified assessment methodologies, assessed the learning outcomes, and modified services based on the assessment results.³⁶

Library Services: 2004 Planning Agendas

The school of library services prepared a summary to address all aforementioned planning agendas.³⁷ The progress with respect to each planning agenda will be summarized below.

Flex Week Workshops 2004-2007 and Workshops for Faculty/Students

The school of library services invited faculty to earn flex (or in-service) credit by attending numerous bibliographic workshops in August of 2004,³⁸ in August of 2005,³⁹ in January of 2005,⁴⁰ in January of 2006⁴¹ and in January of 2007.⁴²

Throughout 2004-2007, the school of library services offered numerous workshops to enhance the library skills of all students, including those students "at risk".⁴³

Library Services Advertisements

In order to address the 2004 self-study planning agenda concerning library services advertisements, the school prepared a summary of their efforts relative to advertisements and enrollment in the library 10 course.⁴⁴ The school has placed an advertisement in every schedule of classes between the years of 2004 through 2007.⁴⁵ The library 10 course addresses traditional and online resources, including but not limited to, Lexis-Nexis, Proquest, Grove Art, Grove Music, Gale Literary Index, and Access Science.⁴⁵ In addition, from 2005-2007, the school of library has advertised the library 10 course on the college television station, channel 33.⁴⁶

Expansion of Online Database Access for Students, Faculty, and Staff

The school of library service has expanded the off-site access to online databases.⁴⁷ IVC students, faculty, and staff can access numerous databases from off-campus locations via student/faculty/staff user name and identification.⁴⁷

Section 508 Compliance

Federal and State statutes in California as well as the California Community College guidelines for library information competency require all course materials to be accessible to disabled students. All new and revised course outlines of record are reviewed for section 508 compliance via college interaction with disabled student services and the technical review committee.⁴⁸

Full-time Faculty Hiring Formula: Library Services

On December 11, 2003, the academic senate and the school of library services agreed upon a formula to include the library faculty within the priority list for full-time faculty hiring.⁴⁹ The formula is based on unduplicated headcount for the college minus the unduplicated headcount of students in supportive services divided by 1000.⁴⁹ In October

of 2006, a full-time instructor in the school of library sciences was the second position on the full-time faculty hiring priority list.⁴⁹ However, due to extenuating circumstances, including a decline in full-time equivalent students, there were no full-time faculty hired in 2006-2007.

Student Assistants: Library Services

The library technician managing the circulation desk regularly assigns four student assistants to patrol the library in order to alert staff to problematic situations such as exit alarms, defacing of library materials, locating lost personal items, and other library issues.⁵⁰ In addition, the student assistants re-shelve all books and periodicals and check shelves for misfiled resources.⁵⁰

Appropriate Signage: Library Services

Library services has posted appropriate signage informing patrons of library policies.⁵¹ In addition, all patrons are informed of the college lost or damaged materials policies⁵¹

References: Standard II

- 2¹ *Learning Outcomes Committee Report to Academic Senate (2-16-06)*
- 2² *Learning Outcomes Committee Minutes: Connecting Learning Outcomes/Assessment with Program Review (3-24-06)*
- 2³ *Academic Senate Minutes, Item 14: Connecting Learning Outcomes/Assessment with Program Review (3-23-06)*
- 2⁴ *Academic/Student Services Program Review Templates: Modified to Focus on Learning Outcomes/Assessment (8-28-06)*
- 2⁵ *2006-2007 Program Review Student Learning Outcomes Matrixes (4-2-07)*
- 2⁶ *Department of Mathematics and Psychology: Modification of Instruction Based on Assessment Results*
- 2⁷ *Learning Outcomes Meeting with Department of Physical Sciences (3-2-07)*
- 2⁸ *Modification of Course Outlines of Record To Include Student Learning Outcomes (Spring 2007)*
- 2⁹ *Curriculum Committee Minutes: Modification of Course Outlines of Record and Learning Outcomes (2-13-07)*
- 2¹⁰ *Academic Senate Minutes: Modification of Course Outlines of Record and Learning Outcomes (2-15-07)*
- 2¹¹ *Student Learning Outcomes: Joint Meeting Agenda (3-2-07)*
- 2¹² *Student Learning Outcomes-Transforming Course Learning Objectives into Student Learning Outcomes (2-22-07)*
- 2¹³ *Academic Senate Minutes: Learning Objectives & Learning Outcomes (3-22-07)*
- 2¹⁴ *CurricUNET: Course Outline of Record Revised Learning Outcomes—See Recommendation 4, Reference number 5 (9-2-07)*
- 2¹⁵ *2006-2007 Annual Student Learning Outcomes Report (8-6-07)*
- 2¹⁶ *Memorandum: Office of Chancellor—District Distance Education Advisory Council (5-17-06)*
- 2¹⁷ *District Distance Education Advisory Council Recommendations (11-15-06)*

- 2¹⁸ *Academic Senate Minutes: College Technology and Distance Education Committee (1-18-07)*
- 2¹⁹ *College Technology and Distance Education Committee: Reformulated (2-1-07)*
- 2²⁰ *College Technology & Distance Education Committee Report (6-07)*
- 2²¹ *Board Policy 6100 Curriculum Review (5-22-06)*
- 2²² *College Level Outcomes Summary (9-29-05)*
- 2²³ *Instructional Council Minutes: Review & Approval of Institutional Learning Outcomes (1-16-07) (4-3-07); President's Council Agenda: Review & Approval of Institutional Learning Outcomes (4-11-07)*
- 2²⁴ *Academic Senate Agenda: Review Institutional Learning Outcomes (2-15-07)*
Academic Senate Minutes: Review of Revised Institutional Learning Outcomes (3-22-07)
Academic Senate Minutes: Review of Revised Institutional Learning Outcomes (4-5-07)
- 2²⁵ *Learning Outcomes Committee Minutes: Revised Institutional Learning Outcomes (1-19-07) (2-9-07)*
- 2²⁶ *General Education Committee Minutes: Adoption of Revised GE Learning Outcomes (5-2-07)*
- 2²⁷ *2007 Institutional Learning Outcomes (5-3-07)*
- 2²⁸ *Institutional Learning Outcomes: www.ivc.edu; www.ivc.edu/academicsenate; College Catalog 2007-2008, page 7; Strategic Plan 2006-2012, page 13; Faculty Manual 2007-2008, page 11.*
- 2²⁹ *Student Conduct/Academic Dishonesty Regulations: Administrative Regulation 5401 (9-14-06)*
- 2³⁰ *Catalog: Student Conduct/Academic Dishonesty Regulations (2006-2007)*
- 2³¹ *Academic Freedom: Board Policy 6120 (10-24-05)*
- 2³² *Catalog: Academic Freedom (2007-2008)*
- 2³³ *Student Information Systems Project Timeline and Agenda (2-1-07)*
- 2³⁴ *School of Guidance and Counseling: Program Review (2006-2007)*
- 2³⁵ *Library Services, Transfer/Career Center, Counseling Services: Student Learning Outcomes-4 Column matrixes (2006-2007)*
- 2³⁶ *Support Services Student Learning Outcomes 4 Column Matrixes*
- 2³⁷ *Library Services: Planning Agendas--Summary of Progress (2007)*
- 2³⁸⁻⁴² *Library Services: Flex Week Workshops (2004-2007)*
- 2⁴³ *Library Services: Workshops for At Risk Students (2004-2007)*
- 2⁴⁴ *Library Services: Advertisements (2004-2007)*
- 2⁴⁵ *Library Services: Class Schedule Advertisements (2004-2007)*
- 2⁴⁶ *Library Services: Advertisements—Channel 33 (2005-2007)*
- 2⁴⁷ *Library Services: Expansion of Online Databases (2004-2007)*
- 2⁴⁸ *Library Services: Section 508 Compliance (2004-2007)*
- 2⁴⁹ *Library Services: Full-Time Faculty Hiring Formula (12-11-2003)*
- 2⁵⁰ *Library Services: Student Assistants (2004-2007)*
- 2⁵¹ *Library Services: Appropriate Signage (2004-2007)*

C. **STANDARD III: RESOURCES**

1. **2004 Self-Study Planning Agenda:** The college will recommend that the district and faculty association include effectiveness in producing learning outcomes in the contractually negotiated evaluation criteria. (Standard III. A. 1. c)

Progress Status: The south orange county community college academic employee master agreement (faculty contract) is a part of the collective bargaining process mandated by California government code. By statute, the college does not participate in the collective bargaining process as this is the responsibility of the district and the bargaining agent of the faculty. The academic employee master agreement expired in June of 2007. Based upon the statutorily defined process, it is not clear as to how the contract negotiations will proceed at this time and what specific provisions will be negotiated.

2. **2004 Self-Study Planning Agendas:** Advanced Technology (AT) will: create short monthly web newsletters describing innovative ideas on campus and will encourage members of the information technology committee to attend meetings and share information with their related constituencies; the college will complete installation of the VoIP telephone system; the college will strive to budget ongoing funds to address the technology needs of the campus. (Standard III. C. 1)

Progress Status: As documented in the response to standard II, planning agenda number 2, in January/February of 2007, the college agreed to reformulate the college information technology committee as the college technology and distance education committee. The committee membership includes administrators, classified staff, and a faculty representative from each of the ten schools. The meetings were well attended throughout the spring semester of 2007. Monthly web newsletters and information about innovative ideas and technology related projects have been shared via this revised committee.

Technology services remains the department which supports all technology needs of the campus. As of 2007, IVC has completed the installation of a VoIP telephone system. Additions and modifications of phones/extensions are being handled internally by college staff.

In the last 3 years, funds to support ongoing technology needs at the college have been funded through the district resource allocation model. Currently, there is not a budget line item in the college general fund to support annual technology projects and initiatives. However, through the integration of strategic planning and the budget process, the college would like to establish technology as a separate line item within the college budget. (See recommendation 1, reference 24.)

3. **2004 Self-Study Planning Agendas:** IVC will: continue the computer refresh program with available funding; prioritize requests for media, equipment, and software commensurate with available funding; offer computer training workshops for students who do not want a complete course; IVC will take advantage of state and California Multiple Award Schedule contracts and work with Saddleback College to achieve economy of scale in the purchase of hardware and software (Standard III. C. 1. a. b. c)

Progress Status: As stated above, since there is no line item within the college general fund to support technology renewal, the computer refresh program has proceeded commensurate with available district funding and requests are prioritized according to a process and criteria established by the deans council. The renewal consists of computers, media equipment for classrooms, software, printers, and much more.

Unfortunately, due to limited funding and staff, the college has not been able to offer computer workshops for students.

Since 2001, IVC has used the "California multiple award schedule" (CMAS) contract as a mechanism for purchasing technology hardware and software.¹

4. **2004 Planning Agenda:** IVC will continue to solidify a core network foundation in order to support the growth of distance education. Network architecture and design are important in this process; IVC will also continue to work with district information technology and Saddleback to enhance course management tools affecting learning outcomes. (Standard III. C. 1. d)

Progress Status: The college's progress regarding establishment of a core network foundation to support the growth of distance education course offerings is discussed in the response to self-identified issues, Standard II. Additionally, the college has coordinated its efforts with district information technology and Saddleback College through the office of the vice chancellor of technology and learning services relative to course management tools which affect the acquisition student learning outcomes assessment data as discussed in the response to recommendation 4 and in the response to self-identified issues, Standard II.

5. **2004 Planning Agendas:** IVC will work toward a goal of no audit exceptions. (Standard III. D. 1. e)

Progress Status: Independent audits over the past three years for all sectors of the college, including Financial Aid, Admissions and Records, and Supportive Services have been exemplary. There have been very few recommendations for corrective action, and all such recommendations have been addressed and resolved satisfactorily.

6. **2004 Planning Agenda:** IVC will develop a process for regularly evaluating its financial management processes and use the results of the evaluation to improve financial management systems. (Standard III. D. 1. k)

Progress Status: The proposed budget development process previously discussed in the response to recommendation 1 and the implementation of the strategic planning process, address this 2004 planning agenda.

References: Standard III

^{3/} <http://www.pd.dgs.ca.gov/cmas/about.htm>

D. STANDARD IV: GOVERNANCE AND LEADERSHIP

1. **2004 Self-Study Planning Agendas:** It is recommended that the board requirement of a percentage cap on fiscal resources available to support faculty governance activities be reexamined; it is recommended that the board requirement superimposed on the college administration restricting instructional overload assignments for those faculty receiving reassigned time for serving on approved committees be reexamined; the administration, working closely with the academic senate and other constituent bodies of the college, will work to implement the new committee structure. (Standard IV. A. 1, IV. A. 2. b)

Progress Status: Faculty who perform extra duties for the college in addition to their normal teaching load (such as student learning outcomes coordinators, senate officers, director of the honors program, and academic chairs etc.) are compensated through two mechanisms, a stipend or reassigned time. As reported in the 2004 self-study, page IV-8, there is a problem with the how the college can allocate stipends and reassigned time. From 2004 through 2007, the board, via the chancellor, continued to enforce a limit: the total amount of stipends and reassigned time for the college cannot exceed a certain percentage of the total college budget. This requirement is contained in a 1998 document entitled *College Guidelines for Release Time and/or Stipends*.¹ As documented in the response to recommendation 6, as part of the college president's goals for 2007-2008, the chancellor set an overall 2.4% limit of the college budget which can be allocated for stipends and/or reassigned time.²

The board/chancellor limit on stipends/reassigned time has many detrimental effects on the functioning of the college. First, the college president's authority to conduct business is restricted as he is not at liberty to grant a stipend or reassigned time which may exceed the 2.4% limit even if the college budget could support the expenditure. Second, there is and has been a long standing dispute as to how the 2.4% limit is calculated. Presently, this issue is under discussion but remains unresolved. Third, the college and the district must meet federal and state reporting requirements, including reports to the accreditation commission (including the new student learning outcomes report), a human resource development report, a flexible calendar report, an institutional effectiveness report, a strategic planning report, and numerous other reporting functions. The federal and state reporting requirements are in addition to the ACCJC requirements for program review and student learning outcomes development and assessment. All of the reports as well as the commission standards require faculty involvement. Presently, the senior college administration does not have the ability to adequately compensate faculty to participate in completing the necessary work.

As reported in the 2004 self-study (page IV-7-8), there was an unwritten "management rule" superimposed on the college by the chancellor, that faculty members who accepted reassigned time for governance positions (such as the academic senate or director of the

honors program) were precluded from overload teaching assignments. This "management rule" has subsequently been rescinded and is no longer enforced.

The revisions to the college committee structure were discussed in standard I and reference number 17, standard I.

2. **2004 Self-Study Planning Agendas:** Commencing with the 2004 fall semester, IVC will reestablish the program review process using the revised accreditation standards; the college president will present accreditation accomplishments at college wide meetings; it is recommended that the board consider developing self-evaluation processes which are included in board policies and regulations; the board will develop a timeline for the annual evaluation of the chancellor and college president; IVC will develop a strategic planning process which incorporates the college budget process; (Standard IV. A. 4, IV. B. 1. f, IV. B. 1. j, IV. B. 2. a)

Progress Status: As documented in the response to recommendation 3 and in the response to self-identified issues in standard II, the college resumed the program review cycle in 2004 through the present. Also, as documented in the aforementioned sections of this report, the program review process and templates have been reevaluated and revised in August of 2006 and again in August of 2007.

As documented in the response to recommendation 1, the college president, did conduct several college wide meetings during flex week of 2006, and 2007, as well as throughout the spring of 2007 highlighting the college efforts relative to accreditation, strategic planning, and institutional effectiveness.

Upon the recommendation of the district board policy and administrative regulation advisory council, the board adopted BP 172 regarding self-evaluation of the board as documented in the response to recommendation 7.³ According to provision 4 of the board policy, the self evaluation of the board would occur during the same time period as the evaluation of the chancellor.³ According to a separate process, the college presidents are evaluated regularly during November of each year.

As documented in the response to recommendation 1 and in the response to self-identified issues in standard I, the college developed a strategic plan wherein the college budget process is integrated within the planning process.

3. **2004 Self-Study Planning Agendas:** The district will review the list of participants in docket meetings and will take corrective action, if necessary, to maintain effective methods of communication; (Standard IV. B. 3. f)

Progress Status: As indicated in the 2004 self-study (page IV-53), until fall 2002, the presidents of the academic senates, classified senates, and the presidents of the faculty and classified bargaining units participated in the district meeting to assemble the agendas for the board of trustees (docket meetings). At that time, the governance units were removed from attending docket meetings. In summer of 2005, the presidents of all of the aforementioned constituent groups were invited to attend docket meetings. This has greatly improved communication between the board of trustees, the district, and the colleges.

However, items which were included on the board agenda at the docket meeting were subsequently pulled from the agenda without consultation or communication with the constituent groups. For example, the senates' reports per board policy 6100 were pulled from the February 2007 board meeting without any consultation with the senates. In another circumstance an item was included on the board agenda after the docket meeting without consultation or communication with the constituent groups (the agreement between Camelot and the district regarding the development of the advanced technology and education park was added after the docket meeting). The academic senate, classified senate, and the bargaining units are hopeful that this does not become a routine practice as it undermines the purpose of including the constituent groups in the docket meetings and results in confusion at meetings of the board of trustees.

Time to Completion and Responsible Parties

The academic senate, classified senate, and bargaining unit representatives will work with the chancellor and college president to develop a process whereby modifications to the board agendas will be regularly communicated to the constituent groups prior to the meeting of the board of trustees. This process will be in place by 2010.

References: Standard IV

⁴₁ 1998 Document-College Cap on Stipends/Reassigned Time (1998)

⁴₂ Chancellor's Goals for College President (11-2006-11-2007)

⁴₃ Board Policy 172 Board Self Evaluation (8-27- 07)

TO: Board of Trustees

FROM: Dr. Raghu P. Mathur, Chancellor

RE: Saddleback College and Irvine Valley College: 2006-07 Release Time and/or Stipends

ACTION: Information

BACKGROUND

At the Board of Trustees meeting of July 26, 1999, the board approved "College Guidelines for Release Time and/or Stipends." The guidelines require that the colleges limit annual expenditures for release time and/or stipends to 2.4 percent of the colleges' unrestricted general fund budget for object account categories 1100, 1200, and 1300.

STATUS

Saddleback College and Irvine Valley College have compiled information from the final budgets for 2006-07. Exhibit A, Saddleback College, and Exhibit B, Irvine Valley College, represent the expenditures in instructional object account categories 1100, 1200, and 1300, and the total expenditures for stipends and release time. As shown in Exhibit A, the annual expenditures for release time and/or stipends for Saddleback College was 2.48% of the expenditures in instructional account categories 1100, 1200, and 1300. As shown in Exhibit B, Irvine Valley College calculates the annual expenditures for release time and/or stipends to be 2.82% of the expenditures in instructional account categories 1100, 1200, and 1300.

Saddleback College										
Reassigned Time and Stipend Salary Amounts - Unrestricted General Fund Only										
Reassigned Time-Position Title	2002-2003		2003-2004		2004-2005		2005-2006		2006-2007	
	Annual %	Annual Cost	Annual %	Annual Cost	Annual %	Annual cost	Annual %	Annual Cost	Annual %	Annual Cost
Chair, Paramedic Program	30%	\$21,774	30%	\$23,574	30%	\$23,954	30%	\$26,682	10%	\$9,521
VP State CTA		\$0		\$0		\$0	60%	\$49,622	60%	\$52,106
Instructor of Record, Language Lab	20%	\$15,010		\$0		\$0		\$0		\$0
LAP Faculty Advisor	5%	\$4,019		\$0		\$0		\$0		\$0
Chair, Honors Program	20%	\$9,466	20%	\$9,824	20%	\$12,203	20%	\$12,800	20%	\$13,854
Oxford Study Abroad Program Director	10%	\$8,037		\$0		\$0		\$0		\$0
Academic Senate, President		\$0		\$0	20%	\$16,145	40%	\$25,992	80%	\$93,478
Academic Senate Vice President		\$0		\$0	20%	\$12,996		\$0		\$0
Academic Senate President-Elect		\$0		\$0		\$0	20%	\$22,200	20%	\$16,127
Academic Senate Secretary/Treasurer	20%	\$15,092		\$0		\$0	20%	\$15,504	20%	\$16,127
SLO Coordinator		\$0		\$0		\$0	60%	\$38,988	60%	\$44,056
SLO Facilitator		\$0		\$0		\$0	40%	\$31,008	40%	\$32,254
SLO Facilitator		\$0		\$0		\$0	40%	\$38,989	40%	\$41,350
Program Review Chair		\$0		\$0		\$0	40%	\$35,916	40%	\$38,540
Chair, BRN Self-Study	7%	\$4,171		\$0		\$0		\$0		\$0
Chair, Accreditation		\$0	40%	\$30,006	20%	\$15,360		\$0		\$0
Coordinator, Drug and Alcohol Program		\$0		\$0		\$0	20%	\$16,540		\$0
Chair, Curriculum Committee		\$0		\$0		\$0		\$0	20%	\$17,368
Total Reassigned Time	112%	\$77,569	90%	\$63,404	110%	\$80,658	390%	\$314,241	410%	\$374,781
Stipend - Position Title	2002-2003		2003-2004		2004-2005		2005-2006		2006-2007	
	Annual Cost		Annual Cost		Annual Cost		Annual Cost		Annual Cost	
Chair, Curriculum Committee	\$10,800		\$10,800		\$10,800		\$12,126		\$6,367	
Advisor, Lariat Newspaper	\$5,400		\$5,400		\$5,400		\$6,064		\$6,366	
Forensics Coach	\$8,100		\$7,695		\$8,100		\$9,096		\$9,550	
Chair, Faculty Development	\$5,400		\$8,100		\$6,480		\$7,447		\$6,366	
Academic Senate Vice President	\$5,400		\$5,400		\$0		\$0		\$0	
Academic Senate President	\$12,825		\$12,960		\$7,560		\$2,765		\$2,905	
Academic Senate, Past President	\$0		\$0		\$0		\$0		\$2,069	
Academic Senate, Past President	\$0		\$0		\$0		\$0		\$2,069	
Faculty Advisor, ITC	\$1,350		\$0		\$0		\$0		\$0	
EOPS Coordinator	\$4,500		\$0		\$0		\$0		\$0	
Instructor of Record Language Lab	\$1,300		\$0		\$0		\$0		\$0	
Honors Program	\$1,014		\$1,500		\$1,000		\$0		\$0	

Fall In-Service Program		\$675		\$0		\$0		\$0		\$0
Academic Senate Sec./Treasurer		\$1,080		\$5,400		\$5,400		\$1,383		\$1,453
Nursing Accreditation Editor		\$1,000		\$0		\$0		\$0		\$0
Coordinator IMC Lab		\$2,500		\$2,500		\$2,500		\$2,506		\$2,500
Coordinator Tele-Ed teaching		\$2,500		\$0		\$0		\$0		\$0
Coord. High School Athletic Program		\$4,000		\$0		\$0		\$0		\$0
Accreditation		\$0		\$2,700		\$2,700		\$3,215		\$3,377
Faculty Development Coordinator		\$0		\$0		\$0		\$0		\$1,453
SOCCCDFA Negotiations		\$0		\$1,093		\$0		\$1,148		\$1,126
SOCCCDFA Negotiations		\$0		\$1,093		\$0		\$0		\$0
SLO Coordinator		\$0		\$0		\$0		\$3,215		\$0
Curriculum Chair/SLO Team		\$0		\$0		\$0		\$3,215		\$0
Program Review Chair/SLO Team		\$0		\$8,100		\$2,700		\$3,215		\$0
SLO Facilitator		\$0		\$0		\$0		\$3,215		\$0
SLO Facilitator		\$0		\$0		\$0		\$3,215		\$0
Liaison Drug Court South County		\$0		\$2,000		\$0		\$0		\$2,000
Oxford Program Coordinator		\$0		\$0		\$2,700		\$0		\$0
Asst. Nursing Dir./Special Projects		\$0		\$0		\$0		\$3,062		\$3,184
Chair, Architecture/Drafting		\$2,700		\$2,700		\$2,700		\$3,032		\$3,184
Chair, Aviation/Automotive		\$2,700		\$2,700		\$2,700		\$3,032		\$3,184
Chair, Communication Arts		\$2,700		\$2,700		\$2,700		\$3,032		\$3,184
Chair, Electronics/App Computer Tech		\$2,700		\$2,700		\$2,700		\$3,032		\$3,184
Chair, Environmental Studies/Ecology		\$4,050		\$4,050		\$4,050		\$4,548		\$4,774
Chair, Fashion/Family & Consumer Sci		\$2,700		\$2,700		\$2,700		\$3,032		\$3,184
Chair, Foods/Nutrition/Cul Arts/Hosp		\$2,700		\$2,700		\$2,700		\$3,032		\$3,184
Chair, Graphic Communications/Design		\$2,700		\$2,700		\$2,700		\$3,032		\$3,184
Chair, Horticulture/Landscape Design		\$2,700		\$2,700		\$2,700		\$3,032		\$3,184
Chair, Interior Design/Travel Mgt		\$2,700		\$2,700		\$2,700		\$3,032		\$3,184
Chair, Accounting		\$2,160		\$2,160		\$2,160		\$2,426		\$2,546
Chair, Business		\$4,320		\$4,320		\$4,320		\$4,850		\$5,094
Co-Chair, CIM		\$4,320		\$2,160		\$0		\$0		\$0
Co-Chair, CIM		\$4,320		\$2,160		\$0		\$0		\$0
Chair CIM		\$0		\$8,640		\$8,640		\$8,670		\$9,104
Chair, Real Estate		\$1,620		\$2,810		\$4,000		\$3,942		\$4,138
Coordinator IMC Lab		\$0		\$0		\$0		\$2,501		\$5,252
Chair, Relations w/Schools		\$5,400		\$5,400		\$5,400		\$6,064		\$6,366
Facilitator, Counseling		\$5,400		\$0		\$0		\$0		\$0
Chair, Art		\$5,400		\$5,400		\$5,400		\$6,064		\$6,366
Chair, Music		\$2,700		\$2,700		\$2,700		\$3,032		\$3,184
Chair, Photography		\$2,160		\$2,160		\$2,160		\$2,426		\$2,546

Chair, Speech		\$2,700		\$2,700		\$2,700		\$3,032		\$3,184
Chair, Theatre Arts		\$2,160		\$2,160		\$2,160		\$2,426		\$2,546
Chair, Physical Education		\$10,800		\$10,800		\$10,800		\$6,064		\$0
Chair, Human Services		\$5,400		\$5,400		\$5,400		\$6,064		\$6,366
Chair, Nursing Program		\$5,400		\$5,400		\$5,400		\$6,064		\$6,366
Chair, Psychiatric Tech Program		\$5,400		\$2,700		\$0		\$0		\$0
Chair, Sign Language		\$5,400		\$5,400		\$5,400		\$6,064		\$6,366
Chair, Emeritus		\$7,560		\$7,560		\$7,560		\$6,064		\$6,366
Chair, Fine Arts (Emeritus)		\$2,700		\$2,700		\$2,700		\$3,032		\$3,184
Chair, P.E. (Emeritus)		\$0		\$0		\$0		\$0		\$3,184
Chair, Medical Assistant/Phlebotomy		\$0		\$0		\$1,350		\$3,032		\$3,184
Chair, Paramedic/EMT		\$0		\$0		\$0		\$0		\$3,184
Chair, English		\$5,400		\$5,400		\$5,400		\$6,064		\$4,775
Co-Chair, English		\$0		\$0		\$0		\$0		\$2,387
Co-Chair, English		\$0		\$0		\$0		\$0		\$2,387
Chair, ESL		\$5,400		\$5,400		\$5,400		\$6,064		\$0
Co-Chair, ESL		\$0		\$0		\$0		\$0		\$3,184
Co-Chair, ESL		\$0		\$0		\$0		\$0		\$3,184
Chair, Foreign Languages		\$3,240		\$3,240		\$3,240		\$6,064		\$6,365
Chair, Humanities/Philosophy		\$2,700		\$2,700		\$2,700		\$3,032		\$3,184
Chair, Journalism		\$2,700		\$2,700		\$2,700		\$3,032		\$3,184
Co-Chair, Reading		\$2,700		\$2,700		\$2,700		\$1,516		\$1,592
Co-Chair, Reading		\$2,700		\$2,700		\$2,700		\$1,516		\$1,592
Chair, Reading		\$0		\$0		\$0		\$3,032		\$3,183
Chair, Language Lab		\$2,700		\$2,700		\$2,700		\$3,032		\$3,184
Chair, Library		\$5,400		\$5,400		\$5,400		\$6,064		\$6,366
Coordinator, English Composition		\$5,400		\$5,400		\$5,400		\$6,064		\$6,366
Reading Lab Coordinator (50%)		\$0		\$0		\$0		\$1,516		\$796
Reading Lab Coordinator (50%)		\$0		\$0		\$0		\$1,516		\$796
Reading Lab Coordinator		\$0		\$0		\$0		\$1,516		\$1,592
Chair, Astronomy/Physics		\$2,700		\$2,700		\$2,700		\$3,032		\$3,184
Chair, Biology		\$2,025		\$0		\$0		\$0		\$0
Co-Chair Biology		\$2,025		\$2,026		\$2,026		\$2,274		\$2,388
Co-Chair Biology		\$1,015		\$2,026		\$2,026		\$2,274		\$2,388
Chair, Chemistry		\$4,050		\$4,050		\$4,050		\$4,548		\$4,774
Chair, Computer Science		\$2,700		\$2,700		\$2,700		\$3,032		\$3,184
Chair, Geology/Marine Science		\$2,700		\$2,700		\$2,700		\$3,032		\$3,184
Chair, Mathematics		\$10,800		\$10,800		\$10,800		\$12,126		\$12,734
Chair, Behavioral Sciences		\$5,400		\$2,700		\$0		\$0		\$0
Chair, Social Sciences		\$5,400		\$2,700		\$0		\$0		\$0

Chair, Cross Cultural Studies	\$4,050	\$2,025	\$0	\$3,638	\$3,820
Co-Chair , Cross Cultural	\$0	\$810	\$1,620	\$0	\$0
Co-Chair , Cross Cultural	\$0	\$810	\$1,620	\$0	\$0
Chair, Human Development	\$5,400	\$2,700	\$0	\$0	\$0
Chair, Women's Studies	\$2,700	\$2,700	\$2,700	\$3,032	\$3,184
Chair, Anthropology	\$0	\$1,013	\$2,026	\$2,274	\$2,388
Chair, Sociology	\$0	\$1,013	\$2,026	\$2,274	\$2,388
Chair , Economics & Political Sci	\$0	\$2,025	\$4,050	\$4,548	\$4,774
Chair, Geography/GIS	\$0	\$1,350	\$2,700	\$3,032	\$3,184
Chair, History	\$0	\$2,025	\$4,050	\$4,548	\$4,774
Chair, Child Development	\$0	\$2,700	\$5,400	\$6,064	\$9,550
Chair, Psychology	\$0	\$2,025	\$4,050	\$4,548	\$4,774
Other Misc. Stipends	\$17,567	\$0	\$11,849	\$21,573	\$44,562
HSHS Grant Match Stipends	\$0	\$0	\$0	\$40,000	\$40,955
Total Stipend Amount	\$288,386	\$277,759	\$269,373	\$354,417	\$383,047
Reassigned Time & Stipends	\$365,955	\$341,163	\$350,031	\$668,658	\$757,828
Object Codes 1100s, 1200s, 1300s Actual Expenditures*	\$25,255,471	\$24,762,408	\$25,614,724	\$28,699,180	\$30,576,814
Reassigned Time and Stipends as % of Actual Expenditures in Object Codes 1100s, 1200s, 1300s	1.45%	1.38%	1.37%	2.33%	2.48%
*					
1100s - Regular Classroom Faculty Salaries					
1200s - Regular Non-Classroom Faculty and Academic Administrators Salaries					
1300s - Part-time, Overload and Summer Faculty Salaries					

Irvine Valley College										
Reassigned Time and Stipend Salary Amounts - Unrestricted General Fund Only										
		2002-03		2003-04		2004-05		2005-06		2006-07
Reassign Time-Position Title	Annual %	Annual Cost	Annual %	Annual Cost	Annual %	Annual Cost	Annual %	Annual Cost	Annual %	Annual Cost
Acad Senate Pres	40%	\$ 30,903	40%	\$ 35,721	40%	\$ 34,140	40%	\$ 36,635	60%	\$ 58,941
Acad Senate Recorder	20%	\$ 11,788	20%	\$ 12,145	20%	\$ 12,621	20%	\$ 14,178	20%	\$ 15,300
Academic Affairs	0%	\$ -	0%	\$ -	0%	\$ -	20%	\$ 22,658	20%	\$ 21,916
Facilitator SLO	0%	\$ -	0%	\$ -	0%	\$ -	20%	\$ 13,353	18%	\$ 20,331
Committee on Courses	40%	\$ 35,006	40%	\$ 35,185	0%	\$ -	40%	\$ 35,060	60%	\$ 57,094
Chair, Program Review	0%	\$ -	20%	\$ 16,044	10%	\$ 8,629	20%	\$ 18,550	0%	\$ -
Honors	20%	\$ 13,755	20%	\$ 16,972	20%	\$ 18,195	37%	\$ 35,748	33%	\$ 34,464
Co-Chair Accreditation	0%	\$ -	0%	\$ -	0%	\$ -	0%	\$ -	20%	\$ 19,647
Academic Senate, VP	20%	\$ 15,181	20%	\$ 12,859	0%	\$ -	0%	\$ -	22%	\$ 18,583
Academic Senate, President Elect	0%	\$ -	0%	\$ -	0%	\$ -	0%	\$ -	20%	\$ 16,954
Total Reassign Time	140%	\$ 106,633	160%	\$ 128,926	90%	\$ 73,585	197%	\$ 176,182	273%	\$ 263,230
Stipend - Position Title										
SLO Co-Facilitator SUM						\$ -		\$ -		\$ 3,000
Honors SUM						\$ -		\$ -		\$ 1,453
Co-Chair Accreditation SUM				\$ 1,966		\$ 1,966		\$ -		\$ 3,377
President Academic Senate SUM				\$ 750		\$ 2,160		\$ -		\$ 2,905
VP Academic Senate SUM				\$ 750		\$ -		\$ 5,980		\$ -
Staff Dev. Coordinator, SUM		\$ 1,620						\$ 1,453		
Committee on Courses SUM		\$ 2,910				\$ -		\$ -		\$ 1,816
CMS Software Development		\$ 3,279						\$ -		
Instructional Computing Coordinator		\$ 1,836						\$ -		
Learning Cntr Facilitator SUM		\$ 1,853		\$ 818		\$ 1,093		\$ -		\$ 1,235
Computer Cntr Facilitator SUM		\$ 1,530		\$ 1,200		\$ 1,300		\$ 1,520		\$ 1,598
Math Lab Facilitator SUM		\$ 1,836		\$ 1,652		\$ -		\$ 2,074		\$ -
Athletic Dept Chair SUM						\$ 3,564		\$ 3,457		\$ 3,631
Director of Life Fitness Center SUM		\$ 3,690		\$ 1,215				\$ -		
Library Chair SUM								\$ -		\$ 1,816
Assist Art Center/Pasadena/IVC				\$ -		\$ 3,000		\$ -		\$ -
SLO Co-Facilitator				\$ -		\$ -		\$ 6,063		\$ 6,367
Co-Chair Accreditation		\$ 2,160		\$ 2,160		\$ -		\$ 4,244		\$ -
Flex Officer		\$ 2,160		\$ 1,080		\$ 4,320		\$ 4,851		\$ 5,093
Committee on Courses		\$ -		\$ -		\$ 2,673		\$ -		\$ -
Academic Affairs		\$ 4,320		\$ 2,160		\$ 4,320		\$ -		\$ -
Chair, Program Review		\$ -		\$ -		\$ 2,700		\$ -		\$ -
Honors		\$ 5,400								
Staff Dev. Coordinator		\$ 4,320		\$ -		\$ 4,320		\$ -		\$ -
Staff Diversity/Multicultural Center		\$ 5,400								
Academic Senate, President Elect				\$ -		\$ 5,400		\$ 6,064		\$ -
Learning Cntr Facilitator		\$ 1,826		\$ 1,636		\$ 3,678		\$ 7,276		\$ 7,640
Acting Dean		\$ -		\$ 250		\$ -		\$ -		\$ -
Library Chair		\$ 2,700		\$ 4,860		\$ 2,700		\$ 9,095		\$ 6,367
Fine Arts-Visual Arts, Chair		\$ 2,160		\$ 1,944		\$ 2,160		\$ 3,032		\$ 3,183

	2002-03	2003-04	2004-05	2005-06	2006-07
Fine Arts-Theatre Arts, Chair	\$ 2,160	\$ 1,944	\$ 2,160	\$ 3,032	\$ 3,183
Fine Arts-Speech, Chair	\$ 2,160	\$ 1,944	\$ 2,160	\$ 3,032	\$ 3,183
Fine Arts-Music Chair	\$ 2,160	\$ 972	\$ 2,160	\$ 3,032	\$ 3,183
Choir Facilitator	\$ -	\$ -	\$ -	\$ 2,425	\$ 2,547
Music Production Facilitator	\$ 4,240	\$ 1,944	\$ 4,320	\$ 4,851	\$ 5,093
Theatre Production Facilitator	\$ 4,320	\$ 3,888	\$ 4,320	\$ 6,851	\$ 5,093
Forensics Director	\$ 8,100	\$ 8,370	\$ 8,100	\$ 9,095	\$ 9,550
Art Gallery Facilitator	\$ 2,726	\$ 2,478	\$ 4,050	\$ 4,851	\$ 5,093
Bus. Sci Chair	\$ 7,542	\$ 4,860	\$ 5,400	\$ 6,063	\$ 6,367
Counseling Chair	\$ 5,150	\$ -	\$ 7,560	\$ 7,086	\$ 6,367
Humanities Chair	\$ 5,400	\$ 4,860	\$ 5,400	\$ 6,063	\$ 6,367
Elephant Ear Editor	\$ 1,836				
Humanities Center Director	\$ 6,480	\$ 4,860	\$ 6,480	\$ 7,276	\$ 7,640
Languages Chair	\$ 5,400	\$ 4,860	\$ 5,400	\$ 6,063	\$ 6,367
English Chair	\$ 5,400	\$ 4,860	\$ 5,400	\$ 6,063	\$ 6,367
Computer Cntr Facilitator	\$ 8,100	\$ 3,200	\$ 8,100	\$ 7,277	\$ 7,640
Life Sciences Chair	\$ 5,400	\$ 4,860	\$ 5,400	\$ 6,063	\$ 6,367
Athletics Chair	\$ 4,000	\$ -	\$ 10,800	\$ 12,127	\$ 6,367
HPE Chair	\$ 5,400	\$ 4,860	\$ 5,400	\$ 6,063	\$ 6,367
Director of Life Fitness Center	\$ 10,800				
Dance Facilitator	\$ -	\$ -	\$ -	\$ 4,367	\$ 5,093
Physical Sci Chair	\$ 5,400	\$ 4,860	\$ 5,400	\$ 6,547	\$ 6,367
Social Behav Chair	\$ 5,400	\$ 4,860	\$ 5,400	\$ 12,126	\$ 12,733
AOJ Facilitator	\$ 4,320	\$ 3,888	\$ 4,320	\$ 4,851	\$ 5,093
Human Dev. Facilitator	\$ 4,320	\$ 3,888	\$ 4,320	\$ 4,851	\$ 5,093
Emeritus Chair	\$ -	\$ -	\$ 1,944	\$ 5,457	\$ -
Math Lab Facilitator	\$ 4,320	\$ 1,944	\$ 4,320	\$ 4,851	\$ 5,043
Math CIS Chair	\$ 5,400	\$ 2,430	\$ 5,400	\$ 6,063	\$ 6,367
Other Adjustments	\$ (7,012)	\$ -	\$ 756	\$ -	
Total Stipends	\$ 167,922	\$ 103,071	\$ 169,824	\$ 211,537	\$ 198,408
	\$ -	\$ -	\$ -		
Reassign Time plus Stipends	\$ 274,555	\$ 231,997	\$ 243,409	\$ 387,719	\$ 461,638
Object Codes 1100s, 1200s, 1300s Actual Expenditures*	\$13,684,072	\$13,274,745	\$13,950,574	\$15,238,713	\$16,352,089
Reassigned Time and Stipends as % of Actual Expenditures in Object Codes 1100s, 1200s, 1300s	2.01%	1.75%	1.74%	2.54%	2.82%
*					
1100s - Regular Classroom Faculty Salaries					
1200s - Regular Non-Classroom Faculty and Academic Administrators Salaries					
1300s - Part-time, Overload and Summer Faculty Salaries					

TO: Board of Trustees
FROM: Dr. Raghu P. Mathur, Chancellor
RE: SOCCCD: Basic Aid Report
ACTION: Information

BACKGROUND

The Board of Trustees has requested regular information reports about projected basic aid receipts and approved projects.

STATUS

EXHIBIT A shows actual Basic Aid receipts since the District became a Basic Aid District in 1999/2000, as well as the projects that the Board of Trustees has approved for funding with Basic Aid Funds. As of 9/24/07 Total Basic Aid Receipts of \$257.8M less Total Approved Projects in the amount of \$234.4M leaves an estimated uncommitted Basic Aid Fund balance of \$23.4M. EXHIBIT B shows actual and estimated expenditures for Basic Aid Funds through the 2007/2008 fiscal year. It should be noted that some of the approved projects are for state funded project match. Although approved, these funds will not be needed until the projects are approved by the State for funding. EXHIBIT C shows in chart form estimated cumulative receipts, Board commitments, actual expenses, and cash balances through 2007/2008.

The District estimates receipts in future years as follows:

<u>Year</u>	<u>Basic Aid Receipts</u>
2007 – 2008	\$43,490,307
2008 – 2009	\$45,934,846
2009 – 2010	\$49,392,761
2010 – 2011	\$53,091,341
2011 – 2012	\$57,044,652

**South Orange County Community College District
Board Approved Basic Aid Project Distribution
As of September 24, 2007**

	1999-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	Total
Actual Basic Aid Receipts	\$14,869,100	\$13,719,277	\$18,419,919	\$27,356,952	\$40,162,878	\$46,899,203	\$52,896,017	\$214,323,346
Estimated Basic Aid Receipts 2007/08								\$43,490,307
							Total Receipts	\$257,813,653
							Total Approved Projects	\$234,385,060
							Estimated Uncommitted Basic Aid Funds	\$23,428,593

Approved Projects	District-wide Gen. Exp.	ATEP	District Services	IVC	SC	Total
2003/04 College Retiree Benefit Liability Contribution				\$964,268	\$1,855,229	\$2,819,497
2003/04 College/District Contributions for Debt Retirement				\$527,929	\$1,015,724	\$1,543,653
2003/04 Special Trustee Election	\$453,867					\$453,867
2004/05 College Retiree Benefit Liability Contribution				\$1,046,634	\$2,008,856	\$3,055,490
2004/05 College/District Contributions for Debt Retirement			\$7,000	\$595,076	\$749,254	\$1,351,330
2004/05 Scheduled Maintenance Project				\$343,000	\$657,000	\$1,000,000
2004/05 Technology Needs for IVC, SC & District			\$665,000	\$1,413,275	\$1,470,140	\$3,548,415
2005/06 Allocation for Salary Schedule Restructure			\$354,301	\$1,422,791	\$2,467,908	\$4,245,000
2005/06 College Instructional Equipment Allocation				\$318,000	\$624,000	\$942,000
2005/06 College Retiree Benefit Liability Contribution				\$1,109,143	\$2,251,896	\$3,361,039
2006/07 College Retiree Benefit Liability Contribution				\$1,535,667	\$3,146,245	\$4,681,912
2007/08 College Retiree Benefit Liability Contribution				\$3,444,000	\$7,056,000	\$10,500,000
2005/06 College/District Contributions for Debt Retirement			\$94,000	\$604,464	\$787,254	\$1,485,718
2005/06 Scheduled Maintenance Project				\$330,000	\$670,000	\$1,000,000
2005/06 Technology Needs for IVC, SC & District			\$732,000	\$1,095,000	\$1,497,203	\$3,324,203
2006/07 Technology Needs for IVC, SC & District			\$800,000	\$1,095,000	\$2,500,000	\$4,395,000
2007/08 Technology Needs for IVC, SC & District		\$100,000	\$1,000,000	\$1,000,000	\$2,000,000	\$4,100,000
ATEP Operating Budget		\$4,553,957				\$4,553,957
ATEP Staffing, Equipment, Program Development		\$4,000,000				\$4,000,000
ATEP Renovation		\$8,160,983				\$8,160,983
ATEP Building Demolition		\$7,000,000				\$7,000,000
ATEP Hangar & Chapel Utilities		\$1,000,000				\$1,000,000
ATEP Site Development Negotiations		\$750,000				\$750,000
College Science Equipment & TV Studio Updates				\$500,000	\$500,000	\$1,000,000
College Sports Facilities				\$896,000	\$817,310	\$1,713,310
COPS Debt Retirement Contribution	\$34,400,000					\$34,400,000
IVC Business & Technology Innovation Center				\$10,182,000		\$10,182,000
IVC Design and Install Entrance from Barranca				\$730,000		\$730,000
*IVC Fine Arts Building				\$0		\$0
IVC Floor Repairs				\$62,500		\$62,500
*IVC Life Sciences Project				\$1,363,000		\$1,363,000
IVC Lot Expansion and Phase 1 of Lot 6				\$1,480,000		\$1,480,000

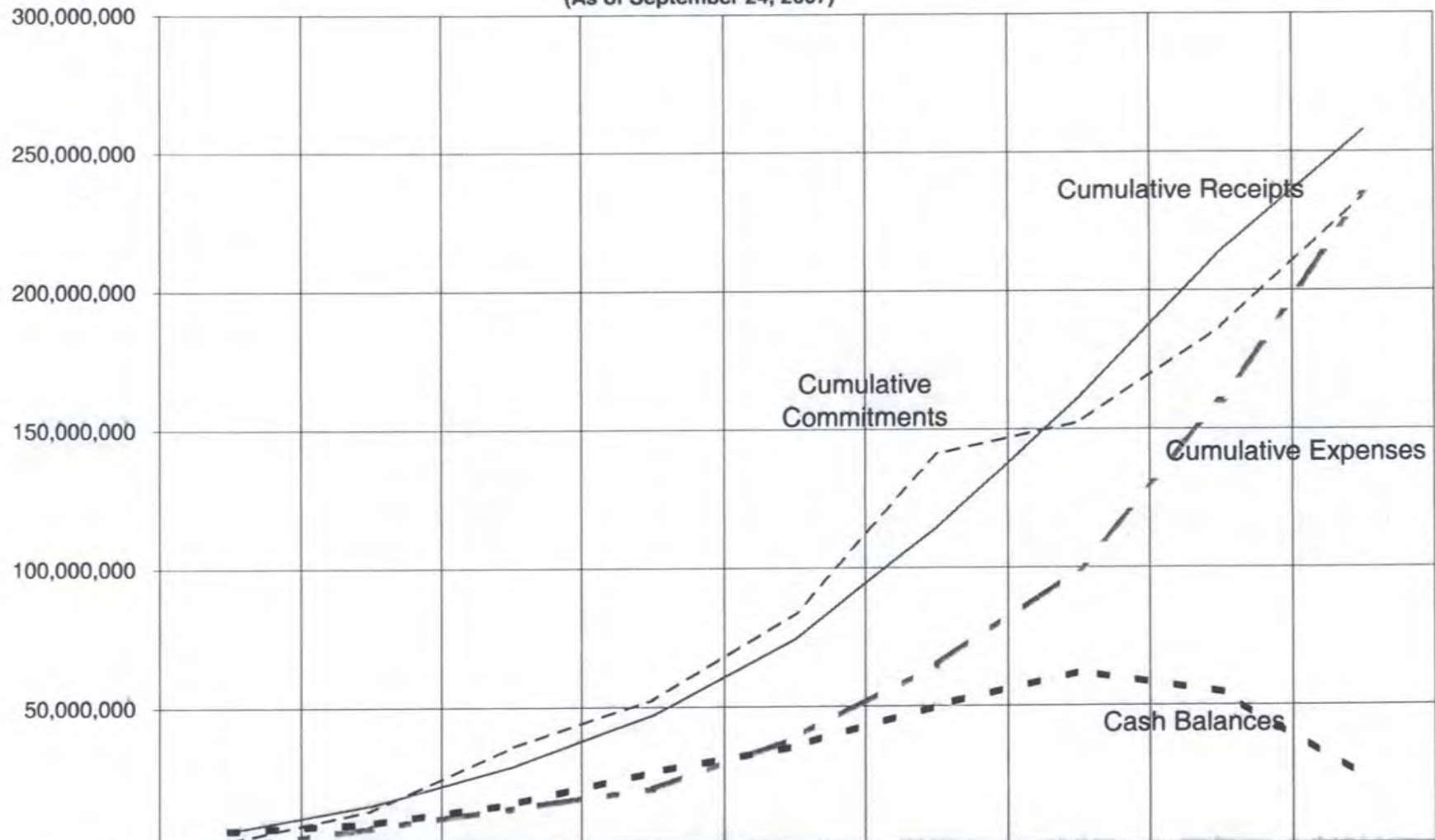
Approved Projects	District-wide Gen. Exp.	ATEP	District Services	IVC	SC	Total
IVC Maintenance and Police Facility				\$4,575,000		\$4,575,000
IVC Modular Building - AT100				\$370,000		\$370,000
IVC Performing Arts Center				\$17,180,000		\$17,180,000
IVC Utility Service Project				\$416,000		\$416,000
IVC Remove/Relocate IVC Maint., Police, Whse, & A-500 Bldgs				\$514,000		\$514,000
IVC Modular Building Replacement (CEC)				\$200,000		\$200,000
IVC Science Lab Addition & Remodel				\$5,480,000		\$5,480,000
IVC A-300 Building Remodel				\$2,481,000		\$2,481,000
SC Building Repairs Math, Science Engineering Buildings					\$2,337,000	\$2,337,000
SC Building Repairs TAS Building					\$1,956,000	\$1,956,000
**SC Building Repairs/Library Remodel					\$4,829,000	\$4,829,000
SC Demolition of Lower Campus Buildings					\$1,719,000	\$1,719,000
SC Demolition 2007/08					\$1,000,000	\$1,000,000
SC Village Remodel					\$4,130,000	\$4,130,000
SC Final Project Proposals for Library Building Remodel					\$40,000	\$40,000
SC Golf Driving Range Net Replacement					\$300,000	\$300,000
SC Health Science/District Office Building			\$7,018,220		\$8,238,780	\$15,257,000
SC Hire Consultant for Parking/Traffic Study					\$48,500	\$48,500
SC McKinney Theater Lighting and Sound Systems Upgrade					\$1,335,000	\$1,335,000
SC Mold Abatement and Air Quality Improvements					\$9,006,000	\$9,006,000
*SC Science Building (M/S/E annex)					\$2,689,300	\$2,689,300
*SC Science/Applied Science Bldg					\$14,850	\$14,850
SC Temporary Classroom Facilities					\$7,269,285	\$7,269,285
SC McKinney Theater Restroom Remodel					\$2,542,000	\$2,542,000
SOCCCD: Replace HR & Bdgt Dev Systems			\$898,000			\$898,000
SOCCCD: Student Information System Upgrade-Phase I/Phase II			\$14,102,000			\$14,102,000
SOCCCD Districtwide Telephone System	\$4,500,000					\$4,500,000
SOCCCD Fiscal and HR Systems Repl.			\$27,500			\$27,500
SOCCCD Consultant for District Educational & Facilities Master Plan	\$370,010					\$370,010
SOCCCD HR Recruitment Work Plan			\$85,911			\$85,911
SOCCCD: Marketing, Outreach and Recruitment Efforts	\$229,830					\$229,830
SOCCCD Legislative Advocacy Services - Basic Aid	\$120,000					\$120,000
SOCCCD One-time Investment in Enrollment Management	\$100,000					\$100,000
SOCCCD Early Childhood Program	\$60,000					\$60,000
Total Approved Projects	\$40,233,707	\$25,564,940	\$25,783,932	\$63,273,747	\$79,528,734	\$234,385,060

**South Orange County Community College District
Expenditure History for Approved Projects**

Project Description	Approved Amount	1999/00 Actual	2000/01 Actual	2001/02 Actual	2002/03 Actual	2003/04 Actual	2004/05 Actual	2005/06 Actual	2006/07 Actual	2007/08 Estimated	Total	Project Balance
2004/05 College Scheduled Maintenance Projects	1,000,000						381,124	272,888	345,988	-	1,000,000	-
2004/05 Technology Needs for IVC, SC, & District	3,548,415						2,394,994	1,140,549	12,872	-	3,548,415	-
2005/06 Allocation for Salary Schedule Restructure	4,245,000							4,245,000		-	4,245,000	-
2005/06 College Instructional Equipment Needs	942,000							492,000		450,000	942,000	-
2005/06 College Scheduled Maintenance Projects	1,000,000							627,312	372,688	-	1,000,000	-
2005/06 Technology Needs for IVC, SC & District	3,324,203							2,729,203	595,000	-	3,324,203	-
2006/07 Technology Needs for IVC, SC & District	4,395,000								4,395,000	-	4,395,000	-
2007/08 Technology Needs for IVC, SC & District	4,100,000									4,100,000	4,100,000	-
ATEP Operating Budget*	4,553,957						266,981	1,286,976	1,000,000	2,000,000	4,553,957	-
ATEP Staffing, Equipment, Program Development	4,000,000									4,000,000	4,000,000	-
ATEP Renovation	8,160,983					370,243	630,096	1,478,919	5,681,725	-	8,160,983	-
ATEP-Building Demolition	7,000,000									7,000,000	7,000,000	-
ATEP-Hangar & Chapel Utilities	1,000,000									1,000,000	1,000,000	-
ATEP-Site Development Negotiations	750,000									750,000	750,000	-
College/District Contributions for Debt Retirement	4,380,701					1,543,653	1,351,330	1,485,718		-	4,380,701	-
Debt Retirement Contribution	34,400,000		6,000,000	5,000,000	5,000,000	5,000,000	5,000,000	4,200,000	4,200,000	-	34,400,000	-
IVC Business & Technology Innovation Center	10,182,000							25,861	3,160,139	6,996,000	10,182,000	-
IVC Design and Install Entrance from Barranca	730,000							9,950	720,050	-	730,000	-
IVC Fine Arts Building	-									-	-	-
IVC Floor Repairs	82,500						57,458	882	4,160	-	82,500	-
IVC Life Sciences Project	1,383,000									1,383,000	1,383,000	-
IVC Lot Expansion and Phase I of Lot 6	1,480,000						1,500	222,418	1,256,082	-	1,480,000	-
IVC Maintenance and Police Facility	4,575,000						90,046	1,575,308	2,704,646	205,000	4,575,000	-
IVC Modular Building	370,000				303,790	65,666	544			-	370,000	-
IVC Performing Arts Center	17,180,000					57,850	623,625	4,235,617	12,262,908	-	17,180,000	-
IVC Science Equip & TV Studio	500,000		215,161	245,745	21,303	17,791				-	500,000	-
IVC Sports Facilities	896,000		20,671	875,329						-	896,000	-
IVC Utility Service Project	416,000							125,332	290,668	-	416,000	-
IVC Remove/Relocate IVC Maint., Police, Whse, & A-500 Bldgs	514,000							35,700	478,300	-	514,000	-
IVC Modular Bldg Replacement (CEC)	200,000								200,000	-	200,000	-
IVC Science Lab Addition & Remodel	5,480,000								4,120,000	1,360,000	5,480,000	-
IVC A-300 Bldg Remodel	2,481,000								158,900	2,322,100	2,481,000	-
Retiree Benefit Past Service Liability	5,329,628					1,129,408	1,223,940	1,346,334	1,629,946	-	5,329,628	-
Retiree Benefit Current Year Service Liability	8,588,310					1,690,089	1,831,550	2,014,705	3,051,966	-	8,588,310	-
Retiree Benefit Current Year Service Liability	10,500,000									10,500,000	10,500,000	-
SC Building Repairs - Math, Science Engineering Bldg	2,337,000						57,748			2,279,252	2,337,000	-
SC Building Repairs - TAS Building	1,956,000						26,775	97,135	832,090	1,000,000	1,956,000	-
SC Building Repairs - Library Remodel	4,829,000						37,892		486,000	4,295,108	4,829,000	-
SC Demolition of Lower Campus Buildings	1,719,000			11,928	430,115	523,330	15,917	737,255	455	-	1,719,000	-
SC-Demolition	1,000,000									1,000,000	1,000,000	-
SC-Village Remodel	4,130,000									4,130,000	4,130,000	-
SC Final Project Proposals for Library Building Remodel	40,000						40,000			-	40,000	-
SC Golf Driving Range Net Replacement	300,000							1,800		298,200	300,000	-
SC Health Science/District Office Building	15,257,000			29,334	1,076,099	7,151,418	6,786,700	189,994	23,455	-	15,257,000	-
SC Hire Consultant for Parking/Traffic Study	48,500						24,250		24,250	-	48,500	-
SC McKinney Theater Lighting and Sound Systems Upgrade	1,335,000					46,200	1,288,800			-	1,335,000	-
SC Mold Abatement and Air Quality Improvements	9,006,000							682,740	3,323,260	5,000,000	9,006,000	-
SC Science Building (M/S/E annex)	2,689,300									2,689,300	2,689,300	-
SC Science Equip & TV Studio	500,000		126,720	234,558	124,942	6,593	7,187			-	500,000	-
SC Science/Applied Science Bldg	14,850						14,850			-	14,850	-
SC Sports Facilities	817,310		229,943	432,378	60,340	50,603	26,695	17,351		-	817,310	-
SC Temporary Classroom Facilities	7,269,285						714	3,729,338	3,539,233	-	7,269,285	-
SC McKinney Theater Restroom remodel	2,542,000								168,080	2,373,920	2,542,000	-
SOCCCD: Replace HR & Bldg Dev Systems	898,000							350,000	548,000	-	898,000	-
SOCCCD: Student Information System Upgrade-Phase I/Phase II	14,102,000								4,802,000	9,300,000	14,102,000	-
SOCCCD: Districtwide Telephone System	4,500,000					127,271	3,636,911	627,911	107,907	-	4,500,000	-
SOCCCD: Fiscal and HR Systems Repl	27,500							27,500		-	27,500	-
SOCCCD: Hire Consultant for District Educational and Facilities M	370,010							370,010		-	370,010	-
SOCCCD: HR Recruitment Work Plan	85,911						85,911			-	85,911	-
SOCCCD: Legislative Advocacy Services - Basic Aid	120,000						24,000	27,000	26,000	43,000	120,000	-
SOCCCD: Marketing, Outreach and Recruitment Efforts	\$229,830							229,830		-	229,830	-
SOCCCD: One time investment in Enrollment Management	100,000							100,000		-	100,000	-
SOCCCD: Early Childhood Program	60,000									60,000	60,000	-
SOCCCD: Special Trustee Election	453,867					453,867				-	453,867	-
Totals	234,385,060	-	6,592,495	6,629,272	7,016,589	18,233,982	25,927,538	34,738,536	60,531,768	74,514,880	234,385,060	-

	1999/00 Actual	2000/01 Actual	2001/02 Actual	2002/03 Actual	2003/04 Actual	2004/05 Actual	2005/06 Actual	2006/07 Actual	2007/08 Estimated
Commitments	2,000,000	11,085,000	22,474,310	17,027,650	30,855,670	57,751,446	11,145,072	34,465,912	47,480,000
Cumulative Commitments	2,000,000	13,085,000	35,559,310	52,586,960	83,542,630	141,294,076	152,439,148	186,905,060	234,385,060
Receipts	5,676,600	9,192,300	13,719,277	18,419,919	27,356,952	40,162,878	46,899,203	52,896,017	43,490,307
Cumulative Receipts	5,676,600	14,869,100	28,588,377	47,008,296	74,365,248	114,528,126	161,427,329	214,323,346	257,813,653
Cumulative Expenses	-	6,592,495	13,421,767	20,438,356	38,672,338	64,599,876	99,338,412	159,870,180	234,385,060
Cash Balances	5,676,600	8,276,605	15,166,610	26,569,940	35,692,910	49,928,250	62,088,917	54,453,166	29,428,593

South Orange County Community College District
Basic Aid Receipts, Commitments, Expenses and Cash Balances
(As of September 24, 2007)



	1999/00 Actual	2000/01 Actual	2001/02 Actual	2002/03 Actual	2003/04 Actual	2004/05 Actual	2005/06 Actual	2006/07 Actual	2007/08 Estimated
--- Cumulative Commitments	2,000,000	13,085,000	35,559,310	52,586,960	83,542,630	141,294,076	152,439,148	186,905,060	234,385,060
— Cumulative Receipts	5,676,800	14,869,100	28,588,377	47,008,296	74,365,248	114,528,126	161,427,329	214,323,346	257,813,653
... Cumulative Expenses	-	6,592,495	13,421,767	20,438,356	38,672,338	64,599,876	99,338,412	159,870,180	234,385,060
■ Cash Balances	5,676,800	8,276,605	15,166,610	26,569,940	35,692,910	49,928,250	62,088,917	54,453,166	23,428,593

TO: Board of Trustees
FROM: Dr. Raghu P. Mathur, 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

September 24, 2007

SADDLEBACK COLLEGE

1. BGS BUILDING REPAIRS.

Remediation and repair work started on January 8, 2007, and is progressing according to schedule. Interior remediation is 100% completed; site and building repair work is about 75% completed. The new window system has been installed and water testing of the system is progressing. The project is scheduled for completion by the end of February, 2008.

2. UTT LIBRARY REMODEL

The architect has completed the preliminary plans for this project and made the required submittal to the State Chancellor's Office on July 2, 2007. After the Chancellor's Office approves the preliminary drawings and releases funding for working drawings, the architect will proceed with the development of the construction documents. Construction is anticipated to start in September, 2008, and be completed by the end of December, 2009.

The overall project budget is \$20,800,000 with a state contribution in excess of \$16,000,000 and a basic aid contribution of \$4,800,000.

3. SCIENCES BUILDING

The architect has completed the FPP which was submitted to the State Chancellor's Office on June 28, 2007, along with the 5-Year Construction Plan.

4. McKINNEY THEATER RESTROOMS

The architect submitted plans to DSA on April 11, 2007. The plan check process will take several months; bidding could take place in late 2007. Construction is expected to start in early 2008 and be completed by the end of September, 2008.

5. REMODEL VILLAGE FOR SWING SPACE DURING LIBRARY REMODEL

On June 25, 2007, the Board approved funding in the amount of \$4,130,000 for this project. The Board also approved hiring R2A to provide architectural services for this project. The project is in the programming phase and the architect and district representatives are meeting with faculty, staff, and college administration to evaluate and document departmental space requirements.

IRVINE VALLEY COLLEGE**1. PERFORMING ARTS CENTER AND PARKING LOT 5 EXTENSION.**

To date, the Board has approved filing the notices of completion for 22 prime contractors. The final three notices of completion are being recommended to the Board at this September, 2007, meeting. A recommendation to approve change order requests in the amount of \$33,891.52 is also being submitted to the Board at this meeting; if approved, total change orders will represent 2.66% of the original contract amount.

2. BUSINESS & TECHNOLOGY INNOVATION CENTER.

Structural steel began arriving in mid-July. Delivery continues and steel erection is underway. The steel framing contractor has mobilized and is beginning their work. A landscape solution is designed to address the change in elevation between this building and the Performing Arts Center. Project completion is anticipated in June, 2008.

3. MAINTENANCE AND POLICE FACILITY.

Construction is progressing according to schedule. Siding and roofing are nearing completion with electrical and plumbing contractors performing rough-in and finish work. The project was 62% complete at the end of August, 2007. Project completion is scheduled for October, 2007. A recommendation to approve change order requests in the amount of \$11,675.35 is being submitted to the Board at this meeting; if approved, total change orders will represent 3.25% of the original contract amount.

4. B-200 SCIENCE LAB ANNEX AND B-239 REMODEL

The architect submitted the completed working drawings to DSA on July 11, 2007. At this time, the architect estimates that additional \$1,360,000 will be required to complete this project. Rather than requesting additional funds now, a request will be submitted to the Board after bids are received and the exact amount of the shortfall is known. Construction is scheduled to start in March, 2008, and be completed in February, 2009.

5. A-300 REMODEL FOR MUSIC DEPARTMENT

The architect has completed 100% of the working drawings. College and district review of the 100% drawings is in progress. After submittal and approval of drawings by DSA, construction will follow. Construction operations may affect instructional activities in other portions of the building. Construction scheduling will be coordinated with faculty and staff. This project will be completed by December, 2008.

6. LIFE SCIENCES PROJECT

The State Chancellor's Office has recommended the Life Sciences building for inclusion in the 2008-09 state budget. If approved, preliminary plans for this project could start in September 2008, with a proposed construction completion of late 2011. The state estimates the total cost of this project at \$19,048,000 with \$17,488,000 from the state and \$1,560,000 from local contribution.

ATEP

1. DEVELOPMENT OF ATEP SITE.

Site development work is substantially complete. Punch list items are being addressed. Total change orders represent 3.03% of the original contract amount.

2. ATEP LAUNCH BUILDINGS

ATEP campus was substantially complete in time for the start of fall semester. Punch list items are being addressed. Minor furniture and equipment installation remain. A recommendation to approve change order requests decreasing the contract amount by \$8,659.75 is being submitted to the Board at this meeting; if approved, total change orders will represent 2.99% of the original contract amount.

TO: Board of Trustees
FROM: Dr. Raghu P. Mathur, Chancellor
RE: SOCCCD: Monthly Financial Status Report
ACTION: Information

BACKGROUND

Monthly General Fund financial reports (EXHIBIT A) for the two colleges and the District 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.

STATUS

The reports display the adopted budget, revised budget, and transactions through August, 2007. A review of current revenues and expenditures for the 2007/208 fiscal year shows that they are in line with the budget.

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
General Fund Income and Expenditure Summary
As of August 31, 2007

REVENUES, EXPENDITURES AND CHANGE IN FUND BALANCE		Adopted Budget	Revised Budget	Difference	Beg Bal & Receipts/ Expenditures
SOURCES OF FUNDS					
BEGINNING FUND BALANCE:		25,301,766	25,301,766	0	25,301,766
REVENUES:					
Federal Sources	8100-8199	\$ 2,152,459	2,152,459	0	38,369
Other State Sources	8600-8699	22,642,839	22,642,839	0	2,588,803
Other Local Sources	8800-8899	163,009,737	163,009,737	0	12,679,139
Total Revenue		187,805,035	187,805,035	0	15,306,311
BASIC AID		450,000	450,000	0	0
INCOMING TRANSFERS	8980-8989	241,003	241,003	0	0
TOTAL SOURCES OF FUNDS		213,797,804	213,797,804	0	40,608,077
USES OF FUNDS					
EXPENDITURES:					
Academic Salaries	1000-1999	61,262,240	61,270,220	7,980	7,674,975
Other Staff Salaries	2000-2999	37,432,855	37,420,385	(12,470)	2,670,645
Employee Benefits	3000-3999	33,439,065	33,439,856	791	4,319,247
Supplies & Materials	4000-4999	5,182,680	5,074,422	(108,258)	415,816
Services & Other Operating	5000-5999	18,718,039	18,828,307	110,268	3,067,562
Capital Outlay	6000-6999	12,176,943	12,178,632	1,689	721,629
Payments to Students	7500-7699	439,231	439,231	0	2,407
Total Expenditures		168,651,053	168,651,053	0	18,872,281
OTHER FINANCING USES:					
Inter Fund Transfers Out	7300-7399	1,975,080	1,975,080	0	0
Basic Aid Transfers Out		32,403,771	32,403,771	0	0
Intra Fund Transfers Out	7400-7499	241,003	241,003	0	0
Debt Service	7100-7199	395,000	395,000	0	151,936
Total Other Sources (Uses)		35,014,854	35,014,854	0	151,936
TOTAL USES OF FUNDS		203,665,907	203,665,907	0	19,024,217
ENDING FUND BALANCE		10,131,897	10,131,897	0	21,583,860
Reserve for Economic Uncertainties		8,781,897	8,781,897	0	
Location Reserves for Economic Uncertainties		1,350,000	1,350,000	0	
Nondesignated Budget Allocation		\$ 0	\$ 0	\$ 0	\$ 0

SADDLEBACK COLLEGE

General Fund Income and Expenditure Summary

As of August 31, 2007

REVENUES, EXPENDITURES AND CHANGE IN FUND BALANCE		Adopted Budget	Revised Budget	Difference	Beg Bal & Receipts/ Expenditures
SOURCES OF FUNDS					
LOCATION BEGINNING BALANCE		9,619,852	9,619,852	0	9,619,852
REVENUES:					
Unrestricted Budget Allocation		\$ 74,660,580	74,660,580	0	4,868,025
Restricted Budget Allocation		11,680,073	11,680,073	0	2,598,763
Total Revenue		86,340,653	86,340,653	0	7,466,788
BASIC AID		300,000	300,000	0	0
INCOMING TRANSFERS	8980-8989	161,003	161,003	0	0
TOTAL SOURCES OF FUNDS		96,421,508	96,421,508	0	17,086,640
USES OF FUNDS					
EXPENDITURES:					
Academic Salaries	1000-1999	37,856,035	37,864,015	7,980	4,469,669
Other Staff Salaries	2000-2999	19,821,291	19,808,821	(12,470)	1,402,210
Employee Benefits	3000-3999	16,537,759	16,538,550	791	1,223,229
Supplies & Materials	4000-4999	3,653,224	3,551,640	(101,584)	277,341
Services & Other Operating	5000-5999	8,368,799	8,473,393	104,594	928,289
Capital Outlay	6000-6999	7,382,139	7,382,828	689	409,919
Payments to Students	7500-7699	141,258	141,258	0	1,406
Total Expenditures		93,760,505	93,760,505	0	8,712,063
OTHER FINANCING SOURCES/(USES):					
Transfers Out	7300-7399	1,500,000	1,500,000	0	0
Other Transfers	7400-7499	161,003	161,003	0	0
Debt Service	7100-7199	0	0	0	0
Total Other Sources (Uses)		1,661,003	1,661,003	0	0
TOTAL USES OF FUNDS		95,421,508	95,421,508	0	8,712,063
LOCATION OPERATING BALANCE		1,000,000	1,000,000	0	8,374,577
Reserve for Economic Uncertainties		1,000,000	1,000,000	0	0
Nondesignated Budget Allocation		\$ 0	\$ 0	\$ 0	0

IRVINE VALLEY COLLEGE

General Fund Income and Expenditure Summary

As of August 31, 2007

REVENUES, EXPENDITURES AND CHANGE IN FUND BALANCE		Adopted Budget	Revised Budget	Difference	Beg Bal & Receipts/ Expenditures
SOURCES OF FUNDS					
LOCATION BEGINNING BALANCE		2,823,009	2,823,009	0	2,823,009
REVENUES:					
Unrestricted Budget Allocation		\$ 38,662,628	38,662,628	0	2,672,443
Restricted Budget Allocation		4,980,580	4,980,580	0	764,984
Total Revenue		43,643,208	43,643,208	0	3,437,427
BASIC AID		150,000	150,000	0	0
INCOMING TRANSFERS	8980-8989	80,000	80,000	0	0
TOTAL SOURCES OF FUNDS		46,696,217	46,696,217	0	6,260,436
USES OF FUNDS					
EXPENDITURES:					
Academic Salaries	1000-1999	19,157,529	19,157,529	0	2,962,625
Other Staff Salaries	2000-2999	10,857,955	10,857,955	0	766,343
Employee Benefits	3000-3999	8,612,151	8,612,151	0	692,812
Supplies & Materials	4000-4999	1,102,733	1,100,983	(1,750)	120,611
Services & Other Operating	5000-5999	2,992,876	2,993,126	250	531,808
Capital Outlay	6000-6999	2,608,118	2,609,618	1,500	262,031
Payments to Students	7500-7699	297,473	297,473	0	1,001
Total Expenditures		45,628,835	45,628,835	0	5,337,231
OTHER FINANCING SOURCES/(USES):					
Transfers Out	7300-7399	242,382	242,382	0	0
Other Transfers	7400-7499	80,000	80,000	0	0
Debt Service	7100-7199	395,000	395,000	0	48,325
Total Other Sources (Uses)		717,382	717,382	0	48,325
TOTAL USES OF FUNDS		46,346,217	46,346,217	0	5,385,556
LOCATION OPERATING BALANCE		350,000	350,000	0	874,880
Reserve for Economic Uncertainties		350,000	350,000	0	0
Nondesignated Budget Allocation		\$ 0	\$ 0	\$ 0	0

TO: Board of Trustees
FROM: Dr. Raghu P. Mathur, Chancellor
RE: SOCCCD: List of Board Requested Reports
ACTION: Information

BACKGROUND

At the June 21, 2005 board meeting, members of the Board of Trustees requested a listing of reports requested by the board for the past six months. The listing is to include: date report is requested by the board, report topic, name of trustee requesting report, requested due date, person responsible for preparing the report and the date the report is scheduled to be submitted to the board for their review. At the July 19, 2005 board meeting, it is requested that this six-month report be a standing item on every board agenda, with old information dropped off and new requests added.

STATUS

The Board report listing (EXHIBIT A) for the past six months is coordinated and prepared by the Office of the Deputy Chancellor.

This report is intended to answer the questions of the South Orange County Community College District Board of Trustees. In the event, additional information would be useful or desired by the board, supplemental information will be provided.

**SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
LISTING OF BOARD REPORTS REQUESTED**

Date Report Requested	Report Topic	Board Member Requesting Report	Report Due Date	Report Prepared By:	Date Submitted to the Board of Trustees
5-21-07	College & ATEP Energy Conservation Measures and Sustainability	Trustee Lang	7-23-07	Richard McCullough Glenn Roquemore Robert Kopecky	7-23-07
5-21-07	List of Employee compensation with Wages Over \$90,000 During 2006-2007 Academic Year	Trustee Fuentes	7-23-07	Gary Poertner	7-23-07
4-23-07	Courses and Programs Offered at ATEP	Trustee Padberg	5-21-07	Robert Kopecky	5-21-07
4-23-07	Feasibility of Offering a BSN degree at Saddleback College's Nursing Program	Trustee Padberg Trustee Williams	5-21-07	Richard McCullough	5-21-07
3-26-07	Cost of Upgrade of Stadium at Saddleback College and Development of a New Stadium at Irvine Valley College	Trustee Padberg	4-23-07	Gary Poertner	4-23-07
11/20/06	Returning Veterans to Saddleback College and Irvine Valley College	Trustee Fuentes	1-16-07	Richard McCullough Glenn Roquemore	1-16-07
10/30/06	Funding of Lariat	Trustee Milchiker	11-20-06	Richard McCullough	11-20-06

TO: Board of Trustees
FROM: Dr. Raghu P. Mathur, 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

This report is for the quarter ending on June 30, 2007. Our cash balances at the end of June 2007 were One Hundred Thirty Million, Eighty-Four Thousand, Four Hundred Seventeen and 34/100 Dollars (\$130,084,417.34) in the Orange County Investment Pool (OCIP) and Forty Million and no/100 Dollars (\$40,000,000.00) in the Local Agency Investment Fund (LAIF) Pooled Investment Account. The OCIP investment pool is yielding an average of 5.29% and the LAIF investment pool is yielding an average of 5.23% for the fiscal quarter ending June 30, 2007. Both pools are highly liquid, with overnight wire transfers available upon request.

TO: Board of Trustees
FROM: Dr. Raghu P. Mathur, Chancellor
RE: Written Reports
ACTION: None

Written Reports

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

President, Saddleback College
President, Irvine Valley College
Provost, ATEP
Associated Student Government of SC
Associated Students of IVC
Saddleback College Academic Senate
Irvine Valley College Academic Senate
Faculty Association
California School Employees Association
Saddleback College Classified Senate
Irvine Valley College Classified Senate
District Services Classified Senate
Police Officers' Association



MEMORANDUM

TO: Members of the Board of Trustees
Dr. Raghu P. Mathur, Chancellor

FROM: Dr. Richard D. McCullough, President

SUBJECT: REPORT FOR SEPTEMBER 24, 2007 BOARD OF TRUSTEES' MEETING

Student Services

Athletics

Saddleback has identified 32 sophomore student-athletes as Scholar-Ballers this fall. These students must be in their second season of competition, have maintained a 3.00 grade point average, and be of upstanding character. Two of these student-athletes are 4.00 students. The Scholar-Baller program is an educational curriculum that puts an emphasis on achieving academic success as well as athletic success. This semester's students represent seven of our eight athletic teams, plus members of the cheerleading squad.

Transfer Center

The Transfer Center provided counseling services to students in the lobby of the Student Services Center during the first week of the Fall 2007 semester and also provided services to students outside in the Quads of the Student Services Center and Science, Math, and Engineering.

The students who participated in UCLA's TAP (Transfer Alliance Program) had an admit rate of 100% for fall 2007.

Saddleback College increased from #7 in transfers to #3 in transfers to USC in one year.

The Transfer Center provided a workshop for students interested in signing a Transfer Admission Guarantee agreement with specific UC campuses and also provided a workshop for students interested in Indiana University's 90/30 program. The Transfer Center has had representatives from four-year colleges and universities meet with students.

The counselors in the Transfer Center were invited by faculty in other divisions, to classrooms throughout the campus, to inform students of the services offered by the Transfer Center and to inform students of the Transfer Process. The overall number of students who have attended workshops has increased significantly from last semester.

Advanced Technology and Applied Science Division

KSBR

KSBR featured in the August edition of Rancho Santa Margarita Style magazine as "Rancho's Favorite Radio Station". KSBR broadcasted more than 500 announcements promoting Saddleback College fall registration. KSBR has begun weekly live broadcasts of Saddleback College Football games and broadcasted live from the opening of ATEP, the launch of the balloon at the Great Park and the inaugural Taste of Laguna Niguel.

Marine Science Technology

Promotional Video for MST Certificate Programs

Instructor Marc Hughston produced a promotional video for three MST Certificate programs through the coordinated efforts of many in the department and the college. The purpose of the video is to generate awareness and interest, highlight the key benefits of each certificate, and show students how to learn more about the program. Video airs periodically on Channel 39.

TO: Chancellor Raghu P. Mathur and Members of the Board of Trustees

FROM: Glenn R. Roquemore, President *GR*

DATE: September 13, 2007

SUBJECT: **President's Report for the September 24 Board of Trustees Meeting**

IVC Begins Sponsorship of "Game of the Week" on Cox Channel 3 in Irvine

On Sept 7, the college began to run a commercial on the weekly high school sports matchups, "Game of the Week" between South Orange County high school teams for football, basketball and baseball/softball broadcast on Cox3. This new marketing effort will provide the opportunity for IVC to reach the entire Cox market penetration from Irvine, Aliso Viejo, Newport Beach, Rancho Santa Margarita, San Clemente, Tustin, to Orange – to name some of the geographic coverage reach of Channel 3. Cox currently reaches more than 240,000 households and more than 76,000 Orange County residents have watched the "Game of the Week" in the past seven days. Each game will air a minimum of eight times during the week. IVC will participate for 34 weeks from September through June 2008. All games will air on Cox3 and will include a dedicated commercial about IVC. In addition, the college will be promoted in 20 weekly thirty-second commercials on popular channels targeted at the high school audience. IVC will be branded as the official "Play of the Game" sponsor and will receive additional recognition for this exclusive category.

Art Gallery Presents First Fall Show

The IVC Art Gallery is currently presenting its first fall show, *Magnificent Obsession, New Work by Douglas Cason*. Cason, a Houston-based artist presented a fictional accounting of a manufactured character, a historian. With this work Cason engaged in challenging the idea of Manifest Destiny and asked the viewer to examine the convention of history itself. The show will run through October 5, 2007.

Music Department Holds First Fall Concert

IVC's Department of Music launched its fall 2007 Piano Series in the beautiful new Irvine Valley College Performing Arts Center Music Hall. IVC piano faculty, Janice Park and Daniel Luzko, performed the first performance in the venue on Saturday, September 15.

Foundation Receives \$10,000 Gift

The college Foundation recently accepted a \$10,000 gift from the Volunteers at Irvine Regional Hospital and Medical Center. The gift will be used to provide \$1,000 scholarships to ten Irvine Valley College students pursuing a career in healthcare. The Volunteers at Irvine Regional Hospital and Medical Center is an organization that operates the gift store at the hospital and from the profits awards scholarships to Irvine Valley College students.

Sheriff Michael S. Carona Speaks at 9/11 Commemoration

The college again held a special ceremony to commemorate the lives lost on this day and those serving in America's armed forces. The ceremony of remembrance included a patriotic performance by students from Westwood Basics Plus Second Grade, inspirational remarks by invited guests, including keynote speaker Orange County Sheriff Michael S. Carona, and the placement of a wreath in the memory of the lives lost. Orange County Supervisor Bill Campbell offered the invocation. Members of the South Orange County Community College Board of Trustees and the IVC Foundation also participated in the ceremony.



MEMORANDUM

To: Dr. Raghu P. Mathur, Chancellor;
Members of the Board of Trustees

From: Dr. Robert J. Kopecky, Provost

Date: September 12, 2007

Re: **PROVOST REPORT** – September 24, 2007 Board of Trustees Meeting

ATEP Campus Update

The ATEP campus is open and busy serving more than 400 students. The new computer lab has been installed and high end technology software is being ordered for the two technology programs and other high tech computer training courses planned for the spring 08 semester.

ATEP Partnership Update

Negotiations and progress continue with Camelot Entertainment, California State University, Fullerton, Chapman University and Young Americans.

Outreach, Marketing and Public Relations Efforts

Online advertising continues on ocregister.com and ocweekly.com and Director Fluegeman is tracking the data reporting to incorporate into and improve advertising messaging, course selection and search criteria to capture interested web surfers.

A targeted print ad for ATEP will appear in OC Register's Best of Orange County issue, a large resource guide with a long shelf life.

Public service announcements continue to be sent weekly to Irvine World News, Tustin News and the Tustin Chamber newsletter which is distributed to many Tustin area businesses.

Two Saddleback College students filmed a segment for a documentary last week on ATEP and its two technology programs, Design Model Making & Prototyping and CACT's Optics and Photonics. KDOC is scheduled to film a similar segment on

Thursday, Sep. 13 to air in the next few weeks on a new morning show, *Daybreak Orange County*.

Atep was the feature article in *City Scene*, Tustin's quarterly newsletter to all city residents.

Director Fluegeman is working with District Marketing & Public Affairs to plan the dedication event for October 19.

Director Fluegeman is working on the printed Atep spring 08 schedule which will be stitched inside the Saddleback College and Irvine Valley College schedules.

Director Fluegeman and Michael Martinez, Atep Webmaster, are working on compiling data to profile Atep's initial student demographics and compiling a comprehensive database for sending out communications.

Director Fluegeman assisted Director DeShazer in developing marketing materials for a state conference on optics and Photonics in San Diego.

Student Services and Instruction

Dean Peterson is finalizing the schedule of course offerings for spring 08 and continues to work with Saddleback and IVC to streamline processes for the virtual library, admissions, and other student services.

Facilities/Property Update

Projectors have been installed in the classrooms. A vendor was selected for assistance with clean up of the 68 acres per the conveyance agreement requirements.

Master Planning

Provost Kopecky and Dean Peterson attended a tour of several studios with the City of Tustin, Camelot Entertainment and Chancellor Mathur.

The Memorandum of Understanding with the Tustin Police department was completed and signed.

Provost Kopecky continues to work with attorneys and planning consultants for the master plan.

Provost Kopecky continues to work with the City of Tustin on campus issues such as parking needs, access and signage.